

Cultivating
Creativity,
Compassion
and
Community



MEI SECONDARY Student/Parent Handbook 2019-2020

Equipping Students for Life and Forever

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A. GUIDING PRINCIPLES

1. MEI Mission Statement

The mission of the Mennonite Educational Institute, in cooperation with the home and our supporting churches, is to equip young people to live a life of excellence through service to God's Kingdom and society as faithful disciples of Christ.

2. MEI Philosophy

Since all TRUTH is ultimately God's truth, Christian education must be based on the Word of God and all academic facts must be interpreted in the light of His Word. The Bible is held to be the complete and final revelation of God and is accepted as authoritative, authentic and reliable concerning all matters of faith, truth and practice (II Timothy 3:16, John 14:6, Colossians 1:15-20). The Anabaptist perspective is accepted as a valid interpretation and application of scripture.

MEI is dedicated to the purpose of providing a sound academic program integrated with a Christian view of God and the world. The school exists to assist parents in their God-given responsibility to "train up a child in the way that he should go." (Proverbs 22:6) by the integration of academic disciplines and the Word of God, expressed in daily living.

3. MEI Educational Objectives: MEI Secondary School endeavours...

- To provide for a wholesome atmosphere through the presence of Christian teachers and students who attempt to apply Biblical principles to all aspects of life.
- To help students commit their lives to growth in a relationship with Christ that results in a Christian life - philosophy and character reflected in personality and attitude.
- To communicate to students the primary importance of the Bible for the development of proper concept of knowledge and for a guide to everyday life.
- To confront each student with one spectrum of knowledge - social and natural sciences, arts, and humanities - and to stimulate each student to explore his potential for creativity in disciplined thought, communication and living.
- To offer instruction in courses prescribed by the Provincial Ministry of Education as well as to offer courses in Bible: Doctrine, Ethics and Church History with an emphasis on Mennonite history.
- To lead students to adequate self-understanding, self-evaluation and self-acceptance.
- To enlarge the student's capacity to relate to others with sensitivity and respect and to form meaningful relationships.
- To promote in the student qualities of responsible citizenship and a willing respect for law and authority.
- To help each adolescent in his or her stage of physical, social and emotional development with emphasis upon proper health habits and recreational leisure pursuits.
- To promote a relationship of cooperation and understanding between parents and the school in matters of mutual concern.
- To foster in students an appreciation for their homes and the values of Christian family living and to encourage them to participate more fully in the life and the mission of the church.
- To create the desire in students to use their talents, abilities and skills in the service of God.

B. ORGANIZATION

1. Block Rotation

	MON. (Day 1)	TUE. (Day 2)	WED. (Day 3)	THUR. (Day 4)	FRI.
Block A	1	2	3	4	See Below
Block B	2	1	4	3	
Lunch					
Block C	3	4	1	2	
Block D	4	3	2	1	

2. Bell Schedule

A. Schedule for Monday:

8:55 - 9:00 Warning Bell
 9:00 - 10:15 Block A
 10:20 - 11:30 Block B
 11:30 - 12:05 Lunch
 12:10 - 1:25 Block C
 1:30 - 2:45 Block D

B. Schedule for Tuesday and Thursday:

8:30 - 8:35 Warning Bell
 8:35 - 9:50 Block A
 9:55 - 10:15 Gr. 9/10 Chapel
 9:55 - 11:05 Block B - Gr 11/12
 10:20 - 11:30 Block B - Gr 9/10
 11:10 - 11:30 Gr.11/12 Chapel
 11:30 - 12:05 Lunch
 12:10 - 1:25 Block C
 1:30 - 2:45 Block D

C. Schedule for Wednesday:

8:30 - 8:35 Warning Bell
 8:35 - 10:00 Block A
 10:00 - 10:10 10 Minute Break
 10:15 - 11:30 Block B
 11:30 - 12:05 Lunch
 12:10 - 1:25 Block C
 1:30 - 2:45 Block D

D. Schedule for Friday:

8:30	-	8:35	Warning Bell
8:35	-	9:50	Block A
9:55	-	10:55	Block B
10:55	-	11:00	5 Minute Break
11:00	-	12:00	Block B
12:00	-	12:35	Lunch
12:40	-	1:40	Block C
1:45	-	2:45	Block D

E. Schedule for Extended Chapel:

8:30	-	8:35	Warning Bell
8:35	-	9:45	Block A
9:50	-	10:20	Gr. 9/10 Chapel
9:50	-	10:55	Block B - Gr 11/12
10:25	-	11:30	Block B - Gr 9/10
11:00	-	11:30	Gr. 11/12 Chapel
11:30	-	12:05	Lunch
12:10	-	1:25	Block C
1:30	-	2:45	Block D

3. The School-Year

The MEI school-year is divided into two semesters for most courses, with each semester being divided into two terms. At the end of each term, a report card is issued. The dates of the four terms are as follows:

Term 1:	September 3	-	November 1, 2019
Term 2:	November 4	-	January 17, 2020
Term 3:	January 27	-	April 9, 2020
Term 4:	April 14	-	June 16, 2020
Assessment Weeks:	January 20-24, 2020; June 18-23, 2020		

4. Secondary School Calendar 2019-2020: see meischools.com for the year at a glance.

C. CODE OF CONDUCT

1. Purpose

The purpose of the Mennonite Educational Institute is to provide a positive, safe, caring and orderly atmosphere conducive to study and to the development of Christian character and social responsibility. We foster ongoing personal growth as students develop lives of discipline and expect students to exhibit high levels of social, moral, Christian deportment. The code of conduct and policies laid out in this handbook help outline and support Christian standards of behaviour, but these pages are not exhaustive; rather, they outline an approach to school organization and student conduct which will be applied to areas not specifically referred to in this document. Ultimately, students are expected to conduct themselves in a manner which fully respects all other members of the school community, which adheres to the rules of MEI, which supports MEI's commitments to the Christian faith, and which adds to the positive social environment the school seeks to create.

2. Character

MEI Secondary School, along with the other MEI school campuses, holds the following characteristics as those that MEI students should exhibit and in which MEI students should strive to improve. We often repeat that, “once an eagle, always an eagle,” meaning that students of MEI will always be part of the MEI community. But what does it mean to be an MEI Eagle?

The answer is that an MEI Eagle is characterized by the following six attributes:

Integrity:

- Proverbs 3: 5-6 “Trust in the Lord with all your heart and lean not on your own understanding; in all your ways submit to him, and he will make your paths straight.”
- Integrity in action means making the morally right decision even when no one is watching; it is also characterized by **honesty**; a student who shows integrity is one who is **trustworthy**.

Empathy:

- Psalm 115: 5-6 “The Lord is gracious and righteous; our God is full of compassion. The Lord protects the unwary; when I was brought low, he saved me.
- Empathy in action means showing **compassion** for others in difficult situations; empathy means being **supportive** and **encouraging** of others; it means acting when one sees injustice (bullying, harassment, teasing, etc.)

Respect:

- Matthew 22: 37-39 “Jesus replied: ‘Love the Lord your God with all your heart and with all your soul and with all your mind.’ This is the first and greatest commandment. And the second is like it: ‘Love your neighbor as yourself.’”
- Respect in action means being **inclusive** of others; it means **listening** and **obeying** and showing to those in authority.

Kindness:

- 1 Corinthians 13: 4-8(a) “Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It does not dishonor others, it is not self-seeking, it is not easily angered, it keeps no record of wrongs. Love does not delight in evil but rejoices with the truth. It always protects, always trusts, always hopes, always perseveres. Love never fails.
- Kindness is characterized by an attitude of **caring** and **love** for others.

Service:

- Matthew 25:40 “The King will reply, ‘Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.’”
- Service is characterized by a **servant-heart** – a willingness to work for the betterment of others and the school for their sake and not for reward.

Humility:

- Philippians 2:8 “And being found in appearance as a man, he humbled himself by becoming obedient to death— even death on a cross!”
- Micah 6:8 “He has shown you, O mortal, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.”
- Humility in action looks like: **selflessness** – thinking of oneself less; **generosity**; and **thankfulness**.

Additionally, we at MEI believe that these characteristics are found in our Lord, Jesus Christ, and it is because He exhibited these attributes that we strive to grow in these characteristics.

- We, as followers of Christ, follow his words when he says, “I am the way and the truth and the life. No one comes to the Father except through me” (John 14:6) and that “the fruit of [His] Spirit is love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control.” (Galatians 5: 22-23).
- From our foundation and strength in Christ come the character traits of an MEI Eagle.

Students attending MEI should be of positive character, considerate of others, desirous to be taught and willing to obey the code of conduct and policies of the school. They must be willing to submit to those who provide direction to the school and student life. Resistance towards authority is ground for insolence and insubordination. A student’s commitment to abide by MEI’s standards is indicated by them signing the registration card.

3. Relational Conduct

MEI Secondary School is primarily a place of work, and students should govern their relationships accordingly. Public displays of affection are inappropriate at school as they are in most places of work. Such activities tend to make other students feel uncomfortable, and inevitably separate the participating students from the rest of the community, undermining the broader, socially inclusive goals of the secondary school.

MEI Secondary School does not tolerate harassment, intimidation, marginalization, threat, bullying (or cyber-bullying), and violence, including verbal, physical or sexual abuse, as well as discrimination in any form in accordance to the BC Human Rights Code, and any reports of incidences of these actions are dealt with swiftly and judiciously.

4. Respect Toward Property

As a Christian community, we believe that we must be good stewards of what God has given us responsibility over. We must care for the school’s facility, grounds, and all its contents, including students’ property. Conversely, vandalism or theft of school or personal property including computer data is prohibited.

5. Dress Code

As a Christian school, MEI endeavours to communicate values and attitudes that reflect good moral character. Personal grooming and dress communicate those values and attitudes, and it is important that MEI students, through their personal appearance, reflect MEI’s standards whenever they are involved in a school activity, by dressing in a manner which is tasteful, modest and discreet.

In addition, MEI seeks to establish a business-like environment that is conducive to learning and adheres to accepted health and safety standards. To that end, the following dress code has been established:

- Undergarments should not be visible
- Headwear is not to be worn in school during school hours (normally 8:30 – 2:45)
- Hemlines should extend below the end of the student’s fingertips
- Necklines should provide adequate coverage
- Midriffs should be covered
- Shoulders should be covered and require sleeves
- Footwear (shoes) must be worn
- Piercings are restricted to earrings in the ear and small piercings in the nose
- Hair colour should be restricted to natural colours

- Students are discouraged from acquiring tattoos and should always keep them covered from view during the school day or while participating in school activities (exceptions for medical tattoos)
- Students will refrain from wearing clothing that sends an inappropriate message of any kind, and at the discretion of administration, students will be asked to change or cover garments that contain such messages.

6. Use of Technology

a) Purpose

MEI views technological devices as the means to a range of educational and social ends. The school supports technological innovations to the degree that they enhance MEI's intentions as a socially vibrant campus and an educationally rigorous institution. In general, the use of any electronic devices is evaluated against MEI's moral, social, and educational purposes, and MEI reserves the right to restrict use of all such equipment. Furthermore, MEI is committed to promoting authentic social interactions between peers, and for this reason, electronic devices should not be the central focus of attention in social settings.

b) Use of Personal Smart Mobile Devices

The use of technology in the classroom is governed by the educational intentions of the teacher, while the overall use of technological devices on the school campus is determined and regulated by school administration. Mobile devices can be highly useful educational and social tools but can also distract from achieving key educational and/or social goals. MEI is committed to the intellectual and social development of its students, and the school's expectation is that students reserve the use of mobile devices to achieve those same goals. Mobile devices may be used in a classroom only with the express permission of the teacher. Outside of class time, such devices may be used in a social setting only so much as they are helping students build community with students in their immediate vicinity.

When classroom expectations are breached, a student's phone may be taken by the teacher. In cases like this, the following procedures will be followed:

1st offense: student will discuss classroom expectations with teacher. Phone is returned to the student at the end of the discussion.

2nd offense: student will discuss classroom expectations with the teacher again, followed by the teacher assigning a detention to the student.

3rd offense: phone is taken to the Vice Principal; a second detention is assigned.

4th offense: phone is taken to the Vice Principal; third detention is assigned; Vice Principal calls the student's parents to discuss this repeated behaviour and the escalating consequences (in-school and out-of-school suspensions to follow – see Discipline Procedures on following pages).

c) Photos & Videos

At no time may a phone or camera be used to take photos or videos of students or staff without their express permission. Students using a device to capture a fellow students' or staff member's image with the intention of bringing discomfort or harm to the other party will have their device confiscated and turned over to administration. Return of the device will rest fully at the discretion of the administrator. Further disciplinary action may be taken depending upon the photograph's degree of invasiveness.

d) Computer and Internet Use Policy

It is MEI's responsibility to prepare our students for the 21st century. The school provides safe, supervised use of school computers and access to the Internet. Please note that the Internet is an association of diverse communication and information networks. Students must not engage in activities which will compromise the school's bandwidth capacity (e.g. downloading materials unrelated to education via YouTube, and torrent

programs etc...). It is a violation of the Acceptable Use Policy, below, for students to actively seek objectionable material.

School Computers should be used for school-related, educational purposes that enhance student learning. The Internet is to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission of MEI. The use of the school's computers is a privilege, not a right. MEI recognizes the potential for students to use computers in malicious and hurtful ways to discredit or undermine others. This is considered a form of bullying and is a violation of MEI's student code of conduct.

Computer users must not:

- divulge personal information about themselves or others inappropriately
- send or display offensive messages or pictures
- harass, insult, or attack others
- use obscene language
- allow computer viruses to infect the school computers
- engage in plagiarism (copying someone else's ideas, language or research without acknowledging the exact source or pretending it's your own). See section on Plagiarism for more details.
- violate copyrights (copying someone else's work without their permission)
- intentionally cause damage to computers, computer systems, programs or networks

These behaviors and standards are expected of MEI students both on and off campus. The MEI discipline policy may apply in both circumstances.

Specific to the MEI computers and network-

Students must not:

- use computers for commercial purposes
- waste system or network resources or Internet Bandwidth
- try to "break" passwords or gain access to protected areas
- use anyone else's password
- trespass in or tamper with anyone else's work or files
- execute any program received in an email or found on a web page except as directed by a teacher or network administrator.
- download or install any program except as directed by a teacher or network administrator.

e) Music

Portable speakers cannot be used by students anywhere at MEI Secondary without permission specifically given by a teacher. Any music played from a personal device must follow MEI Secondary School standards, meaning that there will be no tolerance for music with inappropriate language and content. This applies to music being played over the speakers in the gym.

7. Use of Prohibited Substances

We value and uphold the Biblical injunction that our bodies are the temples of the Holy Spirit and believe that we should keep them healthy. We also recognize that the use of alcohol, tobacco and illicit drugs is restricted or prohibited by law. We recognize the physical, social, and psychological destructiveness of tobacco, alcohol and other drugs and therefore MEI students are not to be involved in their use both on and off campus. This would include electronic cigarettes or any other vapour-producing devices. MEI is committed to addressing

this issue when it comes to our attention and will use various means to support the school's commitments in this area

8. Criminal Activities

MEI will not tolerate any criminal activity or activities resulting in arrest or criminal conviction. The possession of weapons on school property is absolutely prohibited.

D. Academic Honesty

1. Understanding the Importance of Academic Honesty

MEI expects students to be honest in all their actions, whether they are in the academic, co-curricular or service fields of our school. Therefore, encouraging students to be truthful in their academic work is integral to our school. Philippians 4:8 states “. . . whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable – if anything is excellent or praiseworthy – think about such things.”

The responsibility for producing authentic work is shared amongst the community of learners. However, it must be clear that whenever an individual (or group) authors a work it must be produced with integrity, by exemplifying the best possible scholarship, including careful research and writing and the appropriate acknowledgement of all sources. Responsibility rests with the subject teacher to ensure authentic work is understood and modeled. Yet, the student has the final and ultimate responsibility for academic honesty.

2. Understanding what Academic Honesty means

Any behavior that results in a student gaining an unfair advantage on any assessment component does not conform to academic honesty expectations. The following are what it takes to act with academic honesty.

- The production of ‘authentic’ pieces of work which:
 - contain the student’s individual and original ideas
 - fully acknowledge the ideas and work of others
 - use the student’s own language and expression
- Proper conduct in relation to all aspects of examinations
- The protection of all forms of intellectual property – which include forms of intellectual and creative expression, as well as patents, registered designs, trademarks, moral rights and copyright

Any other behavior is called malpractice.

3. Whose responsibility is Academic Honesty?

Ensuring academic integrity is a group effort and takes place at several levels as outlined below.

A. The Role of the Student: the student is responsible for ensuring that all work submitted is authentic. This includes:

- Ensuring that no examples of malpractice, as outlined below, are part of any assessment
- Submitting work to Schoology, which uses Turnitin, when requested to do so
- Complying with all internal school deadlines.

It is the student’s responsibility, if academic malpractice is suspected, to prove otherwise.

B. The Role of Parents/Guardians: Parents/Guardians play an important role in ensuring academic honesty by:

- Understanding and taking an active interest in ensuring the academic honesty of their child’s work
- Ensuring that their child maintains regular attendance at school so that they do not gain an unfair advantage of additional time to work on assessment pieces or take tests/exams later and thereby gain unfair advantage
- If a tutor has been hired for their child, parents must ensure that the tutor helps to clarify concepts, but not complete work for the child. Parents must also ensure good communication between the tutor and the classroom teacher.

C. The Role of the Teacher: Teachers, regardless of the subject area, help to strengthen academic honesty within the school community in several ways:

- Modeling academic honesty for their students
- Teaching and providing support so that students know when and how to reference correctly
- Devising assignments that promote student planning and the evaluation of sources, thus reducing the chances of students plagiarizing
- Making use of Turnitin (via Schoology) to detect plagiarism and to help students improve their writing
- Confirming, to the best of their knowledge, all student work submitted for assessment is authentic work. Teachers should be alert for any pieces of work that are not in keeping with previous work samples in terms of style of language, writing, or understanding

D. The Role of the School

The school will ensure that:

- This policy is reviewed with all teachers annually at the beginning of the school year
- From grade 9 onwards, students receive regular teaching about, and opportunity to practice academic honesty in all their subjects including instruction on MLA referencing
- At the beginning of each year, students, along with their parents, receive induction on what constitutes academic honesty, as well as what constitutes malpractice
- At the beginning of each year students and parents will be clearly informed how malpractice will be investigated, and what the consequences are of having been found guilty of malpractice. Students will be advised always to act as honestly and as accurately as possible to acknowledge the ideas and work of others.

4. Types of Malpractice

MEI recognizes that there are several different types of malpractice.

Four types of malpractice are defined below [according to the IBO Academic Honesty Guide (2009)] with several examples, where appropriate. The examples provided are for explanatory purposes and are not intended to be exhaustive.

A. Plagiarism: the representation of the ideas or work of another person as the student’s own

a. Not using quotation marks

- When students use someone else’s words, those words must always be in quotation marks and sources must be cited within the body of the text as well as in the literature cited section.
- If a student includes a quote, the exact words of the author must be used or it is considered a “misquote”.

b. Not citing the source of information

- All information/ideas that are not part of general knowledge that are obtained from someone else must be cited (within the sentence containing the information, and in the literature cited section) even if the student used his/her own words.
 - Translating a passage into another language and then using the translated version in your work without acknowledging the original source is also plagiarism.
- c. Paraphrasing that is too similar to the source
- It is plagiarism to use someone else's sequence of sentences and just change a few words.
 - Read your sources, synthesize the material in your head, and then write what you know in your own unique way.

Deliberate versus Accidental Malpractice

Although accidental plagiarism (academic infringement) will attract a less harsh penalty than deliberate plagiarism, nevertheless the penalties are still significant. Students need to ensure they know how to cite works appropriately. Students and teachers should use extra care when working with others' ideas.

B. Collusion: supporting malpractice by another student

- a. Allowing one's work to be copied or submitted for assessment by another student
- b. Knowingly signing-off on another student's falsified assessment. For example: fitness test results

Collusion versus Collaboration

Collaboration involves working together with other students. There are occasions where collaboration with other students is permitted or actively encouraged. Nevertheless, unless specifically permitted by the teacher for assessments that are not part of the internal assessment for the course, the final work must be produced independently, even though it may be based on the same or similar data as other students in the group. This means that the introduction, content and conclusions/summary of a piece of work must be written in each student's own words and cannot therefore be the same as another student's.

C. Duplication of Work: Submitting one assignment for multiple classes without acknowledging this fact. This does mean citing one's own work.

D. Any other behavior that gains an unfair advantage which may include but is not limited to:

- Taking unauthorized material into an examination
- Misconduct during an examination such as:
 - looking at another student's paper
 - communicating with another student
 - accessing unauthorized material in a bathroom break
 - stealing examination papers
 - using an unauthorized calculator during an examination
 - photographing exam questions with the intent to distribute
 - not complying with the invigilators' instructions, particularly with regards to the end of the exam
- Fabrication of data
- Being absent from school to miss an assessment or to give oneself more time for completion of an assessment

Students should consult their teachers to ensure that they are citing sources and researching in a current manner. If a student is found guilty of academic malpractice, they may be asked to repeat the assignment under supervision, may receive a “zero” for the assignment, may be referred to administration, and may have to meet with their parents and an administrator. Each case will be dealt with individually. If a student repeatedly commits malpractice, the school’s discipline procedures will be brought to bear.

E. ATTENDANCE POLICY

1. School Attendance

It is expected that students will attend all their registered classes, every school day, arrive on time and be in the classroom for the entire class time.

2. Chapel Attendance

All students are expected to attend chapel held each Friday or any other special chapels held on different days. Students who fail to attend chapel will be referred to administration. Continued absence for chapel will result in suspension with the student’s continued enrollment at MEI being reviewed.

3. School Absences

Absences for medical reasons must be reported to the office (secondaryattendance@meischools.com). Students and parents should inform teachers and administration in writing/email of any planned absences a minimum of one week prior to the absence.

All absences will affect students’ educational progress, and families should evaluate any and all activities that take students from class against the educational and marks-related cost of missing class.

Students and families take full responsibility for absences they have chosen to incur – vacations during school time, non-medical absences. A student’s report card will accurately reflect missed learning, assignments, projects, tests, etc. resulting from such absences. Students may also be required to attend make-up classes.

Frequent absences will negatively impact a student’s standing in a course regardless of the origin of those absences. For this reason, parents will receive a cautionary note when a student reaches 10 absences in a course. When a student reaches 15 absences, administration may contact parents and request a face to face meeting. Should a student miss 20 classes, their standing in the course will be placed in jeopardy and they may not receive course credit.

Under exceptional circumstances, the school will take steps to minimize the impact of an absence by providing work ahead of time, delaying deadlines, and allowing tests to be taken out of the normal schedule when this is educationally supportable, although all absences will have some effect on students’ achievement, and the report card will accurately reflect this fact. Exceptional circumstances would include opportunities for students which are clearly:

- once-in-a-lifetime opportunities
- consistent with the values of MEI
- of significant educational benefit to the student

Students who choose to miss/skip a class for a non-medical reason, will receive an “Incomplete” grade for any work missed and will make up missed work or receive a zero at the teacher’s discretion. Repeat offenders may receive a school suspension, which may be served on campus. Chronic offenders will have their continued enrollment at MEI reviewed.

4. Lates

As a school, we believe it is important to have our students here in the morning and on time throughout the day. Students, who arrive late to class and school miss announcements, miss class morning devotions, disrupt class lesson flow, and place unnecessary demands on the teacher and their classmates while trying to catch up

on content already covered in class. Consequences for arriving at class late will be determined by the classroom teacher and may vary from class to class.

As there are times when first class morning lates are unforeseen, administration does not follow up with students for the first three morning lates per term. We appreciate the student, parents, and guardians who do a great job of working with us in this area to be on time for classes.

Students who are chronically late could be subject to an office detention, and ultimately, a suspension. If there is an overall disregard for the start time of school and classes, a student may face suspension and/or will have his/her enrollment at MEI re-evaluated.

5. Medical Notes for Absences

Students who exceed 3 absences per course per term, (excluding school-related activity absences) may be required to provide a medical note excusing any further absences. Administration may also request a meeting with parents to discuss alternative strategies to ensure that the student is able to fulfill his/her obligations as part of the MEI community.

The preceding policies are meant to improve the overall quality of instruction at MEI, and should you feel that your circumstances warrant special consideration, please contact school administration with your concerns.

6. Suspended Students

Suspended students will not be permitted to attend classes or participate in any school function for the duration of the suspension. Suspended students are not allowed on school property for the duration of their suspensions.

7. Absences Related To School Activities

Out-of-class activities are a valuable part of course objectives and should be something that is intended to enhance classroom learning, not replace it. Participation in out-of-class activities is a privilege, not a right.

a) Field Trip Activities

When a student's involvement in out-of class activities is not a "team" or "performing group" activity, students may be kept back, based on the following considerations:

- all assignments have not been handed in; or
- the student has missed too many classes and is falling behind; or
- the student is failing the course in that particular term.

It is very important that all teachers are notified of upcoming field trips and teachers will communicate this to the sponsoring teacher in advance.

b) Other School Activities

When individual students wish/need to be excused from a teacher's class for any other school-related activity, the student MUST PERSONALLY make the appropriate arrangements with the teacher PRIOR TO the absence from class. Failure to do so may result in an unexcused absence.

8. Study Block

Students do not have to report for attendance to anyone during a study block. Any student who qualifies for a study may leave the school campus only with formal parental consent* and after signing out at the school's office. Otherwise, they must remain on campus by either being in a student lounge, outside on the campus grounds, in a classroom or in the library. A student should not loiter in the hallways. Students must maintain a work-like atmosphere during their study. Students who cause a disruption during their study block will have their movements restricted and may lose their study privileges and be assigned to a class.

* A parent/guardian give permission to their child to leave campus by signing the form MEI STUDY CLASS – PARENTAL CONSENT TO BE EXCUSED FROM CAMPUS available from and monitored by the MEI Secondary Administration. This applies only to Grade 11 and Grade 12 students – especially those who have an “N” driver’s licence.

E. DISCIPLINE PROCEDURES

1. Procedures for misconduct

When a student is: repeatedly late to, or absent from, class; commits academic misconduct; does not follow the dress code; leaves a mess in the classroom/ hallway/student lounge; is disruptive in class; makes excessive noise in the hallway during class time; sleeps in class; uses a phone without permission; uses foul or inappropriate language; etc. we implement a nine-step disciplinary process

Step 1: The student will be spoken with directly and school expectations will be reinforced clearly. After discussion, the student will be asked: “Do you understand the expectations?”

Results: Misbehaviour stops
 Misbehaviour persists – Go to step 2

Step 2: The student will be taken aside and told, “I have talked to you about this and you have not acted in a way that shows you understand our expectations that you stated you clearly understood. The consequences are a lunch detention.”

*A detention is assigned. (see detention procedures below)

Results: Misbehaviour stops
 Misbehaviour persists – Go to step 3

Step 3: The student will receive an immediate detention – or the matter will be discussed with the student again and then assign the 2nd detention.

Results: Misbehaviour stops
 Misbehaviour persists – Go to step 4

Step 4: Repeat step #3 (leading to 3rd detention). The teacher will follow up by contacting the home (phone or email, although phone is preferred). The misbehavior and the measures taken so far (discussion; detention; continued misbehaviour; subsequent detentions) will be explained to parents/guardians. The parents should be asked to discuss the matter with their child, with the expectation that the inappropriate behavior will desist.

Results: Misbehaviour stops
 Misbehaviour persists – Go to step 5

Step 5: Student is referred to the Vice Principal. VP will confirm that the above steps have been taken and that they have proven ineffective. VP will make phone contact with parents and conduct a direct meeting with the parents and student. It will be clearly stated that the behavior has shown itself to be chronic and unchanging and that the behavior must desist. Further infractions will not be tolerated and will warrant a one to three day out of school suspension. A letter will be signed by the VP, the student, and by the parents. An In

School Suspension (ISS) will be assigned.

- Results:
- Misbehaviour stops
 - Misbehaviour persists – Go to step 6

Step 6: One to three day out of school suspension

Step 7: Upon returning to school, the student and parent(s) meet with the VP before attending any classes and will be placed on a behaviour contract that will outline the conditions of a one month probationary period. Parent(s), student, and VP will sign the contract, although a parent/student signature is not necessary. Any further infractions of a similar nature will lead to an immediate meeting with the Vice Principal, parents and the student. The seriousness of the issue and the depth of our concern will be made clear, and a three to five-day suspension will be assigned.

- Results:
- Misbehaviour stops
 - Misbehaviour persists – 3-5 days out of school suspension

Step 8: Upon return to the school, the student will begin the final one-month probation. Any further infractions of a similar nature will warrant a meeting with the Principal, the Vice Principal, parents, and the student. The purpose of this meeting is to determine if MEI is the best fit for the student in question. If not, go to step 10.

- Results:
- Misbehaviour stops; student returns to school
 - Misbehaviour persists – see Step 9

Step 9: Expulsion. The Principal and Head of School will deliberate regarding the mounting evidence and will decide that the student and MEI are not a good fit and the student will find another educational context.

*If a student has been blatantly disrespectful; has threatened the safety of others; has engaged in behavior that is extreme in nature and/or grossly inappropriate. In the above cases, steps 1-4 will be skipped and will immediately go to step 5. The VP should be contacted and informed of the situation at hand. The VP will remove the student from the situation and consequences will be assigned.

2. Procedures for severe breach of conduct

The school reserves the right to suspend or expel a student without prior notice or warning for severe breach of conduct. This breach may occur on campus, or, if it occurs off-campus, it has on-campus implications. A severe breach may be categorized as a student who:

- is sexually active
- smokes, vapes, uses, possesses or distributes alcohol and/or drugs
- possesses or views or distributes pornography
- refuses to obey the instructions of school authorities
- intimidates, harasses or bullies or cyber-bullies another
- directs violent behaviour at other individuals or property

(a) Consequences for substance use: the school's intentions are ultimately restorative, and in most cases, the

school will mandate counselling or a substance use or abuse program as a result. On a case by case basis, administration may also suspend, place on probation or expel students for substance use and abuse, dependent upon the student's willingness to cooperate with counsellors and school administration. Non-compliant students will be spoken to, counseled and dealt with according to our discipline policy which could ultimately result in a suspension or expulsion from school.

The school reserves the right to impose immediate sanctions against students including suspension or expulsion or to initiate legal action should banned substances be brought into a school context or trafficked to other students.

(b) What is bullying?

Bullying* is a pattern of persistent unwelcome or aggressive behaviour intended to make others uncomfortable, scared or hurt. Individuals use this to gain power and control by taking advantage of and disparaging those they target based on appearance, culture, race, religion, ethnicity, sexual orientation or gender identity.

Bullying can generally be divided into three different categories:

Physical Bullying: includes hitting, kicking, tripping, pinching and pushing or damaging property.

Verbal bullying: includes name-calling, insults, teasing, intimidation, homophobic or racist remarks or verbal abuse.

Social, Emotional and Relational Bullying: use of behaviours instead of fists to deeply hurt others and is often harder to recognize and can be carried out behind the bullied student's back. It is designed to harm a person's social reputation and/or cause humiliation. Social, emotional and relational bullying includes: lying and spreading rumours, negative facial or physical gestures, menacing or contemptuous looks, playing nasty jokes to embarrass and humiliate, mimicking unkindly, encouraging others to socially exclude someone, and damaging someone's social reputation or social acceptance.

Source: Preventing Bullying & Ensuring Safe and caring School Communities Level One 3rd edition (2014), Province of British Columbia (p.14-15)

MEI acknowledges that some bullying* behaviours breach the Canadian Criminal Code and law enforcement needs to be involved.

3. Conflict Resolution

Should a parent feel that an issue related to their child's education or conduct has not been adequately resolved, the following process should be followed:

Step 1: The parent goes directly to the teacher involved, and request clarification of the issue and the teacher's/school's response.

Step 2: Should communication with the teacher leave unanswered questions, or should the nature of the concern warrant further action, the parent should request a meeting with an MEI administrator and seek resolution through him/her.

Step 3: If a meeting with administration fails to provide a satisfactory resolution, the issue can then be brought to the attention of the MEI Head of Schools.

F. VISITORS

MEI has a "Closed Campus" Policy. Any and all visitors must register in the general office upon arrival at the school. For security and class size reasons, visitors are not permitted to attend classes. (Exceptions may be approved, with sufficient notice, by administration.)

MEI students should note that all schools in our district are closed campuses for security reasons. MEI students caught trespassing at other schools will be suspended. Secondary students are also not permitted in

the Middle School without a visitor's pass.

G. TEXTBOOKS

Textbooks are issued by the library at Textbook Day, the 2nd day of classes each semester, and as they are required by subject teachers. The condition of the textbook will be noted when the textbook is returned to the library and fines may be applied for damage. Textbooks returned late are assessed a \$2 fine per book. If the textbook is unusable or not returned by the last day of Exam Week, students will be charged the cost to replace the textbook.

H. LOCKERS AND LOCKS

All students at MEI are given an opportunity to choose a locker in an area of the school that best suits their needs. If students choose to use a locker, they will be assigned a school-issued lock which can be opened by staff in case of emergency. The lock combination should not be shared with any other students. At the end of the school year a staff member will assess the condition of the locker/lock and charge the student for unusual damage or a missing lock.

I. LIBRARY POLICY

The MEI Secondary Library is a place to find and share information. The Library blog, The Beak (<http://thebeak.edublogs.org>) includes links to websites perfect for school work, tech tutorials, and a wide variety of updates and useful information for students -- check back often for updates or subscribe by email to the library blog so you don't miss anything!

1. Library Information

The library is open Monday through Friday 7:30 am – 4:00 pm. Changes in the hours will be mentioned in the daily announcements, posted on the library doors, and on the MEI Secondary Library Facebook page.

MEI Secondary Library is connecting you with things we love and resources you'll find useful — join us on Pinterest.

To checkout items at the library, students will be asked to show their ID card or state their student number. Students are permitted to check out a maximum of 8 books at a time for 3 week periods. If materials are needed longer, they can be renewed up to 3 times. Overdue fines are 25¢ a day per book. If an item has not been returned for 90 days, it is considered lost and a replacement fee will be issued.

Current issues of magazines and newspapers can be read while in the library – back issues are available for borrowing.

Photocopying is available to students for \$0.10 per copy. Copies are black and white and one sided only.

2. Library Catalog

Access and search the MEI Library catalog and online databases from school or from home using any web browser, or by downloading the free library app Destiny Quest. Links can be found on the library blog for any of those options, as well as tutorials on how to get started. Students can login to their own personal account to place holds, renew their library items to avoid overdue fines, and see what they currently have checked out. Take a peek at the my MEI library tutorial (<https://www.smores.com/cjh1q>) for step-by-step directions. Once you are logged in, you also have access to WebPath Express — a database of 80,000+ educator-reviewed web sites. Check out the Public Resource Lists for the newest novels added to the library, new books perfect for your research projects, and a list of our graphic novels and comics.

Still have questions? Ask the librarian! Stop by the library or contact Ms. Penner.

3. Library Fines

To sign out items at the library, students will be asked for their student ID number. Students are permitted to check out a maximum of 8 books at a time for 3 week periods. If materials are needed longer, they can be renewed up to 3 times. Overdue fines are .25¢ a day per library item. If an item has not been returned for 90

days, it is considered lost and a replacement fee will be issued.

Current issues of magazines and newspapers can be read while in the library. Back issues only are available for borrowing. The same loaning period and fines as books apply to magazines.

Textbooks are checked out at the beginning of each semester at the library. All textbooks are due on the day of the subject's final exam. Textbooks handed in after the exam days are considered late and charged a \$2 late fee per textbook.

Fines are assessed based on damage to the library books or textbooks, such as: writing, liquid stains, and torn covers. Fines are \$2-\$10 depending on the damage. If the item is unusable or not returned, you will be charged the cost to replace the book.

Still have questions? Stop by the library or contact online through a link available on The Beak.

J. FIELD TRIPS

During the year several field trips are organized to complement the classroom learning. A field trip is a student privilege, not a right. The teacher conducting the trip is responsible for the students and will expect appropriate dress and behaviour. (see MEI Attendance Policy regarding field trips).

K. ILLNESS

Students who become ill while at school must report to the office where necessary arrangements will be made. Students will generally not be allowed to go home unless contact has been made with a parent. MEI infirmaries are for emergencies and serious illness. It is preferred that sick students go home where they can receive continuous care rather than remain in the school building.

L. VALUABLES

Students are discouraged from bringing valuables to school unless it is necessary. In such cases the valuables should be kept on the person or locked in the student's locker. The school is not responsible for students' lost or stolen property.

M. POSTERS and NOTICES

All posters must be approved by the administration before being placed on bulletin boards.

N. PARKING & DRIVING REGULATIONS

1. Parking Lots

Student parking is in the Lower East Lot and in the Upper West Lot. Students must comply with the following rules if they want to park on campus:

- Students driving a motor vehicle to school are required to pay for a parking pass hangtag. The yearly fee is \$15.00 and this cost will be refunded at the end of the year when the parking pass hangtag is returned in good condition. If the hangtag is no longer in good condition, the cost will not be refunded.
- Students parking without permits will be subject to fines.
- Parking permit hangtags must be displayed while students are parked on MEI property. Unregistered vehicles may be towed at the expense of the owner.
- Students who park in non-designated areas may be towed without prior notice.
- MEI is not liable for theft of or damage to student vehicles.
- Students are expected to drive with caution and courtesy on school property. The 15km/hr speed limit must be strictly followed and will be strictly enforced.
- Students who violate the above risk losing parking privileges for the balance of the school year.

O. TRANSPORTATION POLICY

When use of charter buses is not feasible, privately owned motor vehicles may be used to transport students to or from a school or a school activity conducted within an approved intra-curricular or extra-curricular educational program, subject to the following conditions and regulations:

The school principal is authorized to approve the use of privately-owned motor vehicles for the conveyance of students to or from activities associated with intra-curricular and extra-curricular education programs that have been approved in accordance with the Field Trip and Extra-Curricular Activities Policy. No privately-owned vehicle may be used to transport students unless such approval has been given by the school administration in writing. The office does provide the application documentation.

Whenever private vehicles are used for student conveyance, the school administration shall first be satisfied that the driver is a responsible person and the driver and vehicle are properly licensed and insured.

P. FUNDRAISING

All fundraising activities planned by teachers, students, or committees should be coordinated by the Director of Development.

Q. STUDENT RECOGNITION

1. Citizenship

Students will be asked to select, at the end of the school year, student citizens in each grade. A citizen of the year is a student who, in the opinion of students and teachers, deserves special recognition based on the following criteria:

- Positive Leadership
- tries to uphold Christian ideals and influences others to do the same
- has supported his or her teachers by good conduct and participation.
- Willingness to get involved with others
- has been helpful to other students
- has been considerate of, and shown respect to, all students in class
- has supported class and school activities by active participation.

2. Academic Awards

It is the purpose of these awards to give encouragement to all students to excel in their studies and to recognize those whose achievement is outstanding.

- Honor Roll:
- All subjects taken by the individual students will be used to calculate the honor roll.
- The Honor Roll will be published for each term. Courses are weighted according to credit allocation. (A 4 credit course will receive more value than a 2 credit course).

Awards, at year-end, are given based on a cumulative percentage average of all four terms:

High Honors	=	86% - 100%
Honors	=	80% - 85%

- At the end of the year the two top students in each grade will receive a plaque.

3. Service Awards

The purpose of this award is to encourage students to become involved in leadership and service in the school. Service awards are presented to students who have made significant contributions to the school,

outside of credited courses. Contributions may be made in the following way:

- Drama
- Elementary Teacher Aid
- Grad Committee
- Honor Roll (avg. for the year)
- Library Assistant
- Member of an approved club
- Missions Team Member
- Peer Counseling
- School Team Sports
- Student Council Member
- Team Managers
- Valedictorian

R. SCHOLARSHIPS and BURSARIES

The award information below is accurate as of January 2019.

BC Achievement Scholarships

www.bced.gov.bc.ca/awards/

The BC Achievement Scholarship is a \$1250 award recognizing students who achieve at least 73% in their Language Arts 12 course and are one of the top 8000* students in the province based on their cumulative average percent in their Grade 10, 11 and 12 required and elective courses (*number may change for 2019/2020). More information is available at the website listed above.

BC Excellence Scholarship

www.bced.gov.bc.ca/awards/

The BC Excellence Scholarship is a \$5000 award recognizing 55 well-rounded graduates demonstrating community service and leadership, both inside and outside of their school, as well as commitment and aptitude for their chosen career paths. Each school may nominate one student for this award. Additional criteria, including required marks, can be found at the website listed above.

Pathway to Teacher Education Scholarship

www.bced.gov.bc.ca/awards/

The Pathway to Teacher Education Scholarship is a \$5,000 annual scholarship that recognizes 20 outstanding Grade 12 students planning to enter the field of teaching. Other specific criteria can be found at the website listed above.

District Authority Scholarship

<http://www.meischools.com/secondary/grads-2/>

The District Authority Scholarship is a \$1250 award intended for students who have excelled in grade 11 and 12 courses in the following specialty areas:

- Applied Skills (e.g. Business Ed., Tech. Ed., Home Ec.)
- Community Service (Volunteer – local and/or global)
- Fine Arts (e.g. Visual Arts, Dance, Drama, Music)
- Indigenous Languages & Culture
- International Languages
- Physical Activity (not limited to Physical Education)
- Technical & Trades Training

Specific criteria for this award can be found at the website listed above.

Abbotsford Community Foundation Awards

www.abbotsfordcf.org

Abbotsford Community Foundation Awards are available to MEI and Abbotsford School District #34 secondary school students. Criteria for these awards may include one or more of the following: high academic achievement, school/community involvement, leadership involvement, good citizenship, financial need and/or pursuing specific post-secondary studies. Students will usually receive information about these awards in early February, with applications due by the end of February.

MEI Friends & Alumni Awards

<http://www.meischools.com/secondary/grads-2/>

MEI Friends & Alumni Awards are available to MEI students. Criteria for these awards may include one or more of the following: high academic achievement, involvement in specific MEI courses, school/community involvement/service, leadership involvement, good citizenship, financial need and/or pursuing specific post-secondary studies. Students will usually receive information about these awards in early January, with applications due by the end of February.

Other Scholarship and Bursary Awards

Student Services will receive award related information throughout the year from various businesses, organizations and post-secondary institutions. Students are encouraged to check the GRAD bulletin board, the MEI Grad Newsletters (usually posted in September, November, January and March), the MEI Student Services webpage and various other award and post-secondary related web sites. Students are also encouraged to join the Student Services Grade 12 Schoology Group in September 2019.

Application Process

Grade 12 students interested in applying for scholarship & bursary awards are encouraged to initiate the application process in September already to ensure that their award application packages arrive at the specific organizations, businesses, post-secondary institutions etc. by the application deadline.

Specific donors select the majority of scholarship & bursary award recipients; however, the MEI Grade 12 Awards Committee is also involved in selecting award recipients for some awards.

S. ACADEMIC ASSESSMENT & REQUIREMENTS

Students will be assessed in each of their classes. Teachers will use the information gleaned from assessments to make decision about what is understood, what needs to be re-taught, and what is taught next. Students should view assessment (evaluation, comments, grading) as an insight into how well they understand the material and how well they can perform the competencies that are addressed in their courses.

Assessments may take the following forms (this is not an exhaustive list): essays; exams; tests; projects; presentations; discussions; debates; performances; etc.

In semester courses, at the end of terms one and three, students and parents will receive a report card, in which teachers will inform students of their progress in each course. In linear (year-long) courses, report cards at terms one, two, and three, will inform students of their progress in each course.

Final grades will reflect the summative assessment of skills, competencies, and content understanding for all term, semester, and linear courses.

Students and parents should regularly consult with teachers and Schoology to monitor regular progress and completion of assessments.

GRADE TABLE

A	=	86 - 100%
B	=	73 - 85%
C+	=	67 - 72%
C	=	60 - 66%
C-	=	50 - 59%
F	=	0 - 49%
I	=	In Progress or Incomplete

HONOR ROLL

High Honors	=	86% - 100%
Honors	=	80% - 85%

T. MEI OPTIONS FOR EARNING CREDITS

MEI recognizes that learning is a life-long activity and therefore allows students to earn credits for “other” learning as part of their MEI Graduation Program. In fact, students learn in a variety of ways, some of which take place outside of British Columbia or outside of the regular MEI secondary school program. MEI will grant credit towards graduation for learning that has been assessed and matches or exceeds MEI, provincial, national or international standards. In addition to earning credits by successfully completing courses delivered by MEI or a public school, students will be awarded credits by using the guidelines that follow. Although MEI students are entitled to receive credit, as set out below, MEI assumes no liability, financial or otherwise, for students who enroll in courses or programs offered by other jurisdictions or institutions. The following is a description of five means by which credits can be granted (i.e., via Equivalency, Challenge, External Credentials, Credits from Post-Secondary Courses, and Independent Directed Studies)

1. Equivalency

MEI Secondary awards credit to students who have successfully completed an equivalent Grade 10, 11 or 12 course from an educational jurisdiction or institution outside the BC school system. All students enrolled at MEI are entitled to apply for an equivalency review of their documented prior learning. MEI will award credit based on equivalency for Grades 10, 11 and 12 Ministry-developed courses (including courses with a Graduation Program Exam) and board authorized courses.

In order to receive credits through Equivalency, MEI students must provide the appropriate documentation as proof of successful completion of the course to the Student Services Department who will undertake the review in collaboration with the appropriate MEI Secondary Department Educators.

2. Challenge

MEI awards credit to students who can demonstrate prior learning. All students enrolled at MEI are entitled to undertake a free Challenge process to assess their prior learning for any Ministry-authorized graduation program course offered by MEI for that school year, as well as any Board Authorized (BAA) course taught at MEI, provided the student has not already completed the course through previous enrolment. This entitlement does not include board authorized courses taught in other schools. MEI Students should be able to demonstrate their readiness to Challenge a course based on factors such as a recommendation from a previous teacher, or from evidence that relevant learning has been acquired outside the regular classroom setting. MEI school staff, in consultation with students and parents, will make the decision about readiness.

Awarding credit through Challenge will be based on the same standards used for students who have taken the course through enrollment. A Challenge is considered successful when a student has achieved at least a C- and 50% (with the exception of Language Courses). For language courses offered at MEI, students desiring to challenge will report to the Modern Language Department Head to express their intention. A designated language teacher will be assigned to administer a language test to evaluate their ability. If a student pass with 80 %. The passing mark will be forwarded to Administration to be entered into the student's records. For Language Courses not offered at MEI, students desiring to Challenge a language must register for Challenge (through MEI Student Services) with a district offering that language course that is willing to administer the challenge for students outside their district. MEI has currently an agreement with the Delta School District to administer the modern language base school exams that we do not teach at MEI The student must also demonstrate in advance that he will be successful in challenging the language exam using self reporting assessment of their language skills based on the expected outcome. There is usually a fee set by the particular district that needs to be paid by the student if they chose to write that challenge exam. Students taking a Challenge outside of MEI are responsible to inform MEI to register for their provincial exam (if applicable). We may refer a student to another school in the Lower Mainland to take their provincial exam if we do not have the expertise to assess if the exam itself includes an oral component or if we do not have the logistical support (adequate audio-lab equipment) in place.

3. Independently Directed Studies

MEI students can initiate their own area of learning and to receive credit towards graduation. It also allows schools to recognize prior learning in a Ministry-developed or board authorized course that an MEI student may not have completed. This policy is not a student entitlement but an enabling policy intended to encourage students to pursue further studies of interest. The learning outcomes of all Grade 10, 11 and 12 Ministry- and board authorized courses are eligible to be used in an IDS. A student may study one or more learning outcomes in depth, or study more broadly a wide variety of learning outcomes from a single course. IDS credits may only be used to satisfy elective requirements. IDS credits will be awarded by MEI to students who have successfully completed independent work based on a subset of outcomes of Grade 10, 11 or 12 Ministry courses or board authorized courses. The maximum value for a single IDS course is four credits, but there is no limit to the total number of IDS credits a student may earn. The number of credits a student earns for an IDS will be set out in the plan developed by that student and a teacher, and approved by a principal. Grade 12 IDS credits may count toward the minimum of 16 Grade 12 credits required for graduation. IDS courses can be for 1, 2, 3, or 4 credits. When MEI students complete a portion of the outcomes for a course,

schools may report their achievement to the Ministry using IDS credits.

4. External Credentials

Students can earn credit towards graduation through certain external credentials approved by the Ministry. All students enrolled at MEI are entitled to receive credit if they have earned a Ministry-approved credential. MEI understands that the Ministry of Education has sole authority to review and approve external credentials and assessments, and to provide an official list of these approved credentials and assessments to schools. The list is published in the Ministry's Course Information Book. Some external credentials are classified as required courses, and others as elective courses. Grade 12-level External Credentials count towards the required number of Grade 12 credits.

BC Ministry of Education approved courses taught outside the regular school system may be received in the following areas:

- Advanced Placement Courses and International Baccalaureate Courses
- Music courses (RCM, etc.)
- Drama, Speech & Effective Communications Courses
- Post-Secondary Courses
- Languages
- Sport Courses (Athletes 10, 11, 12, etc.)
- Youth Development Courses (4-H 11, Guides, etc.)
- Industrial and Occupational Courses (ICBC Driver Education 11, Lifesaving 11, etc.)

There are other courses under each of the above categories. Please check with Student Services to see a complete list of courses that qualify for External Credential and to determine the documentation required to receive credits. You can also consult for yourself the Ministry's Course Information for the Graduation Program Grade 10, 11 and 12 Courses Chapter 3 External Credentials on the following link:

<http://www.bced.gov.bc.ca/graduation/courseinfo/cid.pdf>

Course credits are received by (1) obtaining an EXTERNAL CREDIT REQUEST FORM from Student Services and by (2) bringing the supporting official documentation issued by the external organization along with the required signatures to Student Services.

5. School Completion Certificate Program (SCCP)

At MEI any student who is unable to meet the Ministry requirements for Graduation (Dogwood certificate) will be given the option to apply for the SCCP. Students who are taking credit and non-credit courses will have an IEP written and developed to indicate the components of their program.

V. EXEMPTING STUDENTS FROM FINAL EXAMS

Students must write all final exams for their courses. Exam schedules are posted 1 month prior to the exam dates.

W. COURSE CHANGE – DROP or ADD POLICY

The timetable is created based on students' original choices. Course changes may be possible, due to timetable conflicts and student and/or course suitability during the first week of each semester.

Course change – drop/add will be possible until the first Friday of each semester. These changes may be possible provided classes are not full and there is minimal disruption to the rest of the student's timetable. Course Changes after the deadline will be evaluated by Student Services and Administration on a case by case basis.

X. VISUAL AND PERFORMING ARTS

MEI provides a sound Performing Arts program integrated with a biblical view of God and the world around us, emphasizing technical excellence, creativity and spiritual maturity. It is expected that involvement in the performing arts will be a positive, constructive, maturing Christian experience for performers, teachers, parents and the school. All those involved in the performing arts will be guided by the following expectations of attitude, relationships, excellence, style, performance, conduct and curriculum.

Attitude

Quality music and acting takes commitment, hard work, practice, repetition, concentration, discipline, reliability, cooperation, teamwork, and respect for teacher and peers. Students are encouraged to strive to apply the motto of the performing arts department, which is to “love God, work hard and have fun.”

Relationships

Students will be motivated with enthusiastic leadership and positive reinforcement. Teachers and students must always be respected as persons of value in the sight of God. Every effort will be made to build trust relationships, to create an atmosphere of acceptance, and to have the best for the student in mind. Performing groups are like teams where students need to rely on each other. Therefore, a high level of discipline and commitment is required of each student. Occasionally, decisions need to be based on what is best for the group rather than the individual.

Excellence

We work hard towards excellence and put our hearts into our work because we love God. Excellence is not attained without a cost and the pressure of performance. A quality performing arts program requires correct techniques as well as “freedom” and “soul”. The satisfaction of a good performance, a job well done is considered a high reward for hard work and a great motivation towards the next endeavor.

Style

We strive to be creative, progressive, and on the cutting edge as we introduce our students to a variety of forms of music and drama from classical to rock, from mime to full length dramas, like what is used in various churches. Through exposure to many artists, students learn to evaluate performances including music, drama and videos, using a system devised by theologian Francis Schaeffer in his book *Art and the Bible*. Schaeffer feels that “...there is no such a thing as a godly style or an ungodly style”. He says that we can praise an artist for his excellence and even integrity without agreeing with his world view. On the other hand, he says that we must apply the standard of scripture to the world view expressed in the work of art. Criticism of contemporary music is at best, a tricky business. But we are serious about being disciples of Christ and need to consider the needs of the church, and especially young Christians.

Performance

Students learn to perform best by performing in each class. Performing can be a scary experience. However, each student is expected to perform in front of peers and teachers and is accountable to them. Students are evaluated on attitude, attendance and ability. Performance marks make up a large part of the students’ grades.

Conduct

We are role models. Conduct at performances, on tours, and in class should always be such that it brings credit to ourselves, our group, our school and brings glory to God. The school conduct code and discipline policy apply on all tours and performances.

Curriculum

MEI performing arts instruction is “classically” based. We are committed to meeting the educational objectives outlined in the BC. Curriculum Guides. Rudimentary theory, basic history, standard band literature, classic jazz pieces, and traditional and modern choral selections make up the core of our music program. A

fundamental part of the program, and a school tradition, is three and four part singing. Singing is basic to all music and instruments are an extension of the voice. Creative activities which encourage the imagination, sharpen sense awareness and develop self-confidence and skills in speech, movement and improvisation are used in drama and acting classes.

Y. ATHLETIC PROGRAM

Inter-school teams may include volleyball, basketball, soccer, ball hockey, track & field, cross country, golf and tennis.

1. Athletic Philosophy

Athletics is an important part of our society and it is an important part of our school. However, like everything else in our Christian walk, athletics must be kept in balance with other aspects of our lives. MEI is dedicated to the purpose of providing a sound athletic program integrated with a Christian view of God, the world and competition. Involvement in athletics must be a positive, constructive, growing Christian experience for players, managers, coaches, parents and the school in general. For this to occur we encourage that all those involved be guided by the following expectations.

Attitude & Sportsmanship

Every sport is a game of attitude. The attitude portrayed must not be one of conceit but one of enthusiasm. Such attitude should be directed towards good sportsmanship by supporting and encouraging team members, and not by trash-talking opponents or arguing with referees. Competition cannot take place without the opposition or the referees, and therefore, it is imperative to show them proper respect. It is especially important to do this as good witnesses for Christ.

Relationships

Teammates, coaches and opposing team members must always be respected as persons of value in the sight of God. Relationships should be built on Christian principles. Loyalty, discipline and sacrifice are encouraged to develop positive character and promote team spirit and unity. Characteristics of egotism, selfishness and jealousy should be suppressed.

Winning

Athletics are competitive. Our goal is to win. Winning is one way to measure success but not the only way and certainly not the most important. Our Christian witness is most important and must never be compromised for the sake of winning.

Playing Time

Students have a "right" to try-out for a team. However, it is a "privilege" to be chosen to be a member of a team. It is during practice that a player earns the "privilege" to play in a game. As many athletes as possible will be given playing time but each player will not necessarily play in every game. Players will be expected to attend all practices even though they might not be given playing time in all games.

General Conduct

We are all role models. Being an athlete or a spectator brings about new responsibilities which we must accept. Many people will know us by our appearance at games and will be observing our actions. Our conduct should always be such that it brings credit to ourselves, our team, our school, and that it brings glory to God.

2. Athletic Awards System

a) Rationale

At the end of each school year the Athletic Department will recognize those athletes that have demonstrated an above average proficiency and/or made an outstanding contribution to the athletic program.

b) Points System

Interscholastic sports at MEI are divided into major and minor categories with points being awarded to each athlete by the coach using a set of guidelines. These divisions are an attempt to weigh the time and commitment required of an athlete to meet the needs of their chosen sport. The following descriptions will help to define these categories.

(i) Major Sport

- requires substantial commitment to the school program in order to develop skills.
- practices tend to be very structured, focusing on skill development and team concepts.
- 30 or more practice or game days in a season

(ii) Minor Sport

- commitment is fairly substantial but not to the same degree as a major sport
- practices focus on skills but often use 'game situations' to produce improvements
- 10 to 30 practice or game days in a season

(iii) Categories

<u>Major Sports</u>	<u>Minor Sports</u>
Basketball	Cross Country
Boys Soccer	Girls Soccer
Volleyball	Golf
	Swimming
	Tennis
	Track & Field

(iv) Points

<u>Major Sports</u>	<u>Minor Sports</u>	<u>Criteria</u>
8 – 10	5 – 6	- outstanding skills - team leadership - provided team & school service when asked - excellent attendance, cooperation and sportsmanship
4 – 7	3 – 4	- good and/or improving skills - cooperative and sportsmanlike attitude - good attendance & positive attitude
1 – 3	1 – 2	- skill level average and/or static - commitment and attendance - attitude less than desirable

Bonus Points:

	<u>Major</u>	<u>Minor</u>	
Up to 6 pts max.	1 League Finalist	.5 League Finalist	
		1 League All Star	.5 League All Star
		1 Fraser Valley Finalist	.5 Fraser Valley Finalist
		1 Fraser Valley All Star	.5 Fraser Valley All Star
		2 BC Finalist	1 BC Finalist
		2 BC All Star	1 BC All Star

Awards Point Requirements

Bronze Medallion	20 – 39 points
Silver Medallion	40 – 59 points
Gold Medallion	60 – 79 points
Small Plaque	80 – 99 points
Large Plaque	100 or more points

3. Awards Selection

The Athletic Director will submit a list of eligible athletes (based on points) to the Athletic Department for approval. The Athletic Department can reject the presentation of an award for any of the following reasons.

- The athlete has failed to maintain a satisfactory academic record.
- A grade 12 athlete fails to meet graduation requirements.
- The athlete has been involved in a disciplinary action.
- The athlete has quit a team without a legitimate reason.
- The athlete has acted in a manner that tarnishes the image of MEI.

4. Special Awards:

Athlete of the Year Awards

The Athletic Department will choose an Athlete of the Year from male and female for Junior (grade 9 or 10) and Senior (grade 11 or 12). This award will acknowledge exceptional contribution to the athletic program through participation, attitude, talent and service. This is an athlete who has contributed the most to the school athletically over the school year. This is someone who has excelled in two sports and possibly contributed significantly in one other sport.

Sportsmanship Awards

The Athletic Department will choose a Sportsmanship Award for a male and female athlete in grade 11 or 12. This is an athlete who has made significant contributions to their team in two sports. This is someone who has been a credit to MEI not only in athletic ability but also by exhibiting true qualities of sportsmanship.

5. Academic Performance Requirement

Students participating in extra-curricular activities will need to maintain a minimum average of 60%. The marks will be reviewed frequently and where they are below the required level, the student will be suspended from participating until the marks are improved.