



MEI SECONDARY Student/Parent Handbook

2026 – 2027

Equipping Students for Life and Forever

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A. GUIDING PRINCIPLES

1. MEI Vision and Mission

Vision: Rooted in Christ

Mission: Equipping Students for Life and Forever

2. MEI Strategic Plan:

The current strategic plan is in place to ensure that our organization, MEI Schools, is an Exemplary Organization; that MEI Schools is fostering Authentic and Intentional Spiritual Formation; and that MEI Schools provides an Outstanding Learning Environment. Visit the meischools.com website for more information.

B. ORGANIZATION

1. Period Rotation

	MON. (Day 1)	TUE. (Day 2)	WED. (Day 3)	THUR. (Day 4)	FRI. (Rotates)
Block A	1	2	3	4	
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 – 10:13	Block A
10:20 – 11:30	Block B
11:30 – 12:05	Lunch
12:10 – 1:23	Block C
1:30 – 2:45	Block D

b. Schedule for Tuesday to Thursday:

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 - 1:23	Block C
1:30 - 2:45	Block D

c. Schedule for Friday (rotates period schedule for Mon, Tues, Wed, Thurs):

8:30 – 8:35	Warning Bell
8:35 – 10:13	Block A**
10:20 – 11:30	Block B
11:30 – 12:05	Lunch
12:10 – 1:23	Block C
1:30 – 2:45	Block D

**Gr. 9-12 Chapel from 8:45-9:15

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 8	-	November 6, 2026
Term 2:	November 12	-	January 25, 2027
Semester 1 Final Exams	January 26	-	January 28, 2027
Term 3:	February 1	-	April 16, 2027
Term 4:	April 19	-	June 18, 2027
Semester 2 Final Exams	June 21	-	June 23, 2027

4. Secondary School Calendar 2026-2027: see meischools.com for the year at a glance for all 3 schools.

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.

An MEI Eagle is characterized by the following six attributes:

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**.

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**.

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 dishonour 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.

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 neighbour as yourself.’”
- Respect in action means being **inclusive** of others; it means **listening to** and **obeying** those in authority.

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.

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. Parent/Guardian Code of Conduct

A successful secondary school experience relies on a strong partnership between home and school. This Code of Conduct outlines how parents, guardians, and visitors are expected to interact to maintain a safe, respectful, and supportive environment for everyone.

- Communicate respectfully with all teachers, administrators, support staff, and students.
- Schedule appointments in advance through Schoology, email, or phone.
- Allow 24 to 48 hours, Monday-Friday (excluding weekends and holidays), for staff to respond to digital messages.
- Address classroom concerns with the teacher directly before taking the matter to administration.

5. 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.

6. Dress Code

MEI seeks to establish a professional, 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 (hats, baseball caps, hoods, tuques, etc.) 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.
- 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.

Dress Code Compliance & Procedures

When a student's attire does not meet school dress code standards, they must correct the issue before returning to class. Students may resolve a dress code infraction using one of three options:

- **Alternative Clothing:** The student may change into alternative, compliant clothing that they already have at school (e.g., gym clothes, a friend's clothes, or a spare outfit).
- **School-Loaned Clothing:** The student may temporarily borrow clothing provided by the school.
 - **Exchange Process:** The student will exchange their current clothing for the loaned items. Their original clothes will be safely stored and returned to them when they return the school garments. Original clothing may be worn home at the end of the day if school-loaned clothing is returned.
 - **Return Timeline:** School-loaned clothes must be returned either at the end of that school day or by the end of the current school week.

- Late Fee: If the loaned clothes are not returned within two weeks, or if the school-loaned clothing is damaged, a \$10 fee will be applied to the student's School Cash Online account.
- Change at Home: The student may return home to change into appropriate clothing before returning to class, if this can be done in a timely manner. This option requires explicit parental permission and sign-out confirmation before the student is permitted to leave campus.
- Missed Class Time: It is the student's responsibility to make up for any class time or assignments missed while resolving a dress code infraction.
- Repeated Violations: Compliance with the dress code is expected daily. If a student repeatedly violates the dress code policy, standard school behaviour policies and progressive disciplinary procedures will be followed.

7. 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

All students, at the beginning of each class period, will place their devices in the "cell hotel" in each classroom. The use of those devices during class is subsequently governed by the classroom teacher and the educational intentions of that teacher. 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 often 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 the use of mobile devices will help 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 the teacher. The teacher may assign a detention to the student.

2nd offense: Phone is taken to the Vice Principal; a detention is assigned.

3rd offense: Phone is taken to the Vice Principal; 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 student's 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 other 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 behaviours 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.

8. Use of Prohibited Substances

We value and uphold the biblical command 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, vaping and illicit drugs, especially by minors, 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 includes 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.

9. 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 behaviour 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 behaviour 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, 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 proper academic referencing
- At the beginning of each year, students, along with their parents, receive instruction 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 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

i. The use of AI

- Students cannot use AI (i.e. ChatGPT; etc.) and pass that off as their own work for classwork or homework.
- Rarely, teachers may encourage students to use AI resources in their research, but nothing that is generated by an external AI source can be assessed as student work; therefore, students cannot receive credit for work that is generated in part or in whole from an AI source.

ii. 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".

iii. 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.

iv. 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, 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

- Allowing one's work to be copied or submitted for assessment by another student
- 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. 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 behaviour 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. SCHOOL ATTENDANCE

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. Disciplinary procedures will be followed for students who repeatedly fail to attend chapel.

3. School Absences

Absences must be reported to the office prior to the absence (secondaryattendance@meischools.com). Prior to the absence, students should inform teachers of any planned absences.

If a student is intending to be absent for 4 school days or more, parents/guardians must fill out an "Extended Absences Form," available at the secondary office or via email at secondaryattendance@meischools.com.

All absences will affect students' educational progress, and families should evaluate 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 or other 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 be contacted when a student reaches 10 absences in a course that are not due to school-related events. 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. Other disciplinary measures may be taken.

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. However, 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

It is important to have our students here in the morning and on time throughout the day. Students who arrive late to class miss classroom activities, 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 students, 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 a 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 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. Students with Out-of-School Suspensions 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 are 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 gives 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.

F. ACCOUNTABILITY AND DISCIPLINE PROCEDURES

1. Procedures for holding students accountable for misconduct

When a student breaks the Code of Conduct, we implement an eight-step disciplinary process. (*)

Step 1: The teacher/staff member will speak directly to the student; the issue at hand will be discussed; school expectations will be reinforced clearly. After discussion, the teacher/staff member will ask the student if they understand the expectations. The student is expected to explain how they will be accountable to school expectations and how they will change their behaviour going forward.

Results:



Misconduct stops



Misconduct persists – Go to step 2

Step 2: The teacher/staff member will remind the student that they have already discussed the issue, and that the student has not acted in a way that shows they understood the expectations. The teacher/staff member will document the issue and the teacher will contact parents. The teacher may assign a detention in class or with the Vice Principal.

Teacher documents misconduct via communication with Vice Principal.

Results:



Misconduct stops



Misconduct persists – Go to step 3

Step 3: Teacher documents repeated misconduct via communication with Vice Principal. Vice Principal follows up with student (detention) and parents.

Results:



Misconduct stops



Misconduct persists – Go to step 4

Step 4: Student is referred directly to the Vice Principal. VP will make phone contact with parents and conduct a direct meeting with the parents and student. It will be clearly stated that the behaviour has shown itself to be chronic and unchanging and that the behaviour must desist. An In-School Suspension (ISS) or Out-of-School Suspension (OSS) will be assigned.

Results:



Misconduct stops



Misconduct persists – Go to step 5

Step 5: One to three-day Out-of-School Suspension

Step 6: Upon returning to school, the student and parent(s) will meet with the VP before attending any classes. 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 Out-of-School Suspension will be assigned.

Results:



Misconduct stops



Misconduct persists – Three to five-day Out-of-School Suspension

Step 7: Upon return to the school, 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 8.

Results:



Misconduct stops; student returns to school



Misconduct persists – see Step 8

Step 8: Expulsion. The Principal and Head of Schools 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 behaviour that is extreme in nature and/or grossly inappropriate, steps 1-4 will be skipped and the student's misbehaviour will immediately move 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, during an off-campus school activity, or, if it occurs off-campus, has on-campus implications. A severe breach may be categorized as a student who:

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

Severe Breach: Substance use

The school's intentions are ultimately restorative, and in most cases, the school may 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 procedures 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.

Severe Breach: Bullying

Bullying is characterized by acts of intentional harm, repeated over time, in a relationship where an imbalance of power exists. Bullying can take many forms: verbal, physical, social, or electronic (cyberbullying).

What is cyberbullying?

Cyberbullying is the use of digital media (such as apps, text messages, gaming sites, websites, etc.) to mock, intimidate, upset, threaten, embarrass, or harm someone. It includes sending, posting, or sharing negative, harmful, or mean content about someone else on purpose.

Source: Bullying, Province of British Columbia, [Bullying - Province of British Columbia](#)

MEI acknowledges that some bullying* behaviours breach the Canadian Criminal Code and law enforcement will need 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.

G. VISITORS

MEI has a "Closed Campus" policy. 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, for security reasons, all schools in our district are closed campuses. 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.

H. TEXTBOOKS

Students sign out textbooks at the beginning of each semester at the library on Textbook Day, and with classes throughout the semester as needed. If you have a course change and need a different textbook, or need a textbook repaired, go to the library and ask Ms. Penner for help.

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 \$10 fine per textbook. If the textbook is unusable or not returned by Textbook Return Day on the last day of classes for the semester, students will be charged the cost to replace the textbook. This replacement fee will remain on their account even if the textbook is later returned, as replacement copies are purchased as soon as a semester ends so that there are enough copies for the next class of students.

I. LOCKERS, LOCKS, and BACKPACKS

Due to ongoing construction at MEI Secondary during the 2026-2027 school year, students will not be assigned lockers. Students will be permitted to take backpacks to class containing necessary school items, including textbooks, binders, and other supplies.

J. LIBRARY POLICY

The MEI Secondary Library is a place to find and share information. Students are welcome to spend time in the library before or after school, during their lunch break, if they have a study period, and with classes who have reserved the library space. 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 Schoology updates. All MEI Secondary students can find the MEI Secondary Library group on Schoology when you login and select the Groups tab. Take a look at the RESOURCES section for a ton of tips and tutorials. Contests, book suggestions, reminders, and more will be posted throughout the school year to the Schoology group and @meilibrary on Instagram. The Library blog (thebeak.edublogs.org) includes links to websites perfect for schoolwork, tech tutorials, and a wide variety of updates and useful information.

1. Library Information

To check out items at the library, students will be asked to show their ID card or state their student number. Most of the library collection is borrowed for a 3-week period. If books 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 automatically considered lost and a replacement fee will be added to their account. Go to

bit.ly/meilibraryfines to learn how to pay for Library and Textbook fines.

The library also has a variety of chargers, calculators, and other non-book items available to checkout for a class at a time.

The library is the go-to spot if students can't login to their MEI Schools Office365 account, need help with Schoology or to connect a device to Wi-Fi. If a student's account is locked or expires, or something isn't working properly, stop by the library or be in touch with Ms. Penner to reset your account and receive tech support.

Did you know that MEI Secondary students can download the latest version of Microsoft Office on their personal devices for free? Visit the library online or in-person to learn more.

Printing and photocopying are available to students.

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

2. Library Catalogue

Students do not need to Login to view or search the library catalogue online. However, to *Reserve* library books, see what they currently have checked out, and renew books to *avoid overdue fines* students will need to login to their own personal LIBRARY ACCOUNT. Information on how to find access the Library Catalogue through a browser or the free library app can be found at bit.ly/meilibrary. Want to be a PRO? Go to bit.ly/meisearch for some tips + tricks on how to find something good to read, or how to find the perfect resource for assignments.

3. Digital Collection

Students can browse and borrow from the MEI Secondary Library digital collection of eBooks + Audiobooks by logging into SORA with the same username and password as their MEI Schools and Schoology account. The easiest way for student to checkout eBooks + audiobooks from the library is to find SORA in any Schoology course or group navigation menu. Students can also visit the app store on their device and download the free SORA app to search, read, or listen to MEI Secondary Library eBooks + audiobooks. If students don't want to use the app, they can browse the SORA website or access the digital collection by searching the MEI Secondary Library catalog. Go to bit.ly/meisora for all eBook + Audiobook details and access to our digital collection.

K. 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).

L. 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.

M. VALUABLES

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

N. POSTERS and NOTICES

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

O. PARKING & DRIVING REGULATIONS

Parking Lots

Student parking is in the Lower West Lot (former tennis courts). 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 and register

their vehicle at the office. The fee is \$15.00. If a student changes vehicles during the school year, the new vehicle must be registered at the office.

- Students parking without permits will be subject to driving and parking restrictions.
- Parking permit hangtags must be displayed while students are parked on MEI property. Unregistered vehicles may be towed at the owner's expense.
- 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.

P. 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.

Q. FUNDRAISING

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

R. STUDENT DELIVERIES AND COMMERCIAL FOOD SERVICES

Students are strictly prohibited from ordering or accepting commercial food deliveries (such as SkipTheDishes, DoorDash, Uber Eats, or local restaurant delivery) at the school at any time during the instructional day. This policy ensures student safety, maintains campus security, and minimizes disruptions to our learning environment and office operations. School administrative staff will not accept, store, or take responsibility for deliveries intended for students, and delivery drivers will be turned away.

Exceptions:

- **Parent/Guardian Deliveries:** Parents or guardians who wish to drop off a lunch for their child may do so by leaving it at the main office. Please ensure the lunch is clearly labeled with the student's full name and grade.
- **Pre-Approved School Events:** This policy does not apply to school-sanctioned food days (e.g., scheduled cafeteria delivery days) or specific classroom events pre-approved by the administration.

Students who violate this policy may face disciplinary action. We appreciate your cooperation in keeping our campus safe and focused on learning.

S. SCHOLARSHIPS and BURSARIES

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 2026/2027). 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 [District/Authority Scholarships - Province of British Columbia](#)

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. Food Studies, Entrepreneurship, Textiles, etc.)
- 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)
- Technology, Technical & Trades Training (e.g. Robotics, Drafting, Woodworking, etc.)

*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 [MEI Friends & Alumni Awards - Resources - MEI Schools](#)

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 2026.

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.

T. ACADEMIC ASSESSMENT & REQUIREMENTS

Students will be assessed in each of their classes. Teachers will use the information gleaned from assessments to make decisions 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 term progress in each course. In linear (year-long) courses, report cards at terms one, two, and three, will inform students of their term 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.

GRADING AND PROFICIENCY SCALE

Gr. 9

Extending: The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the learning outcomes.

Proficient: The student demonstrates a complete understanding of the concepts and competencies relevant to the learning outcomes.

Developing: The student demonstrates a partial understanding of the concepts and competencies relevant to the learning outcomes.

Emerging: The student demonstrates an initial understanding of the concepts and competencies relevant to the learning outcomes.

Gr. 10-12

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

HONOUR ROLL

Honours	=	86.00% - 100%
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U. 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:

[External credentials - Province of British Columbia](#)

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 during the first week of each semester, due to timetable conflicts and student and/or course suitability.

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 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 require commitment, hard work, practice, focus, discipline, reliability, cooperation, teamwork, and respect for teachers and peers. Students are encouraged to embody the Performing Arts Department motto: "Love God, work hard, and have fun."

Relationships - Students will be motivated through enthusiastic leadership, encouragement, and positive reinforcement. Teachers and students will be treated with respect as people of value in the sight of God. Every effort will be made to build trusting relationships, foster an atmosphere of acceptance, and keep the best interests of students in mind. Performing groups function as teams, with each member relying on the commitment and contribution of others.

Excellence - We strive for excellence and put our hearts into our work. Excellence requires commitment, perseverance, and the willingness to rise to the challenges of performance. A quality performing arts program develops strong technique while also encouraging freedom, expression, and "soul." The satisfaction of a performance well done is a meaningful reward for hard work and a powerful motivation toward the next endeavour.

Style - We strive to be creative and innovative as we introduce students to a wide variety of music and drama, from classical to contemporary styles. Students learn to thoughtfully evaluate and appreciate music, drama, and media through a Christian worldview.

Performance - Students learn to perform best through regular performance opportunities in class. While performing can feel intimidating, students are encouraged to develop confidence by performing for their peers and teachers in a supportive environment. Students are evaluated on attitude, attendance, preparation, and ability, with performance assessments making up a significant portion of their overall grade.

Conduct - As members of the Performing Arts Department, we are role models. Our conduct in class, at performances, and while on tour should reflect positively on ourselves, our ensemble, and our school, and ultimately bring glory to God. The school's code of conduct and discipline policies apply at all performances, events, and tours.

Curriculum - MEI Performing Arts instruction is grounded in a strong classical foundation while meeting the learning standards outlined in the BC Curriculum. Music students develop skills in theory, music history, and performance through a broad range of repertoire, including standard band literature, jazz, and traditional and contemporary choral music. Three- and four-part singing remains an important part of our program and a longstanding MEI tradition, recognizing the voice as foundational to musical development. In drama and acting classes, creative activities in speech, movement, improvisation, and performance encourage imagination, strengthen awareness, build confidence, and develop essential performance skills.

Y. ATHLETIC PROGRAM

I. Athletics Philosophy

The mission of MEI, 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. MEI is dedicated to the purpose of providing an athletics program integrated with a Christian view of God, the world and competition.

MEI Schools proudly offers the following athletic experiences for student athletes during the outlined seasons of play. Please note that in some sports, genders train together and have one assigned head coach. Otherwise, genders are separate and have their own designated head coach.

2. On Team Selection and Playing Time: MEI Secondary School

- Athletic teams at MEI Secondary will have a selection process which involves several try-outs.
- The senior team competes at the highest levels and playing time may vary significantly and will not be equal. Not every player may play in every game.

3. On being eligible -Athletes are eligible to participate in athletics at MEI Schools given the following conditions are met:

- Permission forms are signed and fees are paid (located on School Cash Online) prior to the first competition.
- Athletes are in good academic and moral standing. This includes having an above-failing grade in all courses, and remaining free from detentions, suspensions, or active school related disciplines. Additionally, this includes consistent class attendance, and ensuring all course work is completed, allowing teachers to remove any IE (insufficient evidence) grades.
- Athletic directors, alongside school administration, counselors and teachers will work collaboratively to ensure active student athletes remain eligible to participate throughout the course of their season.
- Athletes will be temporarily revoked of their involvement in sport if any of the above is not met.

4. On Attitude and Sportsmanship

Every sport is a game of attitude. The attitude portrayed by MEI athletes must not be one of conceit but one of enthusiasm. Enthusiasm should be directed towards good sportsmanship by supporting and encouraging team members, opponents and referees, as good witnesses for Christ.

5. On 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 repressed.

6. On Winning

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

7. On General Conduct

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

For more information about the Athletics Department, athletes and parents may refer to the **MEI Athletics Student and Parent Handbook** provided by the Athletics Department and/or coaches.