

# MACNEILL

## Secondary School

### *Student Agenda*

**#Ravenpower**



*Principal:*  
**Mr. J. Blair**

*Vice Principals:*  
**Ms. D. MacDonald**  
**Mr. A. Onukwulu**

6611 No. 4 Road.  
Richmond, BC, Canada  
V6Y 2T2  
604-668-6212  
604-668-6278 *EARLY WARNING*



**Web:** <http://macneill.sd38.bc.ca>  
**Twitter:** @armacneill  
**Instagram:** @armacneill



Name: \_\_\_\_\_

Grade: \_\_\_\_\_ Advisory: \_\_\_\_\_

Student Number: \_\_\_\_\_

## WELCOME TO MACNEILL SECONDARY

We are the newest secondary school in the Richmond School District, opening our doors in September 2003 with 300 students. The school began with students in Grades 7 and 8 in the Fine Arts and Science Academies and the Incentive Outdoor School with Grade 8 to 10. A grade was added each year and we now have all Grade 8-12 courses and over 900 students. The Class of 2026 will be the 19<sup>th</sup> MacNeill graduating class.

The school was named after Allan Roy MacNeill, a distinguished educator. Mr. MacNeill, moved from Ontario to Vancouver in 1910, where he completed his schooling at U.B.C. and began his career in education in the Richmond School District. His first teaching position was in 1925 at Bridgeport School, moving on to Principal of Richmond High School in 1928. In 1959 he became Director of Secondary Instruction, where he remained until he retired in 1968. Mr. MacNeill played an integral part of the growth and changes in local education. He had an active interest in high school sports, and he was instrumental in making school facilities available for students' extracurricular activities.

In the spirit of Mr. MacNeill's dedication to involve students in all aspects of school, we at MacNeill encourage students to participate in the many opportunities available. The enthusiasm and interests you have should be developed to their maximum. Take advantage of your school and share something you enjoy with others. Get involved and help continue to make MacNeill a great place to learn!

### POWER Matrix:

The MacNeill POWER matrix continues to form the foundation of our school community and stems from a Positive Behaviour Intervention and Support (PBIS) approach. POWER is an acronym that MacNeill staff, students and parents chose to define the school-wide expectations for student behavior in various settings. It helps staff and students be clear about what is expected. It provides a framework for instruction of positive, responsible, caring, cooperative, and respectful students who strive to do their best within the school and the community.

<b>P = Positive Attitude</b>	We participate enthusiastically.
<b>O = Ownership</b>	We are accountable for our choices and actions.
<b>W = We not Me</b>	We are safe, empathetic and welcoming.
<b>E = Excellence</b>	We strive to do our best.
<b>R = Respect</b>	We take care of ourselves, each other, and our environment.



# MacNeill Code of Conduct

	All Settings	Classroom	Halls and Lounge	Assemblies and Performances	Off-Campus	Online and Electronic Devices
<b>Positive Attitude</b> We participate enthusiastically	I will: <input type="checkbox"/> be actively involved <input type="checkbox"/> take pride in my accomplishments <input type="checkbox"/> have a positive and open attitude	I will: <input type="checkbox"/> pay attention <input type="checkbox"/> contribute positively in all activities to improve learning (participate positively in all activities)	I will: <input type="checkbox"/> be considerate of others <input type="checkbox"/> act and speak in a positive way	I will: <input type="checkbox"/> recognize and show appreciation for the presenters <input type="checkbox"/> listen not talk	I will: <input type="checkbox"/> represent MacNeill with pride <input type="checkbox"/> show sportsmanship <input type="checkbox"/> willingly put my electronic devices away when asked	I will: <input type="checkbox"/> use language that I would feel comfortable saying in person <input type="checkbox"/> willingly put my electronic devices away when asked
<b>Ownership</b> We are accountable for our actions and choices	I will: <input type="checkbox"/> be responsible for my own behavior and choices <input type="checkbox"/> admit, fix and learn from my mistakes <input type="checkbox"/> report safety concerns to an adult	I will: <input type="checkbox"/> follow the class rules <input type="checkbox"/> take ownership for my learning, goals and behaviour <input type="checkbox"/> ask for help when needed	I will: <input type="checkbox"/> clean up after myself	I will: <input type="checkbox"/> turn off all electronic devices and put earphones away <input type="checkbox"/> follow the seating plan	I will: <input type="checkbox"/> make safe, healthy choices <input type="checkbox"/> remember my actions and choices reflect MacNeill	I will: <input type="checkbox"/> follow the District Internet policy <input type="checkbox"/> make choices to keep me safe with my online interactions <input type="checkbox"/> seek adult help if I become aware of a problem
<b>We not Me</b> We are safe, empathetic and welcoming	I will: <input type="checkbox"/> treat others as I would like to be treated <input type="checkbox"/> solve problems peacefully, recognizing that compromise is sometimes the best choice (seek peaceful solutions to conflict) <input type="checkbox"/> appreciate and recognize the contributions of others (make visitors feel welcome) <input type="checkbox"/> be polite <input type="checkbox"/> follow emergency safety procedures	I will: <input type="checkbox"/> encourage others to do their best <input type="checkbox"/> help, include and advocate for others <input type="checkbox"/> stop and think before I act (stop and think before I work with others to achieve a common goal)	I will: <input type="checkbox"/> share space with others <input type="checkbox"/> be quiet while classes are in session <input type="checkbox"/> keep moving and walk on the right in hall/stairways	I will: <input type="checkbox"/> behave in a way that allows everyone to enjoy the performance	I will: <input type="checkbox"/> be kind and helpful <input type="checkbox"/> build positive relationships with diverse people, including people of different ages	I will: <input type="checkbox"/> be considerate of others when using electronic devices <input type="checkbox"/> encourage appropriate behavior in other users
<b>Excellence</b> We strive to do our best	I will: <input type="checkbox"/> work to achieve my personal best <input type="checkbox"/> be a role model <input type="checkbox"/> take thoughtful actions to make positive change	I will: <input type="checkbox"/> complete all work to the best of my ability <input type="checkbox"/> strive to accomplish my goals	I will: <input type="checkbox"/> encourage others to be POWERFUL <input type="checkbox"/> keep my locker clean and tidy	I will: <input type="checkbox"/> understand why I'm attending and contribute in a positive way <input type="checkbox"/> keep an open mind	I will: <input type="checkbox"/> be honest <input type="checkbox"/> be trustworthy	I will: <input type="checkbox"/> use technology appropriately to improve my learning
<b>Respect</b> We care for self, each other and our environment.	I will: <input type="checkbox"/> follow expectations and routines (differences) <input type="checkbox"/> understand others' perspectives (accept individual differences) <input type="checkbox"/> dress appropriately <input type="checkbox"/> use appropriate language <input type="checkbox"/> respect property and materials <input type="checkbox"/> keep our environment clean—reduce, reuse, recycle	I will: <input type="checkbox"/> follow the teacher's requests <input type="checkbox"/> keep hands and feet to myself <input type="checkbox"/> listen to others	I will: <input type="checkbox"/> conduct myself respectfully <input type="checkbox"/> use appropriate language <input type="checkbox"/> inform staff when I see unPOWERFUL behaviour	I will: <input type="checkbox"/> remain quiet <input type="checkbox"/> keep my eyes on the speaker <input type="checkbox"/> enter and exit safely and calmly, using aisles	I will: <input type="checkbox"/> be respectful of others, regardless of their gender, religion or sexual orientation <input type="checkbox"/> respect public spaces and private property	I will: <input type="checkbox"/> use polite and appropriate language <input type="checkbox"/> recognize that all personal orientations impact interactions and stop others and stop participating in them

## MACNEILL BELL SCHEDULES:

### MONDAY+TUESDAY+FRIDAY

CLASS	TIME
Welcome Bell	8:25
Block 1	8:30-9:45
Block 2	9:50-11:05
Break	11:05-11:20
Block 3	11:20-12:35
Advisory	12:40 - 1:00
Lunch	1:00-1:45
Block 4	1:45-3:00

### WEDNESDAY + THURSDAY

CLASS	TIME
Welcome Bell	8:25
Block 1	8:30 - 9:38
PLT	9:43 - 10:31
Break	10:31 - 10:46
Block 2	10:46 - 11:54
Block 3	11:59 - 1:07
Lunch	1:07 - 1:52
Block 4	1:52 - 3:00

### COLLABORATION DAY

CLASS	TIME
Collab Time	8:30-9:45
Block 1	9:45-10:47
Break	10:47-11:02
Block 2	11:02-12:05
Block 3	12:10-1:12
Lunch	1:12-1:57
Block 4	1:57-3:00

## DAY 1 SCHEDULE

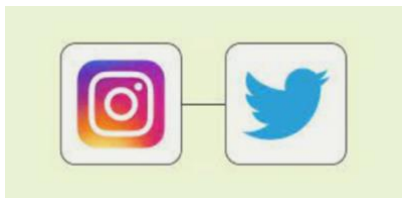
BLOCK	SUBJECT	ROOM	TEACHER
AM			
1			
2			
3			
4			
PM			

## DAY 2 SCHEDULE

BLOCK	SUBJECT	ROOM	TEACHER
AM			
1			
2			
3			
4			
PM			

## STAY CONNECTED WITH MACNEILL SECONDARY

MacNeill students and families can stay informed of all that is going on at MacNeill by using their agenda, school calendar, listening to the daily announcements, bookmarking, or subscribing to the school website, checking the career and library websites regularly and following the school on social media - Twitter, and Instagram (@armacneill)



## EVERYONE BELONGS. EVERYONE IS WELCOME.

At MacNeill, we recognize and celebrate that our school, like our country, is a diverse society. We encourage all members of our school community to accept, learn about, communicate with and understand all people in our school. Because our diverse, multicultural community is so important to us, any expressions of intolerance based on race, religion, culture, gender, or sexuality are unacceptable and will be dealt with seriously by all people involved, including students, parents, counsellors, teachers and administration. *Everyone is welcome at MacNeill Secondary School.*

## ATTENDANCE - Regular attendance is a key to success!

We expect MacNeill students to arrive to school and to their classes on time. Certainly, being a reliable person who shows up on time are important aspects of your **personal awareness and responsibility**.

- If you are absent from school, it is your responsibility to complete all work missed while absent.
- A phone call must be made to the office (604-668-6278) or email to [macneill@sd38.bc.ca](mailto:macneill@sd38.bc.ca) by a parent with an explanation of your absence.
- For any attendance discrepancies, please contact your teacher for any adjustments.
- Parents will be contacted and students with poor attendance habits will face consequences. Frequent or prolonged absences will make it difficult for students to keep up with the course material and could lead to a failing grade.
- If you are experiencing personal issues that are causing you to miss school - see your teachers, counsellor or an administrator and we will try to help.

## EARLY DISMISSAL/TRUANCY

If you need to leave school, you **must sign-out at the office before you leave**, with a note or parental permission only. If you arrive late or return after an appointment, stop at the office to **sign-in**. Students who skip class do not do as well as students who attend regularly. Skipping classes (truancy) will result in the following steps: (a) phone call home; (b) parent meeting; (c) referral to administration (d) possible attendance contract and (e) possible suspension.

## EXTENDED ABSENCE

Students absent for a longer period of time for unique or personal circumstances must have parents contact the office, your counsellor and your teachers to make arrangements regarding missed learning. Students who travel during the school year should inform each teacher as early as possible and must be prepared to complete work missed and accept that decreased achievement may occur as a consequence of missing school.

## PUNCTUALITY

Students are expected to be in class *before* the bell goes. Teachers will provide consequences for students who arrive late. If you arrive after 8:40am, go to the office first to sign-in and get a late slip. Students who are chronically late will be referred to school administration.

## SCREEN TIME AND DIGITAL CITIZENSHIP

Can you regulate your screen time? Do you waste too much time online? A smart phone is a powerful communication and learning tool but should only be used in class for learning purposes, with your teacher's permission. Students are responsible for *everything* they share online – texts, photos, comments, likes or shares - even in a closed group.



Students who misuse their device may face consequences and parents and even the RCMP may be involved. Read our Digital Citizenship Expectations on the MacNeill website (**Located under students >>> digital citizenship expectations**).

## WITHDRAWAL FROM A CLASS/COURSE CHANGE

Students must consult with their teacher, counsellor and parents before they will be allowed to drop/change a course. Students may request course changes, but not teacher changes. Students will not be permitted to drop a class late in the school year to avoid a final mark on their transcript. If you have any questions, speak with your counsellor.

## **FIELD TRIPS AND SCHOOL FUNCTIONS**

Students need signed parental permission & teacher acknowledgement to participate on a field trip. Students are responsible for completing all work missed while on a field trip. Students may lose the **privilege** of participating in field trips, school events, clubs, teams, or activities, including MacNeill teams or grad events, as a consequence of poor attendance or behaviour. All school rules apply on all field trips and at all school related functions represent our school with class and powerful behaviour!

## **DRESS CODE**

Clothing can be an expression of individuality; however, it must be appropriate and respect the reasonable perspectives of everyone in a school context. Dress for school or work is different than dress for other social occasions and should generally cover the body from the shoulder to just above the knee. Students are not to display offensive words, slogans or references to sex, alcohol, drugs or hatred on their clothing or jewelry. If necessary, students will be asked to cover-up or may be asked to go home and change.

## **MACNEILL CAFETERIA**

Our cafeteria is open during break and lunch. The menu includes fresh sides and entrées, sandwiches, wraps, snack items and soup. Treat cafeteria staff with courtesy, respect the line-up and always clean-up & recycle after eating!

## **LOCKERS**

Students may use the locker assigned and are cautioned not to leave valuable items in your locker. Keep your locker clean, as students will be required to remove photos and writing from their locker in June. Protect yourself from theft – your locker is not a bank vault. Use the school lock correctly and do not share your combo with others. Please note, your locker is school property.

## **OUR SCHOOL and OUR NEIGHBOURHOOD**

Treat our school with care and respect – don't leave trash on tables and use the marked recycling bins thoughtfully. We do not sit on tabletops and litter; graffiti and vandalism are uncool and unwelcome. Take care of your textbooks & uniforms as students will be required to pay for damaged or lost items. Our school is a key part of the City of Richmond and MacNeill students treat our neighbours with respect and kindness - share sidewalks and do not litter or cut through private property.

## **PARKING AND DRIVING**

Students may park in designated areas in the south lot off behind the gym only. Students must display an N as required by law. Students who drive recklessly, park illegally, hang out or dump garbage in the parking lot will lose the privilege of parking on the school lot. Please be safe - slow down, buckle up and be aware of students walking or cycling to and from school.

## **BIKES AND ELECTRIC SCOOTERS**

These are great methods of transportation of students. It is important to keep these items safe and secure and we strongly recommend that you lock these items at the designated bike racks at the front of the school. Bikes and Scooters are not to be inside the building for any reason.



## **STUDY BLOCK EXPECTATIONS**

A study block is intended for senior students to engage in independent learning and review. Students with a study block can work quietly in one of the table areas, in the library or leave the school property. Students on study block are reminded not to work in noisy groups outside of classrooms or the lounge. Students with a study block are not to wander the halls or hang out in the parking lots, outdoor courts or playing fields during class time. Use this valuable time to study, learn and get ahead!



## **VISITORS TO MACNEILL**

For the safety of all, MacNeill Secondary and surrounding grounds are reserved for students, staff and authorized guests on school days and during school functions. Do not invite outside friends to visit you at school. MacNeill students are not to visit other schools during school hours, except for a scheduled athletic game or sanctioned school event. If you wish to meet up with students that do not go to MacNeill then please do this off school property.



## SERIOUS MISCONDUCT

We want our school to be a safe and welcoming place for everyone. Actions that are **completely unacceptable** at MacNeill include:

1. Making threats, bullying or using physical violence or being a bystander at a fight.
2. Having/suggesting possession of any form of weapon (real or Replica, including bear spray or mace).
3. Being under the influence or in possession of alcohol or drugs at school, near the school or at a school-related function.
4. Stealing or being involved in theft.
5. Being willfully disobedient to a school staff member(s).
6. Causing a false fire alarm.
7. Causing willful damage to or using graffiti on school or personal property.
8. Being in possession of and/or igniting fireworks or causing a fire.
9. Using profane or offensive language towards staff or students.
10. Cheating/plagiarizing on exams, tests or assignments.

## BULLYING, HARASSMENT, FIGHTING and WEAPONS

All people at MacNeill have the right to learn and work in a safe environment. Bullying, harassment, intimidation, fighting or being in possession or suggesting possession of any form of weapon (real or replica) will not be tolerated, including bear spray and mace. Harassment & bullying includes aggressive, unkind, or excluding behaviour (including rumour/gossip spreading) directed from one person(s) towards another. It can be verbal or non-verbal; direct and physical or indirect and subtle; in person, online, via text message or on social media. **It is wrong and needs to be stopped.** Provoking, contributing to or helping to set-up a conflict is also not acceptable. If this is happening to yourself or others - do not ignore it - ask for help from an administrator, teacher, or counsellor. The consequences for these behaviours will be serious and include parental involvement, RCMP contact and possible suspension or expulsion from school.



BE KIND  
BE CALM  
BE SAFE

## **DRUGS AND ALCOHOL**

Healthy people do not attend work or school impaired. Students in possession or under the influence of drugs or alcohol at school or school-related activities will face serious consequences. Similarly, students associating with others while they use or are under the influence of alcohol or drugs at or before attending a school-related function will also face consequences. Possession of drugs or alcohol by minors is a criminal offence and the RCMP may be involved. If you or someone you know needs help, please see your counsellor and we help.

### **1st offence:**

Parent and RCMP contact, a school suspension, referral to outside counselling and school probation (including loss of extracurricular privileges - e.g. playing on Ravens athletic teams, attending school events, grad events, etc.).

### **2nd offence:**

Parent and RCMP contact. Suspension, referral to outside counselling and potential transfer to another school and notice of possible expulsion if another offence occurs at a school.

## **SMOKING AND VAPING**

Smoking and vaping are serious health hazards and a leading cause of death in B.C. We encourage students to make healthy choices for themselves. Students are not permitted to smoke or vape anywhere on school property including bathrooms, nor on street corners & driveways in our immediate neighborhood. Consequences for smoking or vaping on or in school property will include parental contact and suspension.

## **THEFT**

Protect your belongings and **do not** leave money, phone, laptop or other valuables in an unattended bag, locker or changing room. Students involved in theft will face serious consequences: RCMP contact, suspension and loss of extracurricular privileges. You do not have to be the one who steals to be involved in theft/stolen property. The best defense against theft is to not bring valuable items to school.

## **ACADEMIC HONESTY**

Academic honesty is a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills. Academic honesty is very important at MacNeill Secondary School and any involvement in academic misconduct violates what we value as a learning community.

## PLAGIARISM

Learning and research includes examining and referring to the thoughts and writings of others; however, when another person's ideas, words or creations are used, the author must be properly acknowledged. Writing responsibly is neither purposely nor accidentally misleading people into thinking someone else's ideas or writing are your own. If you do, you may be guilty of plagiarism - the act of presenting someone else's ideas as your own. In **word for word plagiarism**, a researcher repeats the exact words of a source without giving the necessary credit. **Paraphrase plagiarism** occurs when a researcher says basically the same thing as an original source with just a few words changed. **Spot, patchwork or mosaic plagiarism** is taking ideas, phrases or paragraphs from a variety of sources and joining them together without carefully identifying each source. **Lazy plagiarism** is the result of sloppy note-taking or research shortcuts that include inadvertent use of another's language, sloppy and inadequate footnoting or page references. **Self-plagiarism** involves a student reusing a writing assignment from one course to satisfy the requirements of another course, without the approval of the teacher.

Submitting work partially or completely cut and pasted from the Internet, written, created, or copied from another student, tutor, parent, friend, etc. as your own is plagiarism. Tutors are not permitted to write, re-write or significantly edit sections of work for a student. It is the **student's responsibility** to avoid deliberate or accidental plagiarism and to verify all of his/her own writing.

## CHEATING

Cheating is a broad term that encompasses any attempt by a student to dishonestly or unfairly use, give or obtain information or material for a school test or assignment. Some examples of cheating include:

- Unauthorized possession of a test or questions/details of a test or assessment before it happens.
- Supplying/using information or work to/from another student in the knowledge that it may be copied or used, even if there is an expectation that the copy will be changed to conceal this fact.
- Copying another person's test and/or knowingly allowing another student to copy from your test.
- Using unauthorized notes or equipment (including cell phones and other devices) during a test.
- Unauthorized communication of any kind during a test or assessment.
- Being absent from a test or assessment and then consulting classmates before making up the test or assessment

## THE CONSEQUENCES

Academic misconduct will be dealt with in a serious manner. If a teacher believes that there was intent and that the severity of the misconduct is significant, the teacher will involve the appropriate school administrator, and an investigation will occur. Parents will be contacted, and the student(s) will provide a written statement as part of the process to determine the causes and consequences of the academic misconduct. The work in question may not be evaluated and/or students may be required to re-write the work. Substantial or repeated incidences of academic misconduct can involve more serious consequences.

## LEARNING UPDATES AND STUDENT EVALUATION

Teachers use a wide variety of assessment methods to measure student learning and evaluate progress towards learning standards. Students are encouraged to use this agenda booklet to record and keep track of their achievement in each of their courses. **LEARNING UPDATES (REPORT CARDS)** are published by our school three times during the year. **INFORMAL LEARNING UPDATES (INTERIMS)** are sent home in October and February, and teachers may also contact parents by email or a phone call at any time during the school year.

**Parent-Teacher Conferences** are scheduled twice during the school year immediately after the first Learning update goes home in December and again in early April. Parents can always phone the school or email teachers to discuss student progress at any time or connect with teachers as their email addresses are on our website (School Information >>> Staff Lists & Emails).

## PROFICIENCIES, LETTER GRADES AND PERCENTAGES

Students in Grade 8 & 9 courses will receive a rating on the proficiency scale. See the proficiency scale where your teenager could fit for each course.

Proficiency Scale	Emerging	Developing	Proficient	Extending
	The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.

The Emerging EMG – Developing DEV – Proficient PRF – Extending EXT scale is already in use in the Provincial Assessments in Grades 4, 7, 10, and 12. The Proficiency Scale will be used in learning updates and summaries of learning (previously known as report cards) starting in the 2023-2024 school year.

Please visit the following page to learn more about proficiency scale:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/public-schools/student-reporting-for-families>

Students in Grade 10-12 courses will receive percentages and letter grades on their learning updates.

The chart below lists the Ministry of Education's approved letter grades and their corresponding percentages and Grade Point Averages (GPA):

<b>A</b>	(Excellent)	86-100%	GPA 4.0
<b>B</b>	(Very Good)	73-85%	GPA 3.0
<b>C+</b>	(Good)	67-72%	GPA 2.5
<b>C</b>	(Satisfactory)	60-66%	GPA 2.0
<b>C-</b>	(Minimally Acceptable)	50-59%	GPA 1.5
<b>I</b>	(Incomplete)		
<b>F</b>	(Failed)	Below 50% at end of year	

## **WORK HABITS**

People who work well with others and are self-regulating, reflective, reliable and responsible are usually successful in school and in life. Student work habits include completion of work; participation & effort; preparation & organization; attendance; and personal awareness and responsibility.

## **GRADUATION ASSESSMENTS**

The Ministry of Education requires all students to write three mandatory Graduation Assessments as requirements for graduation. This includes the Graduation Numeracy Assessment (GNA) and two versions of the Graduation Literacy Assessment (GLA 10 and GLA 12). Results on these three assessments will be reported separately using a scale of 0-4 and included on student's official transcript.

## **FINAL EXAMS AND CAPSTONE**

Many MacNeill Grades 8 to 12 courses may require students to write final exams or make presentations at the end of June. All Grade 12s will be required to complete a Capstone presentation to meet graduation requirements. Please ask your teachers for the details of final exams/projects and check posted schedules carefully.

The goal of student services at MacNeill Secondary is to assist students in being successful in their schooling and in their lives. Student services includes the following: Counselling Centre, Career Resource Centre, the Learning Resource Centre, the Office Staff, the Library, the Community Health Nurse and the RCMP school liaison program.

The Counselling Centre is located in on the opposite side of the main office and is available to all students who need some help with school, personal or family issues, their timetable, course planning and post-secondary or career information. Students are encouraged to get to know your counsellor – they are here to help students succeed!

- Individual counselling about family or personal issues.
- Resolution of problems arising from difficulties related to conflicts with peers, in your classes and/or school policies.

- Course planning & timetabling leading to graduation, post-secondary education or employment.
- Assistance for students experiencing academic difficulties
- Scholarship information and application processes.
- Helping students register for post-secondary institutions.

- Referring students to prospective employers who have contacted the school.
- Checking for prerequisite courses and requirements for various occupations.

At MacNeill Secondary, students are assigned to a counsellor based on their last name; however, students may see a different counsellor for unique circumstances, or as deemed appropriate after consultation.



## **CAREER RESOURCE CENTRE**

The Career Resource Centre is in the Counselling Centre and provides a tremendous range of scholarship, post-secondary and career information. Please make an appointment with our Career Advisor to learn about:

- University, college, technical, and vocational programs
- Possible careers and occupations
- Trade and apprenticeship training programs
- Job hunting skills, résumé preparation
- Scholarships, bursaries and financial aid applications
- Application steps, processes & dates to universities & colleges

## **OFFICE STAFF AND BUSINESS ASSISTANT**

Our professional administrative assistant staff can help students sign out from school; request homework from your teachers if you will be absent for several days; prepare an official school transcript; and answer a range of general questions and inquiries about MacNeill and the Richmond School District. The Business Assistant is the person to see to pay school fees (yearbook, grad, etc.), for lost/damaged textbook charges, locker or lock issues and to coordinate all club fundraising procedures.

## **YOUTH HEALTH SERVICES**

Vancouver Coastal Health provides a variety of services aimed at youth in Richmond, including resources on health information, immunizations, community resources and referral. Find out more at Richmond Public Health at 604-233-3150. Students may also access the confidential Richmond Youth Clinic at 8100 Granville Avenue or at 604-233-3204.

## **LIBRARY LEARNING COMMONS**

All students are welcome in the MacNeill Library Learning Commons! We offer a large and updated collection of reading materials. We can help with inquiry and research projects. We have collaborative, multi-media tables, a green screen and 3-D printers that students can access. The library is open from 8:00am to 3:30pm daily and assistance is available to students as they complete projects and essays. The MacNeill library is on Twitter & Instagram (@ARMacLib) and has a website where students can have direct access to our library collection as well as websites and excellent online databases. See the link on our school website and ask our library staff for help – we are here to support your research, learning and reading!

## SCHOOL – RCMP LIAISON PROGRAM

MacNeill is a participant in the RCMP's School Liaison Program. The School Liaison Officer is available as a resource person for students and staff and can provide general information on educational, legal and police-related matters. Our Liaison officer will be in the school regularly and students can contact our RCMP member by speaking to one of the administrators or calling the non-emergency line at 604-278-1212.

## GETTING INVOLVED AT MACNEILL

We want all students to feel positively connected at our school. Student leadership and personal and social responsibility are about being involved and participating in a positive way. At MacNeill we encourage all students to grow as personally and socially responsible citizens. Students are encouraged to get involved in at least one out-of-class activity - join a club, help organize an event for others, try out for a team, sing with the choir, audition or work backstage in a play, go to open gyms, dress up on spirit days and enthusiastically support school events. We believe that extracurricular activities are important and valuable; however, **school comes first**. Students must be committed to regular attendance, good citizenship and satisfactory effort in their classes to remain eligible for extracurricular activities. **Students can lose the privilege of participating in extracurricular events, teams, intramurals and activities (including grad events) for poor attendance, negative citizenship or inappropriate behaviour.**



## STUDENT COUNCIL

The Student Council is responsible for coordinating many student activities. They plan events, raise funds for charities, and sponsor unique activities and special competitions. *StuCo* also provides an important student voice on school goals and decisions. Student Council provides an opportunity for students to gain experience in leadership and responsibility. All students from Grades 8 to 12 are welcome and encouraged to join Student Council as Grade Reps, executive members or simply attend weekly meetings as a general member.



## MACNEILL ATHLETICS

MacNeill has a very proud history of athletic excellence. As a member of the RSSAA, we enter a variety of teams in the Richmond leagues. MacNeill student-athletes are expected to exhibit a high standard of sportsmanship and dedication and must demonstrate satisfactory attendance and effort in their courses to remain eligible for school teams. We value character, dedication, commitment, class, and sportsmanship in our student-athletes.

### Fall Sports

Boys' Soccer  
All Girls' Volleyball  
Swimming  
Cross Country  
Jr. & Sr. Boys' Volleyball

### Winter Sports

Boys' Basketball  
Girls' Basketball  
Table Tennis

### Spring Sports

Girls' Soccer  
Golf  
Jr. & Sr. Ultimate  
All Badminton  
Tennis  
Boys' 8 & 9 VBall  
Track

## THEATRE

Ever desired to be part of the annual theatre production? Here is your chance! This course will include the responsibility of two large scale theatre productions. You will be exposed to all aspects of what it takes to put on a production. Designed for both those who like to be in front of an audience and behind. The scenes. Actors, costumes, sets, props, make-up and hair designers, lighting and sound crew, runners... all are welcome! Come be part of this diverse, inclusive, and fun community.

## MUSIC

All students can access our music program by selecting from a variety of different classes. We welcome students who are just beginning to those who are accomplished musicians. Students who choose to participate are expected to commit themselves to regular attendance and practice sessions, school concerts and several special performances throughout the year.

## CLUBS AND ACTIVITIES

Involvement in clubs and activities is an important and rewarding part of school life. All students are encouraged to get involved with at least one activity or club. Attend "Clubs Day" in late September and listen to the daily notices for club information. These are just a few examples:

BC Youth Council	Business Club	Buzz Art Club
Board games & Chess Club	Dance Team	Green Team
Cancer Kids First Club	First Responders	Model UN Club
Rainbow Club	Rough Sketch	

## **GRAD COMMITTEE**

The Grad Committee communicates with all grads, designs and orders grad clothing, raises funds and assist with the plans and themes for events such as the winter formal, boat cruise, the Dinner & Dance, special events and they support the parent organized Dry After Grad. This is an excellent leadership opportunity to help make **Grad 2026** the best grad class yet!

## **REDUCE, REUSE AND RECYCLE**

MacNeill students are encouraged to use their own water bottle, put recycling, organic materials, and garbage away properly in the clearly marked containers. Use fewer plastics and “throw away” packaging and encourage your family to recycle, limit water use and turn off the lights when not in use. Make an effort to reduce your ecological footprint as how each of us chooses to act makes a difference – the future of our planet is in our hands!

## **RECOGNITION and SCHOLARSHIPS**

At MacNeill Secondary, we recognize as many students as possible for their significant achievements in academics, arts, athletics and service to the school. Grades 8-11 students must be enrolled full time at MacNeill to be eligible for awards. **Grade 12 students must take a minimum of 6 classes at MacNeill to be eligible for our school awards and scholarships.**

## **INFORMATION ABOUT SCHOOL RECOGNITION**

### **SUBJECT AWARDS**

Awards shall be given to the top student in each subject area at each grade level who has demonstrated academic excellence and/or outstanding achievement measured against the criteria set down by the individual departments.

### **SERVICE RECOGNITION**

Service awards shall be presented to those students who have made outstanding contributions of their own time and energy for the benefit of others in the school. These hours are recognized for school related events and activities within the current school year. Course based service hours will not be considered. In order to be eligible for a service award, students must have a minimum of 20 hours to receive level 1, a minimum of 45 hours to receive level 2, a minimum of 80 hours to received exceptional service award.

## **THE BARBARA RAYNOR OUTSTANDING SERVICE AWARD**

Named for A.R. MacNeill Secondary School's first principal, Barbara Raynor. This award usually goes to a Grade 12 student who has contributed the most hours of their time in a variety of ways within the school to make A.R. MacNeill the great place it is.

## **A.R. MACNEILL SPIRIT AWARD – LEADERSHIP AWARD**

This award is presenting to the student who exhibits exceptional personal attributes in citizenship, participation, and leadership during the year at A.R. MacNeill. It is not necessarily awarded each year but usually given to a Grade 12 student. This student must be able to effectively balance classroom and extra-curricular responsibilities.

## **MOST IMPROVED STUDENTS AWARDS**

In order to receive this award, a student must show a noticeable improvement in several of the following areas: academics, attitude, citizenship, responsibility, organization, attendance and punctuality. It is not necessarily awarded every year.

## **RAVEN AWARD**

The Raven Award is given at each grade level. The student who received this honour is deemed to excel in academics, citizenship and exemplifies the attributes of POWER in several areas (ex. Fine arts, athletics, and school service). Furthermore, the student will exemplify the Raven Spirit (POWER) both in school & beyond the walls of the school. It is not necessarily awarded each year.

## **TOP ACADEMIC AWARD**

The Top Academic Award is given at Grades 10-12 to a student who has made the most outstanding academic achievement for the year.

## **ROY MACNEILL AWARD – SERVICE TO THE SCHOOL AND COMMUNITY.**

This awarded is presented to the student who exhibits exceptional personal attributes in citizenship and participation in the school and community. It is not necessarily awarded each year.

## **POWER AWARD**

Students at each grade level may be recognized for outstanding citizenship and demonstrating consistent POWERful behaviour across all settings within the school and community. These students are known to be positive role models, have 'flawless' character (e.g. show overall kindness, helpfulness and respect to all students and staff), take risks, contribute significantly to a positive classroom and school climate and strive to do their best. It is not necessarily awarded each year.

## RAVEN ATHLETIC AWARDS

At the annual Ravens Athletics Banquet there are individual team awards, and the school presents recognition to our top student-athletes in each grade who consistently demonstrate dedication, sportsmanship, skill and leadership on two or more teams. Students who go above and beyond in providing significant service to the athletic department, such as coaching, managing, scorekeeping, timing or officiating *may* receive a Raven Athletic Service Award. Students must demonstrate outstanding service, sportsmanship and leadership to school athletics to qualify for this major recognition.

## GRAD CLASS RECOGNITION

### Valedictorian, Historian and Poet

Grade 12s who have demonstrated distinction in academics, service, and athletics and/or arts may apply to be class valedictorian, historian, or poet. The selection process includes student applications, shortlisting and interviews by staff and the student(s) selected to have the honour of speaking on behalf of their grad class at the Valedictory ceremony.

## SCHOLARSHIPS

Grade 12 students **must apply** for all scholarships to be considered – be sure to complete the MacNeill application form. There are many scholarships and bursaries available in four major categories – check with our Career Advisor and apply for everything!

**Institutional Scholarships** are awarded to students who best demonstrate the required academic standards and/or extracurricular achievements based on a specific post-secondary school's criteria.

**General Community Scholarships** are awarded to students who apply for and satisfy the requirements of an organization offering a scholarship. Students must take the initiative to find out information about these scholarships and apply for them (see our Career Advisor).

**School/Community Scholarships** are given to Richmond schools by individual donors or community groups. Specific criteria are established by the donating organization. Students must apply to the MacNeill Secondary Scholarship Committee to be considered.

**"In-School" MacNeill Secondary Scholarships** are presented by donors who have a unique relationship to MacNeill. Students must apply to the MacNeill Scholarship Committee, and ***they must complete at least 6 courses at MacNeill in their Grade 12 year to be eligible for MacNeill scholarships.***

## Ministry of Education Scholarships

The Ministry revises the criteria for their scholarships every year – search the [bced.gov.bc.ca](http://bced.gov.bc.ca) website under scholarships. B.C. Achievement Scholarships are awarded to the top 3000 graduates in B.C., based on Grades 10-12 achievement. Each school may nominate one student for the B.C. Excellence scholarship and the Pathway to Teacher Education awards. The District Authority awards are \$1250 vouchers for students who show outstanding achievement in one of **7 areas**: Indigenous Language & Culture; Fine Arts; Applied Skills; Physical Activity; International Languages; Community Service; and Technical & Trades. To qualify, students must meet graduation requirements and excel in one of the above areas.

## GOVERNOR GENERAL'S BRONZE MEDAL

Every secondary school in Canada awards the Governor General's Bronze Medal to the top academic Grade 12 student each year. This prestigious award calculates all Grade 11 and Grade 12 final marks and is open to all graduating students, regardless of program of studies. This is part of a Federal Government program to promote excellence in education.



## DEVELOPING SUCCESSFUL STUDY HABITS

At MacNeill Secondary, we believe the primary focus for students should be learning and achieving academic success; however, we also want students to maintain a balance between studying and other activities and pursuits. Success in school relies on a strong and effective partnership between the student, the school and the home. Active support from parents/guardians in the completion of homework is recommended and encouraged. Students, make these **top 5** "study habits for success" part of your regular routine:

**1. Go to class prepared to learn.** Attend class and make a commitment to yourself to engage and participate in your learning – be self-regulating - you will enjoy your classes more and learn more.

**2. Be organized.** Use your agenda or other organizer daily to keep track of due dates and events. Similarly, keep track of all your class notes and handouts - it is much easier to study and prepare if you have all the information in an organized binder.

**3. Complete your work.** If you strive to complete and submit all of your work to the best of your ability, you will do as well as you possibly can - what else can we ever ask of ourselves?

**4. Practice home study regularly.** Home study is the regular habit of reviewing and re-writing your notes, re-reading handouts or textbook pages or reading support materials (from other books or online). This practice will help you learn better and understand, allow time to ask questions about concepts you need help with and will greatly reduce the need to "cram" before tests.

**5. Ask questions and get help.** If you're having difficulty understanding or need some extra help - ask your teacher and discuss concepts with other students. An excellent way of being more engaged in your learning is by actively listening and asking and answering questions during class discussions.



## **Ready – Social Emotional Learning (Alt. Get in the right headspace)**

- Setting yourself up to be in the right mindset to learn
  - o Grounding exercises
  - o Breathing exercises (Eg. Box breathing)
  - o Establishing time to sleep (how about changing to “Establishing time for healthful behaviour like sleep, exercise, recreation, mindfulness” )

## **Activate – Materials, Participation, and Preparedness**

- Completing the groundwork to become physically prepared to complete tasks.
  - o Gathering learning materials. (Eg. Notes, textbooks, agenda, pencil)
  - o Being present as an active, and engaged member of the class
    - Asking questions to be clear on what you need to do.
    - Take notes, participate in discussions, and ask questions

## **Verify Priority – Reviewing, Goal Setting, Establishing Order**

- Looking at the instructions that were given to determine your next steps
- Determining the order of tasks to complete based on their importance
- Outlining the goals and steps you can take to accomplishing the task at hand

## **Engage – Getting down to business**

- Create an environment that is conducive to completing the task at hand
- Break down larger tasks and take it one step at a time
- Finish the things you set out to do by utilizing the learning strategies

## **Nice Job! – The Finish Line**

- Give yourself credit for the effort you’ve put in
- Reflect on your process that got you here (the positives, the setbacks)
- Ask for feedback
- Now that you have accomplished your task, what should you do next?

## **HOMEWORK CRUNCH OR FEELING STRESSED?**

If you are feeling overwhelmed by school and you are stressed, anxious or are having difficulty coping, you are not alone. Many students in high school, college and university feel this way occasionally. If you stay organized and stick with it, you will be able to manage. If you continue to struggle, go to your teacher(s) or your counsellor and ask for help. Personal circumstances will be reasonably considered, and time extensions and other supports may be arranged to allow you to complete your work in a timely manner and to the quality you are able to produce. You must be responsible - the earlier you go to talk about your situation, the better we are able to help. Remember, developing resiliency means having a plan to cope with adversity – **you can do this and we will help.** We care about you and we want you to learn and succeed!

### **Setting Goals:**

Successful people set goals for themselves. Good advice is to “begin with the end in mind” and think about what you hope to accomplish. Goals should be realistic targets for improvement. With each goal we create, we should also think about an



“action plan” for how we plan on achieving the goal and how we will know if we’ve reached it. It is also important to check back on your goals regularly to see how you are progressing and make adjustments if necessary. MacNeill students are encouraged to create 3 goals for the school year - a personal goal; an academic goal; and a volunteer or social responsibility goal.

#### **Personal Goal** (an improvement goal about ME):

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#### **Learning Goal** (a school goal):

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#### **Social Responsibility Goal** (a get involved, help or join or a ‘make a difference’ goal):

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## Core Competencies

Core competencies are sets of intellectual, personal, and social and emotional proficiencies that are important for learning and success. Each year, students will be invited to complete self-assessments to understand who they are as learners, communicators and thinkers as well as how caring, self-regulating, self-determined, resilient and responsible they are as people.

**Communication** includes a student's ability to connect and engage with others; to acquire, interpret and present information in a variety of forms, including digitally; to collaborate, plan and carry out a presentation; and to explain, recount and reflect on their experiences.

**Critical & Reflective Thinking** involves making judgments based on reasoning: considering options; analyzing information using specific criteria; and drawing conclusions. Critical thinking includes being open-minded and considering your own thinking, and that of others; including a balanced assessment of what makes sense. **Creative Thinking** involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality.

**Personal and Social** competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. A **positive personal and cultural identity** is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. **Personal awareness and responsibility** include the skills, strategies, and dispositions that help students stay healthy, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and to be resilient and persevere in difficult situations. **Social responsibility** involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.

## **CORE COMPETENCY STATEMENT EXAMPLES:**

Reflect on the statements below – is this a strength for me? Can I describe specific examples when I have demonstrated the competencies?

### **COMMUNICATION:**

- ☐ I am able to express myself clearly when speaking.
- ☐ I listen actively to others in a genuine attempt to understand.
- ☐ I am able to organize ideas & communicate clearly in many ways.
- ☐ I am able to use information and examples to support my work.
- ☐ I can use technology to organize and present information to others.

### **CRITICAL & REFLECTIVE THINKING:**

- ☐ I analyze & form reasoned judgments about something I read or watch.
- ☐ I examine my own thinking and consider other people's thinking.
- ☐ I can generate questions to gather information and learn more.
- ☐ I can evaluate and consider all the information that I read or hear.
- ☐ I am willing to change my thinking in response to new information.

### **CREATIVE THINKING:**

- ☐ I can create original or new ideas.
- ☐ I can develop my ideas and/or expand on the ideas of others.
- ☐ I can adapt and revise my ideas in response to new information.
- ☐ I can develop ideas from thought and turn them into reality.

### **PERSONAL AWARENESS & RESPONSIBILITY:**

- ☐ I am **reflective**. I set goals for myself. I am a self-regulating person.
- ☐ I recognize my stress or emotions and able to manage my feelings.
- ☐ I am **resilient** and persevere when things are difficult.
- ☐ I engage in activities to support my physical and emotional well-being.

### **POSITIVE PERSONAL AND CULTURAL IDENTITY**

- ☐ I can describe my family, my heritage and my community.
- ☐ I understand that my identity is made of many interconnected aspects.
- ☐ I know what is important to me and what my values are.
- ☐ I am confident. I know my strengths. I know my areas for growth.

### **SOCIAL RESPONSIBILITY**

- ☐ I contribute positively in small groups and in my classes.
- ☐ I respect that a community includes multiple perspectives & cultures.
- ☐ I can clarify problems and generate possible strategies or solutions.
- ☐ I care about issues that impact both the local and global community.
- ☐ I am kind, caring and respectful towards all other people.

# GRADUATION REQUIREMENTS

All students are required to complete 80-credits over Grades 10-11-12 to meet the Ministry of Education's graduation requirements and achieve a Dogwood certificate. Please note, specific university, college, apprenticeship and career requirements vary, and it is each student's responsibility to confirm and meet additional course requirements required by the post-secondary institution(s) of their choice.

The required 80-credits for graduation in British Columbia

- [ ] English Language Arts 10 (\*\**English First Peoples 10*)
- [ ] Social Studies 10
- [ ] Science 10
- [ ] Math 10
- [ ] Physical and Health Education 10
- [ ] Arts **or** Applied Design, Skills & Technologies 10, 11 or 12
- [ ] Career Life Education
- [ ] English Language Arts 11
- [ ] Math 11
- [ ] Social Studies 11 or 12 (\*\**BC First Peoples 12*)
- [ ] Science 11 or 12
- [ ] English Studies 12 (\*\**English First Peoples 12*)
- [ ] Grade 12 course
- [ ] Grade 12 course
- [ ] Grade 12 course
- [ ] Other Grade 10, 11 or 12 course
- [ ] Other Grade 10, 11 or 12 course
- [ ] Other Grade 10, 11 or 12 course
- [ ] Other Grade 10, 11 or 12 course
- [ ] Career Life Connections & Capstone

All students must also complete the Graduation Numeracy Assessment (GNA) and two Graduation Literacy Assessments (GLA 10 and GLA 12) to meet graduation requirements.

**\*\* All students must also complete a 4-credit Indigenous-Focused course to meet graduation requirements.**