



La Crete Public School

Guidelines and Procedures

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Principal's Message

Dear Parents and Students of La Crete Public School,

Welcome to the Lancers! We are excited to have you part of our community.

What is a Lancer?

Lancers....

Leave a Legacy

Thrive in Community

Live with Purpose

Rise to the Standard!

It is our goal that all students will develop the skills, attitudes and knowledge to live out the Lancer Pillars – in academics, extracurricular, jobs, family and life.

This handbook summarizes some key procedures and ways of organizing our school so that we can maximize our time together and in the end help your son or daughter gain an education that will help them in their next step in life.

It is our belief that parents are key partners with us as a school. We want to partner with you as parents to disciple and educate young people. So please reach out if you have any questions, concerns or ideas. Find ways to be involved – parents are welcome at LCPS.

Sincerely,

Mr. Gregg McNeil
Principal

School Motto: Success begins with you!

School Mascot: Sir Lance

School Colours: Black and Vintage Gold

LCPS Pillars

Lancers....

Leave a LEGACY

Thrive in COMMUNITY

Live with PURPOSE

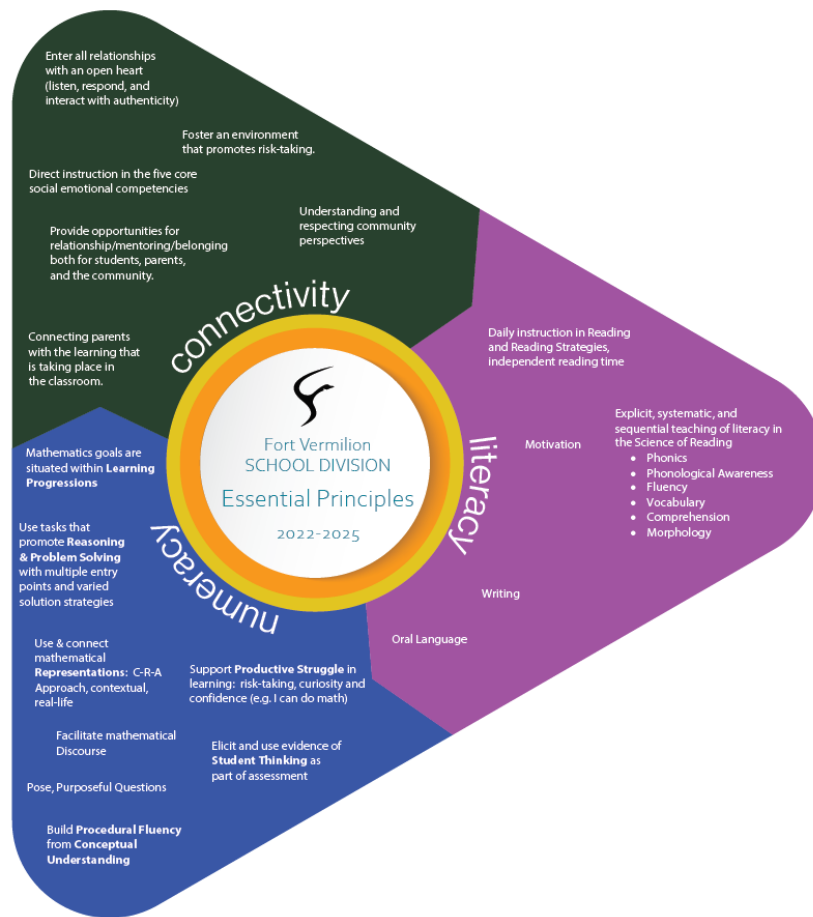
Rise to the STANDARD

Students and staff are organized into four Lances (A Lance is a group of Knights) representing each of the four Pillars – Legacy (Grey and Gold), Community (Green and Gold), Purpose (Maroon and Gold), Standard (Blue and Gold).

Together the four Lances makes up the La Crete Lancers.

The Lances will work together and challenging one another other throughout the year. Lances will earning points for their Lance and building community and friendship.

School Goals and Priorities



Priority	Essential Principle Focus for Improvement	School Goal	Implementation Plan
Connectivity FVSD will foster connectivity and well-being amongst community, students, parents, and staff	Foster an environment that promotes risk taking. Provide opportunities for: - relationship - mentoring - belonging For students, parents and community	To what extent will creating connections with community foster greater student engagement? To what extent will direct instruction on the social emotional competencies positively impact student engagement?	<ol style="list-style-type: none"> Build a cohesive vision for LCPS students. Implement school-based survey on student connectivity Increase off campus programming opportunities Design timetable that fosters opportunities for students to connect with community. Design timetable to support collegiate model Build capacity of student council through leadership training (CSLA) Host CSLA Horizons Conference Develop Tier 1 and Tier 2 strategies specific to Connectivity

<p>Literacy</p> <p>All students will improve literacy skills</p>	<p>Daily instruction in reading and reading strategies</p> <p>Motivation</p>	<p>To what extent will direct instruction of reading strategies and providing independent reading time improve reading comprehension for struggling learners?</p>	<ol style="list-style-type: none"> 1. Develop daily reading program for JH and SH 2. Build consistency in direct instruction of reading strategies in JH and SH. 3. Develop Tier 1 and 2 strategies specific to Literacy
<p>Numeracy</p> <p>All students will improve numeracy skills</p>	<p>Support Productive Struggle in learning: Risk-taking, curiosity and confidence</p> <p>Use tasks that promote Reasoning and Problem Solving with multiple entry points and varied solution strategies</p>	<p>To what extent will A) focusing pedagogy that supports productive struggle in learning and designing tasks that promote reasoning and B) problem solving with multiple entry points and varied solution strategies build student confidence and independent learning.</p>	<ol style="list-style-type: none"> 1. Implement Pam Harris' instructional strategies to develop students on continuum of math reasoning 2. Plan instruction for small group and individual activities 3. Design problem strings and embed within daily instruction 4. Develop Tier 1 and Tier 2 Strategies specific to Numeracy

School Logos



Logos can be found on Engage in *LCPS Faculty > Shared > Logos*

Faculty and Staff

Mr. Gregg McNeil – Principal

Mrs. Rachel Dika - Assistant Principal

Mrs. Vanessa Beringer – Assistant Principal

Mr. Kevin Janzen – Inclusive Education Coordinator and Literacy Coach

Mrs. Martha Driedger – Administrative Assistant

Mrs. Justine Klassen – Administrative Assistant

Mrs. Joanna Janzen – Librarian

Miss. Alexandra Skinner – Grade 7

Mr. Branden Morris – Grade 7

Mr. Alexander Hanlon – Grade 7

Miss. Rebecca Paul – Grade 8

Miss. Kristi Batherson – Grade 8

Mrs. Brenda Wiebe – Grade 9 Math and Science

Miss Courtney Davis – Grade 9 Language Arts and Social Studies

Ms. Nettie Pogson – Foods and Sewing

Mr. Dwayne Goertzen – Construction

Mr. Rob Ward – Mechanics and Welding

Mr. Curtis Wiebe – Physical Education and CALM

Mr. David Harder - Physical Education and CALM

Mrs. Karen Harder – High School Math, ACTS, Numeracy Coach

Mr. Matthew Stalker – High School Math, Physics and 3D Design Studies

Mr. John Borges – Science 10, Chemistry, Biology

Miss Ashley Friesen – High School Social Studies, Art

Mr. Fred Smith – High School English, Fitness

Mr. Cole Morrison – High School Social Studies, English and Music

Mrs. Kimberly Doerksen – Educational Assistant

Miss Laura Fehr – Educational Assistant

Mrs. Nicole Frederick – Educational Assistant

Mrs. Angela Friesen – Educational Assistant

Mrs Darlene Marliwkowski – Educational Assistant

Miss Gillian Wolf – Educational Assistant

Mr. George Boehlig – Head Custodian

Mrs. Justina Reimer - Custodian

Miss Michelle Martens - Custodian

Miss Anna Friesen - Custodian

Office Hours and Bell Schedule

LCPS Office Hours: 8:00 – 4:00

Appointments with school administration can be made by calling the school or emailing lcpsoffice@fvsd.ab.ca

8:48 – 8:50 – O’Canada, Lord’s Prayer and Announcements.

Junior High

Period 1	8:50 - 10:20
Break	10:20 - 10:30
Period 2	10:30 - 12:00
Lunch	12:00 - 12:30
Period 3	12:30 - 1:45
Break	1:45 - 1:54
Period 4	1:54 - 3:05

High School		
Period 1	Period 1A	850-1004
	Period 1B	1007-1120
Flex	11:20 - 12:00	
Lunch	12:00 - 12:30	
Period 2	Period 2A	12:30 - 1:45
	Period 2B	1:47 - 3:05

Junior High Program Overview

Junior high students must be enrolled in the following required courses:

English Language Arts

Mathematics

Science

Social Studies

Daily Physical Education

Health & Life Skills

The Junior High Options program will provide exposure and experiences to students in several areas. These optional courses may include, but are not limited to CTS (construction, computers, foods & fashion, and/or mechanics & fabrication), Environmental and Outdoor Education, Fine Arts (art, drama and/or music), First Aid, Driver’s Education, Citizenship, Leadership, Fitness, Religious Studies (Bible), Science Fair, Babysitting Course, Hockey, Scrapbooking, or a Second Language.

Grade 7 and 8 are homeroom based, with the teacher teaching all subjects except PE and CTS.

Grade 9 are subject based with subject area teachers teaching Math and Science, or English and Social Studies.

Senior High Program Overview

Prior to entering grade 10, all students will develop a three-year High School plan. This plan will be monitored and updated by the student and school counselor on a regular basis throughout the student's high school career. The plan will follow the requirements for the Alberta High School Diploma as set out by Alberta Education. Parents will be notified of substantial changes to the plan and when any concerns over progress arise. High school students are expected to have as full, rich, challenging and appropriate a program as possible.

Grade 10 and 11 students must enroll in a full program (40 credits). Grade 11 students taking a diploma course may take spares in the same semester they are taking the diploma course.

Senior high students must pass a course before taking the next course in the sequence. Students achieving a mark between 40% and 49% may transfer into a less challenging academic sequence at a higher level. For example, a student with 40% in English 20-1 may transfer to English 30-2. Upon successful completion of English 30-2, retroactive credits will be awarded for English 20-2. Students achieving a mark of 75% or higher may (upon recommendation from the subject teacher) transfer into a more challenging academic sequence at a higher level. For example, a student with a mark of 75% in English 10-2 may transfer to English 20-1.

To be considered a **Grade 11** student, a senior high student must have a minimum of **35 credits**, including a grade 10 English and a grade 10 Social Studies.

To be considered a **Grade 12** student, a senior high student must have a minimum of **65 credits**, including a grade 11 English, a grade 11 Social Studies, and at least one high school Math and one high school Science course.

Graduation Requirements

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS – 20 LEVEL (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
SCIENCE – 20 LEVEL ¹ (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS) ²
CAREER AND LIFE MANAGEMENT (3 CREDITS) ³
10 CREDITS IN ANY COMBINATION FROM:
<ul style="list-style-type: none"> • Career and Technology Studies (CTS) courses • Fine Arts courses • Second Languages⁴ courses • Physical Education 20 and/or 30 • Knowledge and Employability courses • Registered Apprenticeship Program courses • Locally developed/acquired and authorized courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses⁵
10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) ⁶
<p>These courses may include:</p> <ul style="list-style-type: none"> • 30-level locally developed/acquired and authorized courses • Advanced level (3000 series) in Career and Technology Studies courses • 30-level Work Experience courses⁷ • 30-level Knowledge and Employability courses • 30-level Registered Apprenticeship Program courses • 30-level Green Certificate Specialization courses • Special Projects 30

Certificate of High School Achievement Requirements

These are the minimum requirements for a student to attain a Certificate of High School Achievement for students enrolled in the Knowledge and Employability program. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 CREDITS

including the following:

ENGLISH LANGUAGE ARTS 20-2 OR 30-4

MATHEMATICS 10-3 OR 20-4

SCIENCE 14 OR 20-4

SOCIAL STUDIES 10-2 OR 20-4

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT (3 CREDITS)

5 CREDITS IN

- 30-level Knowledge and Employability occupational course, or
- Advanced level (3000 series) in Career and Technology Studies courses, or
- 30-level locally developed course with an occupational focus

AND

5 CREDITS IN

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course, or
- 30-level Green Certificate course, or
- Special Projects 30 **OR**

5 CREDITS IN

- 30-level Registered Apprenticeship Program (RAP) course⁷

Guidelines for Student Participation in Graduation Ceremonies

The Fort Vermilion School Division believes that graduation ceremonies are an important part of a student's school life. In order to take part in this event, a student must meet the following guidelines.

1. In order to participate in graduation ceremonies, a student must have met all of the requirements for a high school diploma or certificate of high school achievement as set out by Alberta Education.
2. A list of these requirements and an assessment of the student's present standing in regard to meeting these requirements will be distributed to students and parents/guardians the week following the November report card.
3. To keep parents/guardians updated on the student's current standing, a second assessment of the student's standing in regard to meeting the graduation requirements will be distributed within 2 weeks following the end of the first semester. At that time a list of potential graduates will be determined. Students whose names do not appear on the list will have approximately until the next report card to make the necessary changes to their course standings.
4. One week following the spring report card an updated notification will be given to students and parents indicating whether the student will be expected to graduate in June of that year.
5. Two weeks prior to the graduation ceremonies a FINAL notification will be given to students and parents indicating those students who meet the requirements for June graduation.
 - a. The student must have achieved at least 50% in all course(s) required to graduate.
 - b. The student must have successfully completed at least 80% (for a May graduation ceremony) or 90% (for a June graduation ceremony) of any correspondence or Learning Store course required to graduate.

Grade 12 students whose names do not appear on the FINAL graduation list may make an appeal to a committee consisting of:

- a) the principal
- b) the counselor, and
- c) teachers of classes which the student is in danger of failing.

A decision will be made as to whether conditions have changed to a point that the student will now likely experience success in his/her program. If so, the student's name will be added to the list of graduates.

After the FINAL graduation list is given out, an application can be made by a member of the teaching staff to remove a student's name from the list of graduates.

A committee consisting of the following will be established to review this appeal:

- a) the principal
- b) the counselor, and
- c) the teachers who indicated problems with this student's program.

Parents and/or students may appear at either of the above committee meetings.

If it is found that the student's attendance and work have waned to a point where progress in May or June will be different from what was assessed on the FINAL notification, the student's name can be removed from the list of graduates.

Valedictorian Criteria

To ensure consistent criteria in selecting valedictorians at high schools, including one valedictorian from the Learning Stores, within the Fort Vermilion School Division division-wide criteria has been established:

1. Student must have completed two semesters (one in the grade 12 year, 4 quads 2 quads in the grade 12 year) in the given school.
2. Student must be eligible for a high school diploma.
3. Student must have the highest academic average as calculated three weeks prior to graduation in the following courses:
 - English 30-1
 - Math 30-1/Math 30-2
 - Social 30-1
 - Highest 30 level Science course (Biology, Chemistry, Physics or Science)
 - Any one other 30 level course excluding Work Experience and Special Projects or an averaged combination of 5 CTS courses

In the event no students have a 30-1 level course the same criteria is used for 30-2

The valedictorian will have the first right of refusal to deliver the graduating speech.

The graduating class will select a grade 12 student to deliver the graduating speech if the valedictorian declines.

The valedictorian speech must be approved by the Principal.

Honors Cord Criteria

Average of 80% or higher in five courses, calculated two weeks prior to graduation, which must include:

- English 30-1 or 30-2

At least two of

- Mathematics 30-1, 30-2 or 31
- Science 30
- Social Studies 30-1 or 30-2
- Biology 30
- Chemistry 30
- Physics 30
- A language other than English 30-1 or 30-2 at the Grade 12 level.

Plus, any two courses with minimum five credit value at Grade 12 level (3000, 6000 or 9000 series) including those listed above and combined option and advanced CTS courses.

- Five one-credit CTS modules can be combined and used as an elective course, or
- One-credit CTS modules and one to four-credit option courses can be combined to total five credits.
- Courses can be from different subject areas, e.g. computer courses with welding courses.

Reference: FVSD Administrative Handbook, pp. 10-14

Graduation Ceremony Expectations

The LCPS Graduation is a community graduation celebrated with FVSD Pathways students. This is a formal celebration of the academic achievement of LCPS and Pathways students. Students participating in the graduation ceremony will be expected to dress and act appropriately. Graduates will wear a graduation cap and gown provided by the school.

Boys are expected to wear nice shoes and pants with a collared shirt under their gown. Shorts and sandals are not permitted.

Girls are expected to wear nice shoes, and either pants, dress or shirts with an appropriate blouse or shirt.

School Council

LCPS School Council is comprised of parents of students, one community member, student council representative (President or Vice President) school administration and a teacher representative.

Representatives are elected for one or two year terms at the Annual General Meeting held in September. The council then nominates and elects the Chair, Vice Chair, Secretary.

School councils are structured groups of parents, principals, teachers, secondary students, and community representatives who work together to effectively support and enhance student learning. They provide a method for members of the school community to consult with and offer advice to the principal and the school board.

Parents play a vital role in student success and can participate in decisions that impact student learning through school council. By contributing knowledge, perspective and ideas at school council meetings, parents are actively contributing to school community and school district success.

School councils:

- focus on what is best for all students in the school
- consider the interests of all school stakeholders
- develop, maintain and reflect the culture of the school
- represent the parent voice in the school community

[\(School Councils in Alberta: Alberta School Councils' Association\)](#)

Student Council

LCPS Student Council is an opportunity for students to provide leadership in planning and organizing school wide activities, build community and provide input into school life. In Student council members are nominated and elected from each class in each grade. The student council representatives nominate and elect President, Vice President, Secretary and Treasurer.

Religious and Human Sexuality Instruction

Given the expectation that school staff decide upon the content of instruction, and to comply with Section 50 of the School Act, it is the duty of teachers to communicate with parents regarding the course outline when instruction deals primarily and explicitly with religion or human sexuality.

The following courses have instruction that deals primarily and explicitly with religion or human sexuality:

Biology 30 – human sexuality

Sr. High CALM – human sexuality

Jr. High Health – human sexuality

World Religions – religion

Section 58 of the *Education Act* states that

(1) A board may

- (a) prescribe religious instruction to be offered to its students;
- (b) prescribe religious exercises for its students;
- (c) prescribe patriotic instruction to be offered to its students;
- (d) prescribe patriotic exercises for its students;
- (e) permit persons other than teachers to provide religious instruction or exercises to its students.

(2) Where a teacher or other person providing religious instruction or exercises or a teacher providing patriotic instruction or exercises receives a written request signed by a parent of a student that the student be excluded from religious instruction or exercises or patriotic instruction or exercises, or both, the teacher or other person shall, in accordance with the request of the parent, permit the student

- (a) to leave the classroom or place where the instruction or exercises are taking place for the duration of the instruction or exercises, or
- (b) to remain in the classroom or place without taking part in the instruction or exercises.

Section 58.1 of the *Education Act* states that

(1) A board shall provide notice to a parent of a student where courses, programs of study or instructional materials, or instruction or exercises, include subject-matter that deals primarily and explicitly with religion or human sexuality.

(2) Where a teacher or other person providing instruction, teaching a course or program of study or using the instructional materials referred to in subsection (1) receives a written request signed by a parent of a student that the student be excluded from the instruction, course or program of study or use of instructional materials, the teacher or other person shall, in accordance with the request of the parent, permit the student, without academic penalty,

- (a) to leave the classroom or place where the instruction, course or program of study is taking place or the instructional materials are being used for the duration of the part of the

instruction, course or program of study, or the use of the instructional materials, that includes the subject-matter referred to in subsection (1), or

- (b) to remain in the classroom or place without taking part in the instruction, course or program of study or using the instructional materials.

(3) This section does not apply to incidental or indirect references to religion, religious themes or human sexuality in a course, program of study, instruction or exercises or in the use of instructional materials.

La Crete Public School begins each school day with the National Anthem and the Lord's Prayer at 8:48 – 8:50.

Career and Academic Counseling

The counselor is available for scheduled or, if necessary, unscheduled visits to assist students in areas of concern and difficulty. These visits may involve academic concerns (e.g. program or courses, study skills, time management, etc.), or career and further educational planning. All high school students will meet to discuss their three year high school plan annually with the career and academic counselor.

Student Evaluation

Reporting Student Progress

Students in grade 7 through 12 will receive 4 Report Cards each school year.

LCPS Reporting Student Progress

2023-2024

Reporting	Progress	Reporting End Date	Reports Cards	Parent Teacher
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Period	Report Sent Home		Sent Home	Interviews (5pm-8pm)
1	October 5, 2023	November 9, 2023 46 Instructional Days	November 17, 2023 (7-12)	October 12, 2023 November 23, 2023
2	December 8, 2023	January 30, 2024 43 Instructional Days	February 2, 2024 (7-12)	February 8, 2024
3	March 8, 2024	April 19, 2024 44 Instructional Days	April 26, 2024 (7-12)	May 2, 2024
4	May 24, 2024	June 21, 2024 (7-9) 42 Instructional Days June 26, 2024 (10-12) 45 Instructional Days	June 21, 2024 (7-9) June 26, 2024 (10-12)	

Parents and students are encouraged to access grades through Powerschool via the website (<https://fvsd.powerschool.com/public/>) or the app.

Appeal Process

To appeal a grade a student has been given, parents or students are encouraged to contact the classroom teacher. If the appeal cannot be resolved with the teacher, the parent or student shall appeal to the principal who will make and communicate the final decision. A principal's authority to rule on such appeals is set out in the Education Act. Administrative Procedure 391 outlines specific appeal process dates.

Missing and Incomplete Assessments

Assessments, include quizzes, tests, assignments, projects and a variety of other learning activities that illustrate a student's ability to meet the learning outcomes of the course. Missing or incomplete assessments impact the ability of the student to acquire the skills, knowledge and understanding required to be successful.

La Crete Public School uses a variety strategy to encourage students to complete assessments and achieve their potential. A zero or extremely low grades may result for assessments that are not completed. Zeros and extremely low grades may be entered into Powerschool to illustrate the effect of not completing assessments. When assessments are completed, the zeros or low grade will be replaced with the grade on the assessment. Students may complete assessments up to 10 days before the end of the reporting period.

Such strategies may include but are not limited to the following:

- Modifications or Accommodations to a program to meet the student's needs
- Differentiated Instruction
- A focus on in-class assessments of learning
- Extra help from the teacher during lunch, during *Flex* time, or after school
- Contact with the parent regarding missed homework or incomplete assignments
- Exam retakes (when equally valid/reliable exams are available)

- Mark substitution (when outcomes are successfully attained grades change)
- Credit recovery

Reference: FVSD Administrative Handbook, pp. 22 – 25

Student Success and Wellness Services

Student Awards

Academic Awards

80% average (core subjects only)	Trophy (Academic)
Top Academic Student in each grade (five core)	Trophy (Top Academic)
Top Subject Mark in a course	Certificate
Honors (80% term average all subjects)	Honor Roll Board
Alexander Rutherford Scholarship	Certificate
Governor General's Award	Medallion

Each reporting period, students having 80% or higher will be recognized on the Honour Roll. Students must have an 80% or higher final average to receive an academic award for that grade level.

Top Academic: Awarded to Gr 10-12 students with highest average of English, Social Studies, Math, and two Sciences at the Academic course level.

Top General: Awarded to Gr.12 student with highest average of English30-2, Social Studies 30-2, Math 20-3, and Science 24.

Top K&E: Awarded to Grade 12 student in English 30-4, Social 20-4, Math 20-4 and Science 20-4.

Citizenship Awards

Philip Bueckert Memorial Award Recipient is chosen by the student body Based on citizenship qualities	Plaque
Citizenship Award Nominations by staff	Trophy
Top Citizenship Award for each grade	Trophy

Athletic Awards

In order for a student to be eligible for Athlete of the Year, Most Sportsmanlike, or Rookie of the Year the student must participate in a least two sports.

Athlete of the Year Male and Female Junior and Senior High	Trophy
Most Sportsmanlike Male and Female Junior and Senior High	Trophy
Rookie of the Year Male and Female Junior and Senior High	Trophy
Sport Specific Awards (Most Dedicated, Heart & Hustle, Most Improved)	Small Trophy

Junior and Senior High

Student Expectations and Discipline Procedures

Student Expectations

Each student is expected to contribute positively to the classroom learning environment and a student's level of success in school depends upon the manner in which studies are approached.

A successful student demonstrates self awareness, self management, responsible decision making, social awareness and relationship skills.

CODE OF CONDUCT

A school must provide a safe and caring environment for students to learn effectively. This positive atmosphere presumes the following:

- a. Students exhibit respect for themselves and others.
- b. Students respect personal and public property.
- c. Students respect the expectations and policies of La Crete Public School and the Fort Vermilion School Division.
- d. Students contribute positively to the atmosphere in the school.
- e. Students show a willingness to work and learn.

Progressive Discipline Approach

For a majority of classroom disruptions, teachers will use a systematic progressive discipline approach similar to the one noted below. For more serious offenses (see below), students will be referred directly to administration. Some of the possible steps a teacher may follow in dealing with student discipline may include, but are not limited to:

- Teachers will develop a classroom discipline plan and communicate it to students and parents at the beginning of the year. Students are encouraged to be part of the development process.
- initial warning (individual or whole-class) and/or discussion of the situation (one-on-one with the student or whole-class)
- the student may be placed in a different seating arrangement, moved to another location in the classroom, removed from group or partner activities, a second warning, confiscation of distractor, loss of a privilege, etc.
- the student may be placed on a short time out outside the classroom. This could be the hallway, another classroom, or the office. After discussion with the teacher, the student must agree to change their behaviour before reentering the classroom
- the student may be sent to the office for the duration of the class period. *The teacher will complete a log entry in Powerschool when a student is removed from class, chooses to leave the class or is asked to leave. Parents will be notified by the teacher.*
- Parents must be contacted prior to referring chronic classroom disruptions to administration.
- Chronic classroom disruptions referred to administration may result in in school or out of school suspensions.

The following behaviors are more extreme and will be reported to administration immediately. These behaviours include but are not limited to:

- extreme defiance/disrespect towards school staff
- verbal abuse of or swearing at staff or students
- physical abuse of staff or students, i.e., fighting or hitting
- bullying

- sexually inappropriate behaviour
- vandalism
- theft
- being in the possession of or under the influence of drugs or alcohol either at school or a school sanctioned activity on or off the school campus
- smoking (including e-cigarettes), vaping or chewing tobacco in the school, on school property or during school related events
- being in the possession of a weapon
- making threats towards staff, students or the school

If a student behaves in the extreme, the normal process of moving through the discipline program will not occur. Instead, consultation between teaching staff and administration will determine the appropriate course of action. Students may be given in school or out of school suspensions.

Out of school suspensions may be from one to five instructional days. A comprehensive review of the situation may occur, resulting in the development of a plan for the student to continue education at LCPS. This review may also lead to a recommendation to the Board Student Discipline Committee. Recommendations to the Board Student Discipline Committee may result in a further suspension of one to five instructional days to allow the Committee to review the situation in or make a ruling on the reinstatement of the student at LCPS or expulsion from School.

The guidelines for an in-school suspension are:

- a. The student must remain in the workspace provided at all times except for bathroom breaks.
 - b. Breaks will not be taken with other students, nor will the student have freedom to roam the school.
 - c. The classroom teacher for the student to do will provide course work.
 - d. Personal entertainment devices, such as cell phones, iPods, or gaming devices, will not be permitted.
1. After the in-school suspension, the student will return to classes. If the pattern of behaviour continues and two more referrals are filled out, the student will be placed on a 2-day in-school suspension. At some point during this suspension, the parents may be called in for a discussion with teacher(s) and administrators.
 2. Following this in-school suspension, if another 2 referrals are filled out, the student will be placed on an out-of-school suspension.
 3. If the student's behaviour does not curb after the out-of-school suspension, in future, for every 2 referrals, the student will be removed from school. Eventually, the route of expulsion may be examined.
 4. If the student's referrals result from skipping classes, he or she may be placed on an in-school suspension rather than an out-of-school suspension.
 5. Any junior high student who habitually is late for class or skips classes may be placed on an in-school suspension, which may include lunch break to minimize disruption to learning.
 6. Students referred to administration will be considered not in good standing to participate in extracurricular activities, including athletics, drama productions, or field trips.

It is important to remember that all steps in the discipline plan are:

- a. **A student's individual choice.** Students can monitor themselves with respect to how to change and where they are on the program. If a student chooses to behave

appropriately, this program will never be an issue for him or her. However, if a student chooses to disrupt the education of others on a persistent basis, this program will have an effect on him or her.

- b. **At the discretion of administration.** The timing of when the referrals come in, what the inappropriate behaviour was, how the situation was dealt with, the student's personal background, etc., could affect decisions made concerning consequences in the program.

Dress Code

Student appearance has an important effect on attitudes toward themselves, toward other students and the school. While it is recognized that choice of attire/grooming are matters of expression and subject to fashion or current trends, any form of dress that is determined to interfere with the learning environment is prohibited.

The following general rules apply:

1. Clean footwear must be worn at all times. Anyone entering the building will be asked to clean or remove wet/dirty footwear.
2. Clothing is to cover the chest, back and midriff. Low-cut shirts that allow inappropriate exposure such as halter tops, tube tops, or spaghetti strap tops shall not be worn. Shirts and pants are to meet at the waist to prevent exposure of the midriff. T-shirts that cover the shoulders and back meet the requirements of the dress code.
3. Undergarments are to be covered at all times.
4. Shorts, skirts and dresses shall be of an appropriate length to allow for standing, sitting, and bending while still providing adequate body coverage. Garments that reach the mid-thigh meet the requirements of the dress code.
5. Clothing shall be free of inflammatory, suggestive, or other inappropriate writing, symbols, advertisement, or graphics. This includes apparel advertising alcohol/tobacco products, those promoting drugs/drug paraphernalia, or ones with any type of sexual connotations.
6. For the safety and security of staff and students, the faces of all individuals must remain visible.
Sweatshirt hoods must remain down.

If a student attends school wearing clothing that does not follow the school dress code, that student will be asked to change. Non-compliance will result in parental notification and disciplinary action.

There are school-sanctioned events (such as graduation, swim trips, sporting events, etc.) that exist outside of the school's dress code policy. In these cases, participants are to be cognizant of our community's values around modesty.

Attendance

Our school recognizes that regular attendance at school is a significant contributing factor to student learning. In the interests of student learning, **regular attendance at school shall be required of all students** throughout the school year.

Statements of Responsibility

1. Attendance in all classes is the joint responsibility of the student, and the parents.
2. Students are responsible for all class work and assignments even if their absences are parent excused, unavoidable or school generated.
3. Parents are responsible for informing the school of all absences, preferably at the beginning of the absence.

4. The school will inform parents of all absences not reported by parents through our computerized phone-out system on a daily basis.
5. Teachers and administrators will work with parents to help solve any attendance issues.

Implementation

1. Teachers will discuss attendance concerns with students and will make the initial contact with parents either by telephone or through written notification.
2. Teachers will advise administration when they believe that additional intervention is necessary.
3. Teachers and administration will work with students and parents to try to modify behavior and to improve attendance. Disciplinary action may follow.
4. Students with unexcused absences or lates will not be permitted to participate in extracurricular activities, such as athletics, drama productions or field trips on that day.

Computerized Phone-Out System

Each day during the early evening, the LCPS computerized phone system will phone parents regarding any absences for that day. Parents are encouraged to contact the school to confirm absences either by calling the school at 780-928-3913 or by sending a note with their son or daughter.

Attendance Reports

Up-to-date summaries of student attendance are available upon request by phoning the school. An attendance record will also appear on each student's report card. Parents can also obtain viewing access of their child's attendance record by signing up at the school office for web access to the Power School Parent Portal.

Student Absences during the School Year

Parents/Guardians play an important role in developing a student's attitude toward attending school. As a parent, show that you have a positive attitude toward school attendance by making every effort to:

- ✓ schedule appointments outside of school hours,
- ✓ plan family vacations in accordance with the school calendar as much as possible,
- ✓ inform the school of any absences prior to the schedule absence when possible,
- ✓ refuse to write excuses for anything other than legitimate absences,
- ✓ and if needed, request a record of your son or daughter's school attendance from the school office.

In situations where parents/guardians choose to take students out of school for vacations, assistance to the family, farm leave, parents/guardians accept full responsibility for the absence. If an absence is planned during the school year, the student or parent should let both administration and the various subject teachers know well before the absence. If the absence is of short duration, teachers will advise the student of what work will be covered during the absence. Teachers may also give assignments and guidance that will reduce the negative effects of the absence. In situations where a student will be absent from school for extended periods, the student may be requested to register with the La Crete Learning Store. Teachers will not be expected to create special online or module based lessons for students who are absent for prolonged periods.

Lates

Students are expected to arrive at school by 8:40 am and 12:25 pm. **Students who are late must sign in at the office prior to reporting to their class.** Students that are habitually late for class will be dealt with according to established classroom and school discipline procedures. Students that arrive after attendance will be marked “late” and any student that leaves after the first 30 minutes will be marked “early leaver”.

Flex Block (Gr 10-12 Only)

Students in grades 10-12 will have a 40 minute flex block each day. Flex blocks are an opportunity for students to complete homework, complete missed assessments, or get extra help. Grade 10 and 11 students must attend flex each day from 11:20 – 12:00 as follows:

Monday and Wednesday: Period 1 Course

Tuesday and Thursday: Period 2 Course

Friday: Either Period 1 or Period 2 Course

Grade 12 students can choose whether they attend flex, however teachers may request students to attend if they are failing or missing assessments.

Lunch

LCPS is an open campus and students can eat lunch at school or go off campus for lunch.

Junior High students remaining at school during lunch, eat lunch in their homerooms.

Senior High students are free to use the student gathering area, the main foyer, or designated classrooms, to eat their lunch. Students are expected to keep the hallways clear at all times and place garbage in the appropriate receptacle bins.

Students on Spares

Students in their grade 11 or 12 year that are enrolled in a 30-level course and are on track to graduate are eligible to have a spare built into that semester's timetable. It is expected that students utilize their spares to complete coursework and/or study in the student gathering area, library, or main foyer. Students on spares may also use the fitness room, library to read, or sign out to go home. Students on spares are expected to keep noise levels to a minimum.

Leaving the School

Students do not need to sign out if they are leaving the school during lunch time provided they are back before the end of the lunch period. Junior High students will only be allowed to leave the school during lunchtime. Senior High students will be allowed to leave the school during lunchtime and during their spares. **All students must sign out at the office before leaving the school during class time, during spares or if they are leaving for the remainder of the day.** Parents will be notified before school trips are conducted off school grounds.

Cell Phones

Cell phones are not to be used during class time.

Cell phones are to be left in student lockers or placed in cell phone 'bleachers' in the classroom. Inappropriate cell phone use will be handled in a similar fashion to classroom disruptions, including taking the cell phone away. Cell phones will be stored in the office and students can pick them up at the end of the day.

In chronic cases, Parents will be called to pick up student cell phones that have been turned into the office.

Students who use cell phones for bullying, harassment, viewing inappropriate material or other negative behaviours will be referred to administration. A comprehensive review of the situation may occur, resulting in the development of a plan for the student to continue their education at LCPS. This review may also lead to a recommendation to the Board Student Discipline Committee. Recommendations to the Board Student Discipline Committee may result in a further suspension of one to five instructional days to allow the Committee to review the situation in or make a ruling on the reinstatement of the student at LCPS or expulsion from School.

Emergency Procedures

EMERGENCY EVACUATION PLAN / FIRE DRILLS

1. Teachers must be in complete control of their classes and evacuate the building in absolute order. No talking is allowed.
2. Be aware of your responsibilities and familiarize students with escape routes from classrooms or other stations in which they spend time, i.e., student gathering area, library, and gym.
3. Teachers should know where fire alarm switches are located in the school.

PROCEDURES

1. Students follow the route marked on the map for that room until they get out of the building. They proceed to the location designated for each grade.

The Muster Point is 100 feet north of the school building behind the third bus island (the one with the lamp posts on it). Teachers should stand on the bus island to take attendance and supervise the students who should be lined up alphabetically in a straight row behind the bus island.

Special Needs students will line up closest to the blue parking fence (east end). After that, classes will line up starting with CTS, then Grade 7, 8 and 9. Senior high classes will line up alphabetically by teacher name. Students on spares with line up next to the CTS classes.

2. Students are to remain with the teacher they are with at the time of the evacuation.
3. All teachers must be able to see, and personally account for, the students they are responsible for at the time of the fire alarm.
3. Teachers should appoint two students to close windows and turn off lights. The last person through each exit should close the door.
4. The first two students of each class should hold open doors for the rest of the class.
5. It must be impressed upon students that all fire alarms are to be taken seriously. Any misconduct will be dealt with immediately after everyone is accounted for.
6. Fire regulations state that all students must take up positions a minimum of 100 feet from the building during emergency evacuations and fire drills.
7. Teachers are responsible for making students aware of fire regulations applicable to them as well as evacuation routes from all points of the building.

8. Occasionally during drills, some exits will be obstructed. In such cases, students should know that they move in an orderly fashion to the nearest alternate exit.

9. Regulations state that the principal shall initiate drills and may detail others to assist.

11. Drills may be initiated without warning to teachers.

LA CRETE PUBLIC SCHOOL EMERGENCY PLAN

1. When the alarm rings, all students and teachers proceed outside along prescribed routes to their designated stations.

2. Teachers are required to take attendance of their class. Any student not accounted for is reported to the assistant principal or designated office personnel.

3. Administrative personnel, with the help of teachers who do not have a class, will search the school for any missing student.

4. The outside alarm will ring 3 times to indicate that there is a real emergency or fire. In case of power shortage, other means will be used. **In the case of a drill, an announcement will be made when students/staff are allowed to re-enter the school.**

Procedures in case of a Real Emergency or Fire

5. Students and teachers will proceed to the arena.

6. Teachers will take attendance at the arena. Missing students will be reported to the assistant principal. Appoint a student runner to report to the assistant principal.

7. The principal will give official notice to call buses, if necessary.

8. All students will stay at the arena until the buses arrive.

9. When students have left on the buses, teachers are free to go.

Computer and Technology Procedures and Expectations

The Fort Vermilion School Division has a computer network usage agreement for students. This agreement must be signed by the student and parent before students are allowed internet access. As a student user of the computer network, students must agree with the FVSD Guidelines for All Technology Users and the Student Internet Use Guidelines. Failure to adhere to the usage

guidelines could result in the student's loss of computer or internet privileges, suspension, payment for damages, and/or other disciplinary or legal action including expulsion.

Library

The La Crete Public School library has a good selection of novels, nonfiction resources, and magazines to satisfy the reading interests of students. Students are allowed to sign out a maximum of 2 items (novels/nonfiction resources) for 2 weeks and these items may be renewed twice, unless it is a new book and/or is reserved for another student. Students are welcome to come in and browse through the magazines as long as they are returned to the shelves before they leave.

If there are concerns with the library resources (books, novels, audio-visual materials, magazines, etc.) parents may submit a statement of concern about that particular item. The form can be accessed at the following Link: [Library Resource Concern Form](#)

Textbooks/Chromebooks

Textbooks & Chromebooks are signed out to the students from the library using each student's library number. Junior High students must return their textbooks at the end of the school year. Senior high students must return their textbooks at the end of each course. Chromebooks must be returned at the end of the school year. All outstanding replacements fees/materials must be cleared before new materials can be signed out.

FVSD has the following guidelines in place regarding payment for lost and/or damaged materials:

1 year old or less	80% of replacement cost
2-3 years old	60% of replacement cost
4-5 years old	40% of replacement cost
5 years old or more	20% of replacement cost

Extracurricular Activities

All students have access to participate in various extra-curricular opportunities. However, at times the privilege of participating will be removed if there are academic, discipline or attendance concerns. The following guidelines will be followed:

Academics

If a student is failing, but **putting forth appropriate effort (all assignments are complete, requesting/receiving extra help, etc.)**, the student will be permitted to continue participating. If a student is failing, but **not putting forth appropriate effort**, then the student will be put on probation for one week (progress monitored by teacher/coach/supervisor/ administration).

During this probation, the student may remain on the team or club, but must demonstrate that they are completing missed work in an attempt to raise their grades to passing. After one week, follow-up will occur and if evidence is provided that appropriate effort is being put forth, the probation is lifted. If poor academic behavior continues, then the student will be suspended for one additional school week. After this period, a decision to reinstate or remove the student from the team or club will be made by administration through consultation with teachers/coaches/supervisors. Coaches and supervisors need to confer with teachers regarding the performance of the team members, and teachers should notify coaches and/or supervisors of poor academic performance as soon as academic concerns are noted.

Behaviour

Students will be suspended from participating in all extra-curricular activities for the following situations:

1. Any student on suspension will not be permitted to participate in curricular or extracurricular activities, field trips, etc. after school. The time frame will include a weekend if the suspension ends on a Friday.
2. Three referrals during the extra-curricular season will result in permanent removal from the team or club.
3. Extreme behavior resulting in a suspension will result in a suspension from the extra-curricular activity as decided by administration.
4. Any student who has displayed extreme behaviour leading up to the commencement of the extra-curricular activity can be denied the privilege of trying out. This decision will be made by the administration.

Attendance

All students involved in extra-curricular activities **must have a minimum of 80% attendance during the previous four weeks of school.** Excusable absences are not part of the absence calculations. If the attendance is less than 80%, the following conditions will apply:

1. A student not maintaining an 80% attendance rate will be placed on probation for two weeks. The student may still participate during this probation. During the course of the probation, the student must bring his/her attendance up to 80% or higher. If this does not occur, the student will be permanently removed from the extra-curricular activity.
2. **If a student is absent from any classes during the school day, he or she will not be permitted to participate in curricular or extra-curricular activities,** unless prior arrangements have been made with administration.

NOTE: No student can be placed on probation or removed from an extra-curricular activity due to academic, behavioural, or attendance reasons without approval of administration.

Student Travel

As a La Crete Public School student and/or athlete, students will be provided with the opportunity to travel to various schools or events within our school district and beyond.

Students are expected to:

1. Ride to and from the sports venue on school approved transportation.
2. Follow proper rules for riding on the bus.
3. Behave as a proper guest in other schools/facilities.
4. Represent LCPS with pride and diligence.
5. Return to the school - parents must give written permission for another parent to transport their child prior to the trip starting.

Athletes are expected to:

1. Demonstrate sportsmanship both on and off the court.
2. Respect officials and coaches.
3. Wear proper clothing and footwear for the sport.
4. Play their best, whether winning or losing.
5. Ensure that their coach/supervisor knows where they are at all times.

When we meet these expectations, our travel will be safe, fun, and leave a positive impression of LCPS on other communities.

Student Medical Information

Please inform the school of any medical concerns your son or daughter may have in writing. **It is necessary for us to know about the medical concern and the immediate treatment if we are to respond appropriately given any emergency situation.** Should a child require medication to be administered during the school day or during extra or co-curricular school sponsor events, a parent must make an a written request using the FVSD approved form. Copies of the Request to Administer Medication to Students form can be obtained at the school office. Medications will be stored in the main office, and only upon written parental request, will the medication be administered by school personnel.

Scent Aware School

La Crete Public School is a scent aware school. Please be cognizant that some individuals experience health-related risks and discomfort when exposed to scented products. We encourage the users of our building to use scent-free products whenever possible.

Lockers

Students are issued a locker and school lock at the beginning of the school year. Students are encouraged to keep their personal property in their locked locker. All lockers remain the property of LCPS; however, any damage to a locker may be charged to the occupant of the locker.

Investigations and Searches

School administration has the authority to question, conduct a search, and seize school or student property if reasonable grounds for search or seizure has been determined. **With reasonable grounds, the school administration reserves the right to search school property which could include lockers, desks, classrooms, equipment, textbooks or any other space deemed to be school property at any time without the student present.** Searches of student property will only occur in the presence of the student. Searches will only be conducted by the school principal or designate in the presence of another employee. Under the guidelines of the FVSD, random and arbitrary searches of students, school property, or student property including random and arbitrary canine searches are prohibited.

Parking

Parking is available for students and visitors in the visitor parking lot as well as in the bus lane closest to the road. Students that are leaving the school by 2:00 p.m. may park their vehicle in the fourth and fifth lanes.

The first bus lane directly in front of the school is designated as a fire lane and is not to be used for parking.

Second and Third lanes must remain clear during the school day as these are the muster points for students in the event of a school emergency.

To alleviate vehicle congestion at the beginning and end of the school day, there is to be no parking in the bus lanes between the hours of 8:00am-9:00am and 2:30pm 3:20pm.

Transportation

FVSD provides transportation for families to Division Schools. Please contact the Transportation Department at 780 928 3860 to arrange transportation for your child.

Inclement Weather

Bus service in a certain area is to be cancelled by 6:30 am by the Director of Essential Services when the temperature reaches -40°C without the wind or -48°C with the wind as measured by Environment Canada Data. This communication will be posted on the Bus Status App, schools' website and Facebook page.

Protocols for Canceling Extra-curricular Trips Due to Weather/Road Conditions

1. On the previous evening (before 9 pm) or on the day of the planned extracurricular activity, the principal will contact the Director of Essential Services to discuss the following information:

- a. School bus cancellations within the division.
- b. Weather and road conditions within the division. (511 Alberta Data)
- c. Present weather and road conditions outside the division. (511 Alberta Data)
- d. Weather forecast for the region. (Environment Canada data)

The principal will use the information gathered from the Director of Essential Services to make a decision with the Superintendent as to whether the planned extra-curricular activity will go ahead or not.

2. If busses are cancelled in some locations of the division and a planned extracurricular activity would bring students into that location, then the extracurricular activity would be cancelled/postponed for that school on that day.

3. If busses are cancelled outside of the division due to weather/road conditions and a planned extra-curricular activity would bring students into that location, then the extra-curricular activity would be cancelled/postponed for that school on that day.

4. When a previously planned field trip is expected to travel in or through an area where buses have been cancelled for that day, consideration may be made to continue with the planned trip if weather/road conditions have significantly improved through the day. In such cases, prior to the beginning of the scheduled trip, the school administrator will consult with the Director of Essential Services and then the Superintendent and provide evidence of appreciable improvements.

Note:

- After a bus driver begins transporting students, the bus driver has the responsibility to make the decision as to whether it is safe to continue or not.

(FVSD Administrators' Handbook, Transportation, pp. 2-3)

