



ÉCOLE LEDUC JUNIOR HIGH SCHOOL

4412 - 48 Street

Leduc, Alberta T9E 7J3

Telephone: (780) 986-2184

Fax: (780) 986-2074

eljhs.blackgold.ca

SCHOOL HANDBOOK



WELCOME TO ÉCOLE LEDUC JUNIOR HIGH SCHOOL

Inspiring Success For Every Student

On behalf of the learning team of École Leduc Junior High School, we welcome all students to our school for the 2017-2018 school year. We look forward to a memorable and positive learning experience for each student.

This handbook has been designed to provide you with important information about our school. We hope that students and parents/guardians will make themselves familiar with the contents of this handbook. Should you have further concerns or questions about our school, please do not hesitate to call our school, and we will do our best to deal with those concerns.

As students, you are expected to be courteous to all people with whom you have contact and follow our school motto ***Panther Pride***

<i>P</i> <i>Positive Attitude</i>	<i>P</i> <i>Positivité</i>
<i>R</i> <i>Respect</i>	<i>R</i> <i>Respect</i>
<i>I</i> <i>Integrity</i>	<i>I</i> <i>Intégrité</i>
<i>D</i> <i>Dedication</i>	<i>D</i> <i>Dévouement</i>
<i>E</i> <i>Effort</i>	<i>E</i> <i>Effort</i>

We are very pleased to offer a dual-track (English and French Immersion) program at our school. Our highly successful programs provide excellent learning choices for our students, parents and community.

Student behavior at school and school-related activities will be monitored to foster and ensure a positive learning environment. In extra-curricular activities, cooperation with those in charge is expected. Student involvement in extra-curricular activities can be an excellent learning and developmental experience.

You will find the staff of École Leduc Junior High School very understanding and willing to facilitate your learning process and achievements. Please do not hesitate to seek assistance from them as you require it.

Education is a cooperative effort between students, parents, teachers and community. We must work together to make your time at school a positive learning experience. You will acquire skills, habits, and attitudes that will carry over to high school and beyond as you take your place as a productive citizen in our community.

WELCOME / BIENVENUE FROM THE ADMINISTRATIVE TEAM

Welcome and bienvenue to École Leduc Junior High School. Our teaching and learning team looks forward to inspiring learning success for every student. Our school is well known for high quality academics, a wide variety of complementary courses and clubs, and a strong extra-curricular and intra-mural program for students. It is an honour and privilege to work with our students, parents and incredible community. We look forward to empowering engaged learners with an entrepreneurial and ethical spirit of achievement, innovation, and community involvement.

Mr. Sean Flanagan
Principal / Directeur

Bienvenue à l'École Leduc Junior High School. Nous sommes très fiers de toutes nos traditions et l'excellence académique de nos élèves. Notre excellence dans nos activités périscolaires sont renommés dans la région. Nous aimerions tous vous accueillir et vous souhaitez une très bonne année.

We are very proud of our academic excellence, our traditions and the educational opportunities we offer to our students. We encourage all students to take advantage of the many programs we offer here at École Leduc Junior High School. We wish you all a great year. Welcome to junior high.

Mrs. Nicole Russett
Assistant Principal / Directeur Adjoint

As the counsellor of École Leduc Junior High School, I am very proud of our students and their accomplishments within our school and community. École Leduc Junior High School is very unique in the fact that we are the only junior high school in Leduc. Because of this, we can focus and tailor all programs and instruction to the needs of this age group. I look forward to working with our students, parents and teachers to make these exciting years successful.

Mrs. Kathryn Kindrat
Learning Support/Guidance
Counsellor

SCHOOL PROFILE

École Leduc Junior High School is a special place that is rich in tradition for those who have either attended or worked at the school. Within the community, thousands of residents can relate to having spent a good portion of their formal education within the classrooms of our junior high school over the past fifty years. Over the years, more than one hundred teachers have been part of our caring community of learning.

Our school's vision is focused on "building futures together – inspiring success for every student." Our learning team at École Leduc Junior High School is dedicated to providing a safe and caring educational environment nurturing excellence in learning and achievement for our students and community. We are committed to optimizing the potential in each of our learners and stimulating a quest for life-long learning and community service as responsible, physically active and contributing citizens.

In order to carry through with our vision, the school community at École Leduc Junior High School believes, together, we must:

- provide the highest standard of educational opportunities for students in our school.
- maintain a wide variety of co-curricular and extra-curricular programs.
- uphold acceptable standards of conduct that reflect the expectations of the *Alberta School Act*, Black Gold Regional Schools' policies, school regulations, and the school community in order to ensure a school atmosphere conducive to learning.
- ensure responsibility for individual achievement is shared by the student, the home, and the school.
- strive to develop the skills necessary to determine right from wrong, to understand consequences, and to make appropriate choices.
- recognize excellence, contribution and community service.

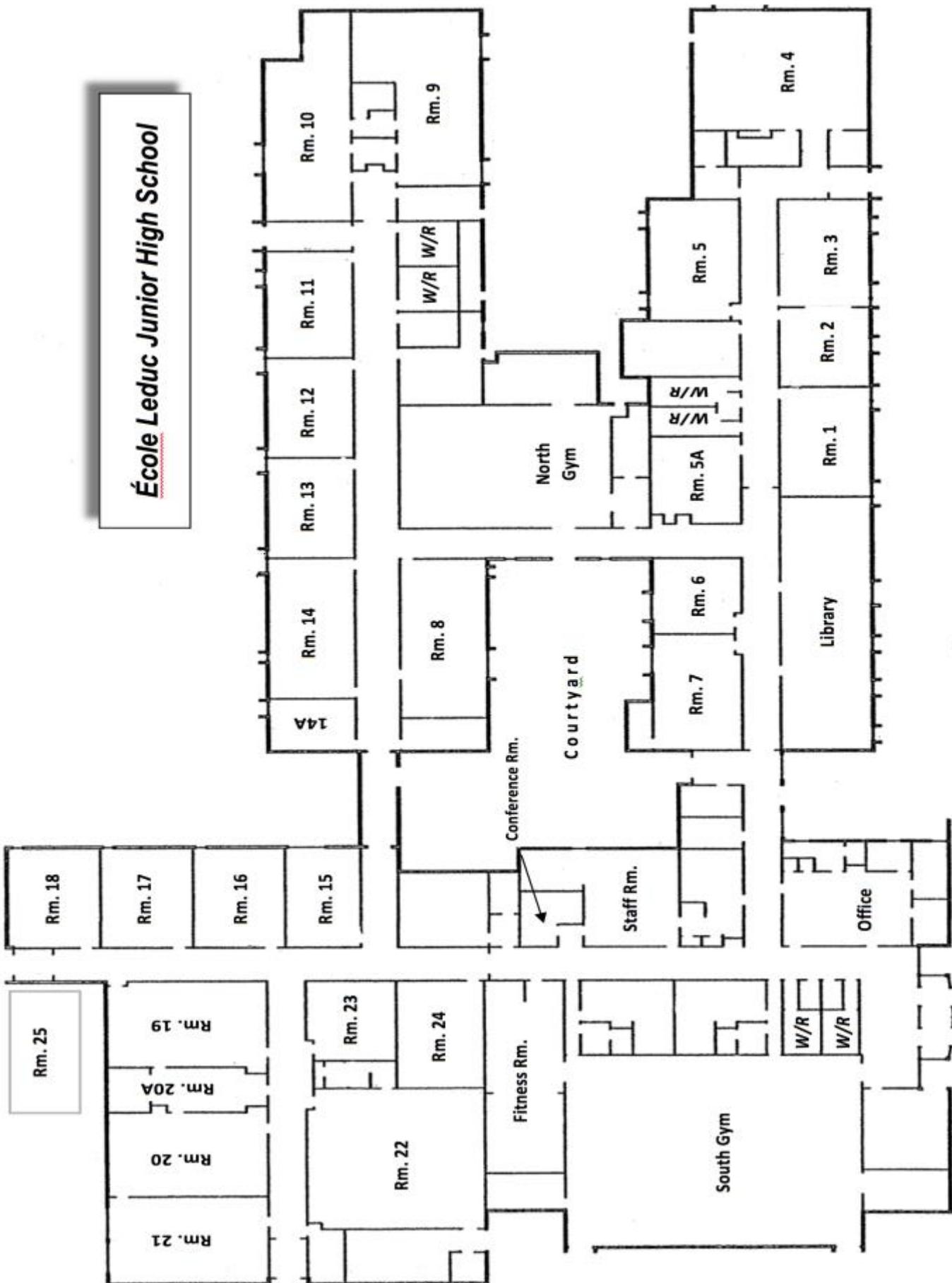
École Leduc Junior High School offers an outstanding academic program, a high-quality daily physical education program, diversified extra-curricular activities, and a wide range of complementary courses to all three grade levels. École Leduc Junior High School is the only grade seven through grade nine school within the Black Gold School Division. Our qualified and dedicated staff looks forward to meeting the educational learning needs for each student in our school. Our comprehensive support staff includes library clerks, day and evening custodians, clerical support and educational assistants.

ÉCOLE LEDUC JUNIOR HIGH SCHOOL

2017- 2018 SCHOOL CALENDAR

Labour Day	September 4
Classes commence and Meet the Teacher Night.....	September 5
Progress Period #1	September 5 to November 30
Staff Planning and Development Day	September 15
Celebration of Success Awards Night	October 4
Thanksgiving.....	October 9
Staff Planning and Development Day	October 20
Parent-Teacher Conferences	October 25
Staff Planning and Development Day	November 1
Mid-Term Break	November 13
Staff Planning and Development Day	December 1
Progress Period #2.....	December 4 to March 22
Progress Period #1 marks ready in PowerSchool.....	December 5
Christmas vacation	December 25 to January 5
Classes Resume	January 8
Parent-Teacher Conferences	January 30
Staff Planning and Development Day	January 31
Teachers' Convention	February 8 & 9
Family Day	February 19
Progress Period #3.....	April 3 to June 27
Progress Period #2 marks ready in PowerSchool.....	March 22
Staff Planning and Development Day	March 23
Spring Break	March 26 to 30
Easter Monday	April 2
Classes Resume	April 3
Professional Development Day.....	April 20
Professional Development Day.....	May 18
Victoria Day	May 21
Final exams	June 20 to June 27
Last day of school.....	June 27
FINAL/Progress Period #3 ready in PowerSchool.....	June 29

École Leduc Junior High School



T I M E T A B L E

Note: Early dismissal is at 2:40 p.m. the first Wednesday of each month.

TIMES	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6
8:20	SCHOOL OPENS					
8:33	WARNING BELL					
8:36 - 8:39	HOMEROOM ADVISORY					
8:39 - 9:20						
9:20 - 10:01						
10:01 - 10:42						
10:42 - 10:47	Break					
10:48 - 11:29						
11:29 - 12:11						
12:11 - 1:00	LUNCH					
1:03	WARNING BELL					
1:05 - 1:08	HOMEROOM ADVISORY					
1:08 - 1:50						
1:50 - 2:31						
2:31 - 3:12						

HOW CAN A PARENT INFLUENCE HIS/HER CHILD'S SUCCESS IN SCHOOL?

The evidence is now beyond dispute. When schools work together with families to support learning, children tend to succeed not just in school, but throughout life. In fact, the most accurate predictor of a student's achievement in school is not income or social status, but the extent to which that student's family is able to:

1. create a home environment that encourages learning;
2. express high (but not unrealistic) expectations for their children's achievement and future careers;
3. become involved in their children's education at school and in the community.

Here are some ways you can support your child's learning.

1. Make sure your child gets the most out of the school day by helping him/her to arrive at school on time, healthy, and well rested.

2. Parental involvement needs to begin with communication between you and your child's teacher or administrator by visiting the school, phoning, or writing a note.

3. Encourage your child to take part in school activities and to take pride in the school community, including the school building and grounds.

4. To reinforce self-esteem, encourage your child through listening and talking. Show interest and appreciation for his/her efforts. Ask specific questions like, "What did you do in science today?"

5. Get to know your child's friends.

6. Attend school events such as orientation nights, parent/teacher interviews, special events, and extra-curricular activities.

7. Help in the classroom, on field trips and on committees when volunteers are requested.

8. Read your school newsletter and school correspondence.

9. Read to or with your child regularly from a wide variety of materials.

10. Make sure school work is a priority, i.e. before chores or social activities.

11. Encourage your child to talk to teachers if he/she does not understand an assignment.

12. Keep up-to-date on your child's progress between reporting periods.

13. Be knowledgeable about what your child is learning by using this curriculum summary and other information provided by the school.

COMMUNICATION

The school uses many forms to communicate with students, parents, and the community about general and specific information on what is happening in our school. We utilize our school website, social media, automated communication system, email, and Panther Press newsletter. Our newsletter will be disbursed electronically on a regular basis. Print copies will be available in the office. The school newsletter will be posted on the school website as well.

Communication is very important to ensure the success of all students. By working together, we can rectify problems and enhance your child's education.

Parents are encouraged to:

- call or e-mail the teacher
- check the school website, read the newsletter and call the school with any questions and concerns
- track student progress on the Parent Portal for PowerSchool
- follow teacher blogs which will review objectives and work for every class
- encourage your child to use Moodle/Google Classroom to find work and supports
- attend or request an interview. There is a scheduled set of interviews that parents can utilize after each of the first two progress periods (see earlier calendar), along with further opportunities for conferences can be set up with the teacher at a mutually convenient time.

When there are concerns regarding students who are experiencing difficulties, all teachers that teach the particular student will meet to discuss the student with a view to getting new insight on the problem and trying a consistent approach (parents may also be involved in these meetings). Often, after these meetings, the counselor or teacher calls parents/guardians of students having considerable difficulty.

ATTENDANCE POLICY

The staff of École Leduc Junior High School believes that regular attendance has a significant impact on a student's progress and chance for success in school. Students who miss a large number of school days, miss a portion of instruction which cannot be recovered easily. We also believe that promoting a good attendance record will benefit a student in later success in school and in future employment.

Parents who have not informed the school in regards to their child's absence will be contacted via a program called "Power Announcer". This message will inform the parent that their child is absent and to contact the school.

Guidelines

1. The school staff will contact parents/ guardians regarding a particular student's attendance issue.
2. Students who are occasionally absent will be excused providing that a parent/guardian has phoned the school or written a letter excusing the student or has presented a doctor's note.
3. Any quiz or evaluation missed may be given at a later date, or may be deleted at the teacher's discretion.

4. Students will be expected to complete assignments missed when they are absent. Assignments that are to be handed in on a day when a student is excusably absent, are due on the first day back at school after the absence, or as arranged by the teacher.
5. When a student accumulates more than 10 absences in the first semester (September to the end of January) or more than 20 absences during the year, a medical note may be required for any further absences.
6. Students who are truant from school may lose marks or credit on any evaluation given during the absence or on any assignment due on this date.
7. Students who are attending very irregularly and who have demonstrated little effort to improve an unacceptable attendance history, will be recommended for further disciplinary action which may include being placed on school probation, placement on home schooling, or formal attendance board hearing.

What is expected if my child is absent from school?

Please call the school to verify any late or absent attendance. We also have an after-hours message machine where you can leave information about attendance. Attendance can only be verified by a parent or a legal guardian.

How can my child get school work if he is absent?

It is important for junior high students to understand that they are responsible for all work missed when away. As most teachers teach many students, it is the child's responsibility to speak to the teacher before they leave (in the case of a holiday) or when they return from an illness. Many teachers have classroom blogs or moodles where students can access class information.

Attendance & missed school work

It is the student's responsibility to make arrangements with the teacher to complete the missed work, tests, or assignments. Each teacher has different expectations. If a parent has not called the school to indicate that the student was absent, the student may be required to produce a note explaining the absence. Failure to do so may result in the student losing marks for the missed test. Penalties may be imposed for late assignments. Whenever a student is away from school, he or she is missing valuable class instruction and guided work time. However, due to illness and appointments we recognize that students might occasionally miss school.

Parents and students are encouraged to check the teacher blog and the corresponding work on Moodle and/or Google Classroom. Students will be able to follow along with course work by making use of these programs.

LATE POLICY

Definition: A student has an unexcused late if he/she is not in his/her homeroom and prepared for classes when the bell goes for the morning and afternoon registrations. Medical appointments are excused lates and will not be included in the following procedure. Frequent lates between classes will be dealt with on an individual basis.

Procedures: Homeroom teachers monitor daily attendance and will assign a detention for the 4th late (unexcused) arrival.

5th late - the teacher will phone the parents

6th late - the student will be referred to an administrator who may assign a detention. The student is now considered to be a chronic late and may be denied late entrance to a class.

Students who continue with their tardiness may receive an in-school and/or further consequences.

STUDENT BEHAVIOURAL EXPECTATIONS & SCHOOL DISCIPLINE PLAN

All students at École Leduc Junior High School are expected to comply with the following, which is an excerpt from the *School Act*:

SECTION 12. A student shall conduct himself/herself so as to reasonably comply with the following code of conduct:

- (a) be diligent in pursuing the student's studies;*
- (b) attend school regularly and punctually;*
- (c) co-operate fully with everyone authorized by the board to provide education programs and other services;*
- (d) comply with the rules of the school;*
- (e) account to the student's teachers for his/her conduct;*
- (f) respect the rights of others.*

The school has rules, procedures, and consequences to help students understand just how important we think these expectations are both in terms of success in school and success beyond school. We expect all of our students to respect the rights and property of others.

Harassment Policy

Harassment is any verbal or non-verbal behaviour that in effect or intent disparages, humiliates, or harms another person. Each complaint will be investigated. Depending on the situation, a range of responses may occur from a written reprimand to recommendation for counseling, suspension, or expulsion. Students deserve a school environment that is safe, affirming, and respectful of all people.

“Bullying is when someone repeatedly says or does mean or hurtful things to another person who has a hard time defending himself or herself.”

~OBPP Teacher Guide, p. xii

The issue of bullying/harassment is taken seriously at École Leduc Junior High School. In order to maintain a safe and caring environment it is important to educate all students in our school about prevention and reporting of bullying. Our program is based on five elements:

1. Building Connections
2. Active Supervision by School Staff
3. Staying Safe
4. Caring Enough to Take a Stand
5. Restorative Discipline Strategies

Through the education of these five elements, students become aware of the effects of bullying, how to handle bullying and who to access in the school for help.

Please contact the administrators or counsellor if your child is having difficulty with peers.

Dress code

ÉLJHS is a professional place for working and learning, so students are expected to dress in a neat, moderate way that reflects our school culture which emphasizes pride, learning, and high expectations.

APPROPRIATE DRESS

- Clothes are clean.
- Slogans on all clothing are positive and appropriate for the school setting
- Tops and Shirts must come down to cover the top of pants, skirts, or shorts
- Skirts and shorts are worn at a length no shorter than approximately mid-thigh
- All items designated as underwear are kept under cover (including when bending down)
- Appropriate non-scuffing indoor footwear is worn at all times
- Head covers are to be worn for medical or religious reasons only
- Jewelry is limited and not distracting
- Make up is minimal and tasteful
- Eyes are visible and not covered by hair during instructional time
- Physical Education clothing includes any of the following: track suits, athletic shorts, sweat pants, T-shirts, tank tops or sweatshirts. (Students are expected to have a change of clothes for PE classes.) Running shoes are a requirement for every Physical Education class.

INAPPROPRIATE DRESS

The following items are examples of dress considered inappropriate for school:

- Clothing that reveals undergarments and/or a student's stomach, chest, upper thigh or buttocks
- Clothing with inappropriate or negative language, symbols that condone or promote drugs, alcohol, sexually suggestive or aggressive behaviour or obscene language or phrases
- Blouses or shirts that show the belly button or any other part of the bare stomach or back and low slung pants which allow underwear to show
- Halter tops and clothing with inappropriate cut outs
- Industrial/pet chains around the neck, wrists, or waist or chains attached to pants or wallets
- Spiked belts, bracelets and necklaces
- Body or facial painting
- Pajamas*, bedroom slippers, loungewear, net stockings, safety pins for closures or as ornaments
- See through blouses, skirts or pants
- Outdoor clothing in class, including coats, jackets, hats, gloves

When a staff member identifies that a student may be inappropriately dressed, the student will be directed to the office to discuss changes that might be required so that the student may return to class. If necessary, school t-shirts or sweat pants will be supplied for the day

to students whose attire is inappropriate. Repeat offenses may result in the student receiving progressive discipline interventions.

*Special event days, i.e., pajamas days –expectations will be set differently for the event.

**The final determination about the appropriateness of student dress lies with the staff of the school. If students are not sure if their attire complies with the School Dress Code - bring other clothing, just in case.

Admirable Use Policy for all electronic devices in schools

One of the most challenging issues facing all schools recently has been the growing usage of electronic devices. Technological devices such as cell/smart phones, MP3 players, etc., are part of our lives and it is important that we have guidelines for when their use is appropriate. Schools sometimes have had to deal with harassment, illegal photos, cheating, and time off task in the classroom. École Leduc Junior High School believes it is important to teach children the proper etiquette for use of technology.

We ask our students not to use cell/smart phones or any other electronic devices to call or text during class time from 8:36-12:11 and 1:05-3:12. ALL devices should be shut off during this time frame and not used in halls, washrooms etc.

Students must come to the office if they need to use a phone during class time. This is especially important when a child is not feeling well.

ÉLJHS does encourage the use of technology (i.e., electronic devices) to be utilized to enhance student learning. Our school asks each student and staff member to agree to an **Admirable Use Policy** (student and parent sign at start of each year). Also, each teacher will have his or her own classroom policy on the use of technology in that classroom and students are expected to follow those conditions.

Students involved in an infraction of the technology policy may have the cell/smart phone or electronic device confiscated by the teacher. The student can see that teacher at the end of the day to discuss the policy and retrieve the device. Students are given three chances during the course of the year and, on the fourth infraction, the device may be kept until a parent comes to the school to pick it up. Future incidents will be considered defiance and the students will enter onto a discipline cycle.

Good Neighbour Policy

ÉLJHS participates in a “good neighbour policy.” Students who create problems with littering or traffic flow may be subject to disciplinary action. Students are asked not to loiter on private or public property at any time during the school day.

QUESTIONS STUDENTS ASK ABOUT DISCIPLINE AT ÉCOLE LEDUC JUNIOR HIGH SCHOOL

What is likely to happen if I am sent to the office for inappropriate behaviour?

What happens depends on the behaviour and how often there have been difficulties previously. Some incidents may require a staff member talking through an incident with a student(s) to see that what they did was inappropriate, a warning might be given, parents may be informed, there may be a suspension from class, or a student may be assigned an in-school or out-of-school suspension. Serious or repeated occasions of ignoring the rules can result in School or Division probation or expulsion.

The term “**in-school suspension**” refers to the isolation of a disruptive or unco-operative student from regular classes and activities for an extended period of time during the school day.

The goals of this intervention are to:

- (a) remove the student from the classroom to reduce the disruptive behaviour, and
- (b) allow the student an opportunity (away from others) to “calm down” and think about his/her behaviour, that is, teach self-control.

The benefits to using in-school suspension include:

- Supports for behavior modification along with continued academic learning.
- Those students who don't want to behave and are being repeatedly disruptive are out of the classroom and not disturbing the teaching and learning of others.
- It is a very viable option to out-of-school suspension in that it does provide close monitoring of a student's behavior and progress.

When a student is on an in-school suspension he or she will be asked to voluntarily give their electronic device to admin/office staff.

Why are out-of-school suspensions assigned?

Out-of-school suspensions are enacted after the student has repeatedly chosen to misbehave over a given period of time or has committed a major offence. When behaviours have escalated to the point that an out-of-school suspension is assigned, the out-of-school suspension is a measure that actively enlists the parent in changing the student's behaviour and prevents more disruption to the learning of others.

What is the policy on the use of e-cigarettes/vaping, cigarettes, drugs, or alcohol in the school?

The school policy states that students may not have tobacco products, nor use, or be under the influence of, or in possession of alcohol or drugs while on school property, which includes the school buildings, grounds, and bus transfer area or any place involving a school field trip. Consequences for choosing not to abide by these policies will be an out-of-school suspension and may also include probation, expulsion, or police involvement.

What is the school policy regarding fighting?

The school policy for students involved in fighting is an out-of-school suspension. School probation or expulsion may be imposed as well. This policy may apply to students who promote fights.

STUDENT LIFE

Lunch Hour

Students are welcome to stay at school over the lunch hour. Students are requested to make a decision if they are inside or out at the beginning of the lunch hour. However, there are times when students may find it necessary to stay at school if:

- (a) they are participating in a scheduled activity, or
- (b) the weather is extremely cold.

We ask students to:

- (a) eat in the designated area from 12:11 to 12:30, and
- (b) after the bell, proceed to the supervised activity and remain there until dismissed, OR leave the school until 1:00.

- Supervised activities include; Games Room, Fitness Centre, Library, or Clubs.

Three days a week, there are organized intramurals in the gym. Noon hours are also the time that school teams sometimes have practices and many clubs will run activities.

School Teams

When students participate on any school team or in any school club, they are considered to be ambassadors for our school. Student attendance, behaviour and attitude are considered when coaches are choosing players for a team. In addition to team spirit, our school emphasizes school spirit and sportsmanship. League teams are competitive in nature and coaching decisions are made to support athletics at the highest level. Both the student and parent are required to sign a code of conduct. All school rules apply at both home and away games.

Activities

In December and June, there are special grade activities to celebrate Christmas and the end of the school year. Students who have consistently not met the expectations of the school nor of their homeroom teacher, may not be allowed to participate in these Field Trips or special activities.

Field trips

When students go on any school-sponsored activities outside the school, students are viewed as representatives of our school and, for that reason, we expect exemplary behavior. All school rules apply. All field trips require written permission on the supplied risk/bus form to participate. Phone calls from parents or guardians are not adequate consent.

Supplies and equipment

Since each course at our school is different, subject teachers will provide a list of supplies and equipment required.

Library books

Each student is allowed to sign out two books for leisure reading as well as two research books for assignments and homework for a total of four books. However, considerations may be made for assignments.

Library books are signed out for a period of 14 school days and then are expected to be returned or renewed. There is a \$.05 late fee per day. Once the balance reaches \$2.00 library privileges are suspended until fines are paid. All fines remain on the student's account until paid, even as they change grades.

Textbooks

In keeping with our textbook policy, it is expected that students will be responsible for any damaged or lost texts throughout the year. A student will not receive a new text until the outstanding cost of the lost or damaged one is paid for. A full refund will be issued if the lost text is returned in reasonable condition. If the binding comes back broken, a \$12.00 charge will be implemented.

Substitute teachers

A substitute teacher will be provided whenever a regular teacher is absent. Students are expected to co-operate with these teachers to ensure that all assigned tasks are complete. Let's make a good impression!

Learning Room

The Learning Room is a support service for students requiring additional assistance to be successful in school. Facilitators in the Learning Room can help students with curricular support, set up assistive technology and work with students who might require alternative programs. Access to the Learning Room is a decision a teacher makes when making program decisions for their students.

Guidance and Counseling Services

All staff members are prepared to provide advice and assistance, and students are encouraged to seek help when it is required. Our health curriculum attempts to make use of community resources, address current adolescent issues, and assist in the understanding of decision-making skills, human sexuality, and career choices.

Our school Learning Support Counselor is available to provide assistance with crisis situations, peer conflicts, and educational progress concerns. The counselor also has information regarding high school planning, tutors, special program placement, occupations and careers, referrals to outside agencies, and standardized testing.

Parents have the opportunity and are welcome at any time to discuss their child's scholastic performance, learning problems, and other relevant information so that their child can achieve success.

Visitors

All visitors must report to the general office upon entering the school. Only registered students may attend classes.

Class Interruptions

Please help us make learning time valuable by preventing any interruptions to the classroom.

Medication

Prescribed medication may be administered at the school under the supervision of a physician. Parents must contact the school for details. Non-prescription drugs shall not be purchased nor distributed by the school. With some medications, it is advisable to inform the school counselor so that adverse symptoms can be reported.

Illness

Students who feel ill should report to the office. Parents/guardians will be contacted.

Telephone

A telephone for students is provided in the general office. Students are not allowed to use the phone during class time without permission.

School Council and Parents' Association

ÉLJHS has a very active parent group. They provide many extras that enhance our school program through fund-raising activities. Our school bus and field trip bussing is in part funded by our Parents' Association.

Alternate examination arrangements

Exam dates are set early so that appointments and holidays can be arranged at other times. However, in cases of emergency, arrangements to write at a different time can be made through the school administration.

Extended vacations during school time

A great deal of learning occurs in the classroom using guided questions, dialogue and problem solving. We therefore request you try to schedule family holidays during school breaks. **Parents who choose to take their children out of school and go on a holiday or trip are choosing to accept responsibility for their children's learning during that period.** Home education imparts responsibility to parents to provide programming that meets the Alberta Education Curriculum guidelines. If you have scheduled a holiday during school time, we would appreciate notice well in advance, so that teachers can communicate with parents about what the child will be missing. **Teachers cannot provide detailed daily homework assignments that replicate the missed work. Teachers are not required to develop handouts or specific lessons for extended holiday time.** Evaluation may indicate "unable to assess" or "absent during this unit" on the progress report. We would like to remind students and parents to check the teachers blogs and moodles for updates and work. With this in mind, we would like to encourage families to be mindful of the school year calendar.

Lockers and locks

Students will be assigned two lockers: a hallway locker and a physical education locker. All lockers should be kept locked and combinations should be kept private. Decorations in lockers must be in good taste, easily removable, and not damaging to the locker. All valuables must be locked. Students are reminded that lockers are the property of Black Gold Regional Schools and could be subject to search at any time.

The school suggests only school-purchased locks be used on lockers. One each is required for the hall locker and the physical education locker. Locks are available in the office at a cost of \$5.00 each. When students transfer out of our school, locks may be returned for a \$3.00 refund.

Transfers

ÉLJHS would appreciate as much lead time as possible when a student is transferring out of our school. This will allow time to complete withdrawal procedures and provide some documentation to send with parents/guardians.

District bussing

The Regional Division provides bussing for students throughout the City of Leduc. For information regarding bussing, phone 780-955-6025.

Yearbooks

In our school, a group of students, with teacher supervision, produces a high-quality yearbook that is available to all students. The books must be purchased before a set date to allow the school time to determine copies required.

Farewell

Grade 9 Farewell is held near the end of the school year. The purpose of Farewell is to say good bye. Remember that the Farewell is not a graduation. It is the school's policy to encourage this to be a more casual occasion than high school graduation.

Emergency Procedures

Students practice emergency actions for fire/evacuation, weather warnings and lockdown. We will send out a parent summary each September. Link to more information; <http://eljhs.blackgold.ca/about/school-emergency-program/>

HOW WE DETERMINE STUDENT GRADE/MARKS

School Assessment Practices

- There are three academic reporting periods/terms per school year.
- Student assessments and assignments are recorded in PowerTeacher Pro.
- No paper report cards will be printed but an electronic version will be sent home.
- Parents will have access to their child's progress throughout the year through PowerSchool. Parent-teacher conferences* are held two-three times a year.
- Parents are always welcome to make an appointment to meet with teachers, phone or email as well. Here is the link to [staff contacts](#).

Progress Period #1: September 5 - November 30, 2017 (58 days)

- *Parent-Teacher Conferences - October 25, 2017 (5-8pm)
- Powerschool Progress Reports - December 5, 2017
- Celebration of Success - December 13, 2017

Progress Period #2: Dec. 4, 2017 - March 22, 2018 (65 days)

- Mid-point assessments - Jan./Feb. 2018 (in-class time only)
- Mid-point assessments - Math scheduled
- *Parent-Teacher Conferences - January 30, 2018
- Powerschool Progress Reports - March 22, 2018
- Celebration of Success - April 4, 2018

Progress Period #3: April 3 - June 27, 2018 (59 days)

- Powerschool Progress reports - June 28, 2018

At École Leduc Junior High School, we assess student learning in a variety of ways.

Throughout the year, your child will work on many activities that help them increase what they know and practice their skills. These activities show your child's teacher how they are doing, what their strengths are and where they can improve. This is called formative assessment.

Teachers use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for times when they will receive grades/marks.

Formative assessments are gathered during the process of learning. They are:

- used to check student understanding and plan subsequent instruction,
- guides for the next steps in instruction,
- are ongoing

Examples: asking questions, goal setting, surveys, observation, rubrics

During the school year, your child will have a chance to show what they have learned up to that point in time (summative assessments).

Using their judgment as professionals, teachers make decisions and give grades/marks to your child. They base these decisions on what they've seen your child do (observations), discussions they've had with your child (conversations) and the work your child has completed (products).

Summative assessments are gathered at the end of learning. They:

- summarize learning up to a certain point,
- are compared against a standard or outcome.

Examples: final project, exam, essay.

PowerSchool will be used to report student assignments and progress based on the outcomes in the Alberta Program of Studies. It is important for parents to check PowerSchool on a regular basis to keep informed of your child's progress.

PowerSchool Reporting:

- Each assignment will have a brief description and is linked to outcomes.
- Teachers may also put in comments on assignments.
- Anything that appears blue is a hyperlink to more information.
- Students will be assessed using formative and summative assessments. Not all assignments or tasks will be given a percentage mark. Students may be graded using the scale of Excellent, Proficient, Satisfactory, Limited, or Insufficient (see scale below).
- Core subjects (math, science, language arts, social studies, physical education, and health) will use percentages for final grades. All other subjects/courses will only use letter codes.

It is important to remember that not everything will be given a percentage or will be calculated for marks. Teachers do "formative assessments" to verify student understanding and re-teach a concept if necessary. Homework does not count directly toward the final grade, however it is used to monitor progress, and guide learning.

The following scale will be used for formative assessments in "core" subjects (math, science, language arts, french language arts, social studies, physical education, and health) **AND** as a Letter Grade in all other courses (complementary courses).

Formative Assessment and Complementary Grading Scale

E	Excellent	Exemplary and consistent achievement of outcomes; evidence shows in-depth understanding and independent work habits.
P	Proficient	Skillful and mostly consistent achievement of outcomes; evidence shows solid understanding and occasionally guided work habits.
S	Satisfactory	Acceptable and generally consistent achievement of outcomes; evidence shows generally accurate understanding with some support needed during work.
L	Limited	Partial and inconsistent achievement of outcomes; evidence shows inaccurate understanding and ongoing support is needed during work.
I	Insufficient	Insufficient evidence to assess.

In PowerSchool, when looking at formative assessments and complementary course assessments, you will notice one of the above “letter codes”. Beside it, you may notice a zero, which is not an indicator of the students performance. This zero doesn’t have any impact on the grade but indicates there is a formative assessment.

PowerSchool icons:

<i>Other Icons</i>		
Icon	Label	Description
	Excluded	Does not count in final grade
	Missing	Assignment was not handed in.
	Collected	Work has been collected.
	Late	Assignment is late or was handed in late.
	Incomplete	Assignment is not complete.
	Exempt	Student is exempt from this assignment.
	Absent	Student was absent.
	Comment	Teacher comment
ISP	ISP	Student is on an Instructional Support Plan.

***Please do not hesitate to contact your child’s teacher
if you have questions about your child’s progress.***

SPECIFIC SUBJECT INFORMATION

Core Subjects

English Language Arts

Mathematics

Science

Social Studies

French Language Arts (French Immersion students only)

Physical Education

Other Subjects

Health

Complementary Courses

Our school provides a wide variety of complementary/elective courses and projects for our students. Please see the course description handout for each grade. Students receive this handout in the spring to choose complementary courses for the following year. These complementary courses vary from year to year.

COURSE OUTLINES

Course outlines will be provided to students and will also be accessible in PowerSchool.

Language Arts 7, 8, and 9

The major units of study are: reading; visual presentation; writing; listening; viewing; and speaking.

The key objectives of the language arts programs are to:

- develop comprehension skills, critical reading skills, and interpretation of literature
- develop effective use of the research skill of locating information using many sources
- use technology to enhance skills in writing, viewing, listening, speaking and presenting
- develop effective writing skills
- write effective summaries
- understand the impact of an audience and purpose in speaking and writing
- develop active and critical listening skills
- clarify thoughts and develop competency through formal and informal communication competencies.

Mathematics 7, 8, and 9

The major units of study are: number systems and operations; ratio, proportion, and percents; geometry and measurement; problem-solving; algebra; and data management.

The key objectives of the mathematics programs are to:

- acquire basic mathematical skills and attitudes necessary for every-day life
- become aware of mathematics as a discipline and as a tool for use in practical situations
- prepare students for life-long learning, further study, and employment
- apply technology to assist students in mathematics.

Social Studies 7, 8, and 9

Grade 7 students will examine Canadian history preceding and following Confederation. Students will learn about the concepts of culture, citizenship and Canadian identity. Grade 8 students will examine historical world views. This will focus on Japan, Renaissance Europe and the Spanish and the Aztecs. Grade 9 students will analyze the relationship between Canada's

political and legislative processes and their impact on issues pertaining to governance, rights, citizenship and identity. Students will also explore issues of economics and their impact on quality of life, citizenship and identity in Canada and the United States.

Science 7, 8, and 9

The major units of study are:

Grade 7 Interactions and Ecosystems

Plants
Heat and Temperature
Structures and Forces
Planet Earth

Grade 8 Matter

Cells and systems
Light and optical systems
Mechanical systems
Fresh and Salt Water Systems

Grade 9 Biological Diversity

Matter and Chemical Change
Environmental Chemistry
Electricity
Space Exploration

The key objectives of the science programs are to:

- understand the world in which we live
- develop a foundation of knowledge, skills, and attitudes that support further study of science
- demonstrate proficiency in scientific investigative skills such as problem identification, observation, recording, predicting, and hypothesizing. The integration of technology is used to enhance research and experimental skills.

Physical Education 7, 8, and 9

The units of study for students may include volleyball, basketball, track and field, swimming, bowling, softball, curling, badminton, cross-country, cycling, floor hockey, ringette, soccer, dance, team handball, orienteering, games, wrestling, rugby, dancenaestics, football, skating, kanga cricket, tchoukball, and circuit training.

The general outcomes of the physical education programs are:

General Outcome A: Students will acquire skills through a variety of developmentally appropriate movement activities: in an alternative environment, such as aquatics and outdoor pursuits; and dance, games, types of gymnastics and individual activities.

- basic skills: locomotor, non-locomotor manipulative
- application of basic skills in an alternative environment

General Outcomes B, C, and D: are inter-related and interdependent and are achieved through involvement in movement activities identified in General Outcome A

General Outcome B: Students will understand, experience, and appreciate the health benefits that result from physical activity:

- functional fitness
- body image
- well-being

General Outcome C: Students will interact positively with others:

- communication
- fair play
- leadership
- teamwork

General Outcome D: Students will assume personal responsibility to lead an active way of life:

- effort
- goal-setting/personal challenge
- active living in the community
- safety

Evaluation: The bases for marks are:

- participation: observation of social skills, leadership, co-operation, sportsmanship, effort and appreciation
- physical skills: skills tests, observation
- knowledge and understanding: written assignments, observation
- attendance

Special information regarding physical education classes for all grades:

Changing for Physical Education

Students are expected to change for physical education classes for hygiene reasons. Participation marks are earned in each class for:

1. attendance,
2. co-operative attitude,
3. acceptable effort, and
4. proper physical education attire.

Injuries or Illness

When a student accumulates more than 3 absences, a medical note will be required for any further absences. No participation marks will be lost if a medical note is provided.

For major half-day or full-day physical education activities, those students absent will be required to complete an alternative project or activity.

If students are present, they will be expected to change and participate at the level at which they are able.

Medical certificates are necessary if a student cannot participate in physical education due to an extended illness or injury.

Health 7, 8, and 9

The major units of study are: self-awareness and acceptance; relationships with others; life careers; body knowledge and care; and human sexuality.

The key objectives of the health programs are to:

- understand self-concept and its relationship to achievement

- understand relationships and expectations that arise from relationships
- understand the relationship between values and decision-making
- understand occupational classifications, and the relationship between educational preparation and career choices
- understand the importance of a balanced fitness program for optimum health, and the role of nutrition
- understand levels and stages of emotional development
- understand special decisions and concerns related to human sexuality

Evaluation: The bases of assessment are pre- and post-tests, individual and group projects, assignments, notebooks, class participation, attitude, and self-evaluations.

STUDENT AWARDS

Academic awards

Honours certificates are presented for each reporting period. “Honourable Mention” students are also recognized. The School Council presents awards for the highest mark in all subject areas for all three grades.

Athletic awards

- most valuable player awards in each sport
- outstanding male athlete of the year
- outstanding female athlete of the year
- most improved player awards
- intramural awards

Perfect attendance awards

Awards are presented to students who have perfect attendance.

Student-of-the-Year Award

A Student-of-the-Year Award and a runner-up award are given to the students who demonstrate: academic excellence, participation in athletics, school clubs and activities, a visible leadership role in the school, an exemplary model for other students.

Lindsay Demone Shine Award

To be given to a student that has shown outstanding character, kindness, and positivity towards fellow students and the educational environment. This award is given out to one student in grade seven, eight and nine. This award is chosen by ÉLJHS staff.

Norman Majeski Service Award & Greg Stewart Personal Achievement Award

The Norman Majeski Service Award recognizes dedication and commitment to volunteer service in the school. The Greg Stewart Personal Achievement Award acknowledges a student who has shown persistence to improve and overcome personal or academic difficulties. These awards are named after former long serving Principals of our school.

QUESTIONS STUDENTS OFTEN ASK

Every year, students about to enter Leduc Junior High greet the prospect with excitement and wonder. For some, especially those who have had brothers and sisters in our school, it's another interesting year of school, but for others it raises many questions. The question and answer section that follows is designed to help assist a student in feeling more confident about coming to École Leduc Junior High School.

What is the biggest difference?

Probably the biggest difference is you may have as many as eight different teachers as you move from subject to subject throughout the day.

What will the first day of school be like?

On the first day, when you come to school, find your name on the class lists which will be posted in many halls. Then find the room to which your homeroom has been assigned. Just ask any teacher in the hall for directions. Your homeroom teacher will answer all other questions that you might have at that time.

What are the keys to being successful in junior high?

Students who come to school and come on time, who do their work the best they are able, who bring their materials, who stay organized, and who participate in the many activities in our school are sure to be successful. The main reason that students are unsuccessful in junior high is failure to complete assignments.

Is it true that I may be in a class where none of my friends are?

Yes, and we do not move students just so they can be with their friends. We like to give you an opportunity to get to know many other people. Junior high is a lot more fun when you know lots of people.

Is junior high difficult?

Junior high is not harder than elementary school, only different. Most of our students said that the hardest thing about junior high is staying organized. You will no longer have all your things in a desk in one room. You move from room to room changing for each subject. You will no longer have workbooks that help to keep you organized; now you will have sheets and sheets of handouts and notes. Our learning support counsellor will give you tips on organization at the beginning of the year. By grade nine, the curriculum is designed to prepare students for the academic challenges of high school. The marks in grade nine are an important factor in high school programming.

What are the teachers like?

At École Leduc Junior High School teachers are specialized in core areas. Students may have a different teacher for each core subject. Junior high teachers understand that it takes a little time for kids to adjust, so at the beginning of the year you'll get lots of help. However, as the year goes on, you will be expected to assume more and more responsibility for your achievement in school.

What adult do I talk to if I have a problem?

Students may talk to any of their teachers, the counsellor, the assistant principal, or the principal. Usually you do not have to make an appointment - we are available to help.

Is it true that there is a lot of homework?

Certainly there is homework. You can expect homework almost every day in one subject or another and many times you will have a longer time to do an assignment so you have to schedule when you are going to do it. If you use your class time productively and don't forget your materials you will reduce the time needed for homework.

What if I don't do my homework?

Any number of things may happen, depending on the teacher. You may have to fill out a form so the teacher has a record, or stay in until the work is done, or get an incomplete for that day's work, or the teacher may phone home to let your parents know that you aren't doing your work. Not handing in assignments can lower marks.

What kind of marks do I need to pass?

To ensure that you pass, you need to get over 50% in three of the four core subjects, that is, language, math, science and social, and you must have a weighted average of over 50% overall.

What are some of the activities in which I can participate?

art club	cross-country running	student assemblies
badminton	guitar club	student leadership
band	intramural activities	track and field
basketball	Me to We Club	volleyball
coding club	Running Room Games	volunteering
choir	rugby	wrestling
Citadel	run club	yearbook (grade 9s)
computers	ski club	
creative writing club	spelling bee	

What can I do at lunch time?

For 20 minutes there is a scheduled time for eating. After that you can go to the library, the games room, the computer lab, the fitness room, intramurals, an extra-curricular activity, or outside. You cannot wander the halls! We want to keep our students safe in a supervised activity.

Do we have lockers for students? Do I have to keep everything in my locker?

You will have two lockers - a hall locker and a gym locker. The hall locker is for your coat and books and the gym locker is for your change of clothes. You do not share lockers. Yes. In any room, up to eight different people may use the desk in which you sit so nothing can be left in a classroom.

What if someone picks my combination lock?

Despite what some may think, students generally don't pick locks. When things go missing, it is often due to the owner not locking the lock properly or having told someone else the combination. Keep your lock combination to yourself always! We ask that all students buy school locks - new ones cost \$5.00.