



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 2018-2019 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 Positive Attitude</i>	<i>P Positivité</i>
<i>R Respect</i>	<i>R Respect</i>
<i>I Integrity</i>	<i>I Intégrité</i>
<i>D Dedication</i>	<i>D Dévouement</i>
<i>E Effort</i>	<i>E 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 (student) 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 extracurricular 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.

MISSION STATEMENT

Our education team at École Leduc Junior High School is committed and responsible for providing high quality learning opportunities in alignment with Alberta Education and Black Gold Regional Schools, for every student that responds to their learning needs and enables them to reach their potential.

We are committed to working together as a team with all stakeholders to provide a stimulating, safe, and nurturing school environment conducive to learning and personal growth as engaged learners and ethical citizens with entrepreneurial spirit.

Our school motto reflects the core values of our school:

Panther **PRIDE**

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

BELIEFS

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 extra-curricular programs
- uphold acceptable standards of conduct that reflect the expectations of the *School Act*, Black Gold Regional policies, school regulations, and the school community 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 and contribution



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.
4. Here are some ways you can support your child's learning.
 - a. 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.
 - b. 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.
 - c. Encourage your child to take part in school activities and to take pride in the school community, including the school building and grounds.
 - d. 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?"
 - e. Get to know your child's friends.
 - f. Attend school events such as orientation nights, parent/teacher interviews, special events, and extra-curricular activities.
 - g. Help in the classroom, on field trips and on committees when volunteers are requested.
 - h. Read your school newsletter and school correspondence.
 - i. Read to or with your child regularly from a wide variety of materials.
 - j. Make sure school work is a priority, i.e. before chores or social activities.
 - k. Encourage your child to talk to teachers if he/she does not understand an assignment.
 - l. Keep up-to-date on your child's progress between reporting periods.
 - m. Be knowledgeable about what your child is learning by using this curriculum summary and other information provided by the school.

STUDENT CONDUCT EXPECTATIONS

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.

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

The staff of ÉLJHS 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.

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 assessment/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 if possible. Assignments that are to be handed in on a day when a student is excusably absent are due upon return to school or as arranged by the teacher in consultation with student/parent.
5. When a student accumulates more than 10 absences a semester (for example, September to the end of January) a meeting with parent/guardian will take place to come up with strategies and an action plan for attending regularly. A medical note may be required.
6. Students who are truant from school may lose marks or credit on any assessment/evaluation given during the absence or on any assignment due on this date.
7. Students who are poor attenders and who have demonstrated little effort to improve an unacceptable attendance history, will be recommended for further disciplinary action which may include in-school suspension for the purpose of catching up on missed coursework, being placed on school probation, suitable alternate learning program or 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 and/or Google Classroom 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 scheduled class time 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:

Unexcused Registration Tardiness

A student has an unexcused late if he/she is not in his/her homeroom period or period 5 after lunch; prepared for class when the bell goes. Medical appointments are excused lates and will not be included in the following procedure.

Students who arrive late to school will be given an admittance slip at the office to show the particular period teacher upon entering the class. Students will earn a full lunch detention with administration (in the office) upon receiving their 4th tardy/late per semester. A 6th unexcused late will result in a meeting with parents and a letter sent home. A plan of support will be created to improve tardiness. A phone call home will be made by admin to discuss the next step.

Unexcused Classroom Lates

Teachers are expected to clearly communicate their expectations for attendance to their class and their parents how lates are handled as part of classroom discipline. Frequent lates between classes will be dealt with on an individual basis by the teacher who will keep parents informed.

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 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 harassment/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 harassment and/or 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.

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 uncooperative 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, cannabis or other drugs, or alcohol in the school?

The school policy was created referencing BGRS Administrative Procedures 163 and 352 and states that students may not have tobacco products, cannabis or other drugs or alcohol, nor use, or be under the influence of, or in possession of alcohol, tobacco products, cannabis 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.

DRESS CODE

Student Dress Expectations

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
- Shirts must come down to cover the top of pants, skirts, or shorts
- Shorts or skirts should be appropriate for the school setting
- 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
- Physical Education clothing includes any of the following: tracksuits, athletic shorts, sweatpants, 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

- 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
- 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 shirts, 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 sweatpants 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.

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, and email.

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, call the school with any questions and concerns
- track student progress on the Parent Portal for PowerSchool
- follow teacher blogs, emails, Google Classroom which will review objectives and work for every class
- encourage your child to use Google Classroom to find work and supports
- attend or request an interview. There is a scheduled set of interviews that parents can utilize, 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.

PERSONAL ELECTRONIC DEVICES AT SCHOOL

One of the most challenging issues facing all schools recently has been the infiltration of electronic devices into schools. Technological devices such as smart phones, are part of our lives and it is important that we have guidelines for when use is appropriate. Schools have had issues with these forms of technology; we have had to deal with harassment, illegal photos, cheating, and time off task in the classroom.

At ÉLJHS, we have decided that the appropriate use of technology is a skill that should be modeled in a school. Technology etiquette is an important social skill that must be present in schools, business and in social settings. ***Students will keep their electronic devices, i.e., smartphones, in their lockers for all class periods. Students who attend a class period with their electronic device must deposit the device into the designated box in each classroom.*** Use in the morning before school, during the noon hour and after school are appropriate if the student is dismissed and considered on his/her own.

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.

The use of electronic devices for learning purposes is the discretion of the classroom teacher. Teachers who allow electronic device use in their classroom should follow the ÉLJHS admirable use policy (appendix) for technology so that students are aware of the conditions of the privilege.

When a student is using an electronic device at an inappropriate time, the teacher is expected to respond to the inappropriate use. This might be a discussion, phone call home and/or confiscation of the device, which the student can retrieve at the end of the school day. If the student does not hand over the device voluntarily, the defiant student will be sent to the office to administration. The teacher will document each device infraction. The student will have opportunities to learn appropriate technological etiquette.

Further incidents will be considered defiance and the students will enter onto a discipline cycle. This may result in a parent having to come to the school to pick up the phone as well as the student not being permitted to bring electronic devices to school.

STUDENT LIFE

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.

Lunch Room and Noon Hour Activities

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 lunch room area from 12:25 to 12:42, and
- (b) after the bell, proceed to the supervised activity and remain there until dismissed, OR leave the school until 1:08.

- Supervised activities include; Games Room, Fitness Centre, Library, or Clubs. Three days a week, there are organized intramurals in the gym (starting late fall until the end of April). 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 the holiday season 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

Borrowing policies (loan periods, number of items, overdue procedures):

Each student is allowed to sign out two fiction and two non-fiction books for a total of four books. However, considerations may be made for assignments.

Library books are signed out for a period of 21 school days and then expected to be returned or renewed. There is a \$.05 late fee per day. Balances of \$2.00 or greater will result in library privileges being suspended until fees are paid. All fees remain on the student's account until paid, even as they advance grades.

Textbooks

In keeping with our textbook policy, it is expected that students will be responsible for any damaged or lost texts/novel studies throughout the year. A student will not receive a new text/novel study until the outstanding cost of the lost one is paid for. A full refund will be issued if the lost text/novel study is returned in reasonable condition. If the binding comes back broken a \$15.00 charge will be implemented.

Substitute teachers

A substitute teacher will be provided whenever a regular teacher is absent. Students are expected to cooperate 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 Learning Support Counsellor is available to provide assistance with crisis situations, peer conflicts, and educational progress concerns. The counsellor also has information regarding high school planning, tutors, special program placement, occupations and careers, referrals to outside agencies, and standardized testing. All referrals to district or outside agencies will go

through the office of the counsellor. Please see the counsellor if you have students that you are concerned about.

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. Parents if you need to contact your son/daughter please do so through the school office. **Students will not be allowed to access their personally owned electronic devices during class time.**

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 Google Classroom 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/>

PROGRAMMING AT ÉLJHS

- Regular program grade 7, 8 and 9
- French Immersion program grade 7, 8 and 9
- Knowledge and Employability 8 and 9
- Academic Assistance and Skills program

MY CHILD'S LEARNING: A PARENT RESOURCE -

<http://www.learnalberta.ca/content/mychildslearning/index.html>

SPECIFIC SUBJECT INFORMATION

Core Subjects

English Language Arts

Mathematics

Science

Social Studies

French Language Arts (French Immersion students only)

Physical Education

Health

Option Courses

Our school provides a wide variety of option/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 option courses for the following year. These courses vary from year to year.

COURSE OUTLINES

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

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, dancenastics, 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.

HOW WE DETERMINE STUDENT GRADE/MARKS

SCHOOL ASSESSMENT PLAN

<https://eljhs.blackgold.ca/ELJHS-School-Assessment-Plan.pdf>

Guide to Student Assessment and Achievement 2018-2019

In Black Gold Regional Division, we recognize that successful student learning relies on a partnership between students, teachers, parents/guardians, and school administration. We believe that regular communication between is an essential component of student assessment.

This guide will help you understand:

- responsibilities of teachers, students, parents/guardians, and school administration;
- how and when we will tell you about your child's progress and learning;
- how we assign grades/marks to your child;
- how your child is assessed; and
- the steps we take if your child's work is missing or not finished.

What is assessment?

In this guide, we use the terms assessment and evaluation to describe what students have learned, and how well they have learned it. Assessment and evaluation aren't just about tests and grades.

Student assessment is ongoing and cumulative. In grades 1 through 12, teachers gather information about what students know and can demonstrate to the teacher based on the Alberta programs of study (curriculum) and when applicable the Instructional Support Plan (ISP). In Kindergarten, teachers base their assessment on the Alberta programs of study (curriculum) and when applicable the Individualized Program Plan (IPP) Support Plan. Marks are not earned for homework completion, attendance or behaviour; only through assessment of learning outcomes achieved in assignments, activities, projects, portfolios, performances and tests. Teachers won't use your child's behaviour, effort, attitude, and work habits to decide on their grades/marks, unless it is included in the Alberta programs of study for a specific subject.

To determine a student's current level of achievement in relation to curriculum, teachers use a variety of tools. Conversations, observations and student work are just some of the ways teachers discover students' strengths and where they might need extra help. This helps teachers shape their lesson plans and guide how they will explain a concept, to help every student meet their learning goals.

The activities also help inform the teacher's understanding so that they may assign each student a grade, course or level of programming. All of this allows teachers to give you a clear and accurate picture of your child's progress in school.

Supporting Student Success

As a parent or guardian, you are your child's first teacher. We know that understanding how your child is doing in school is important to you. This guide will help you understand student assessment in your child's school. If you have any questions, contact the school or make an appointment to see your child's teacher or principal.

You can support your child's learning (*School Act, Section 16.2*) **by:**

- working in partnership with school staff;
- providing a quiet place for your child to study at home;
- Keeping current with your child's progress on line through the Power School Portal.
- staying informed and keeping in touch with school staff. This includes reading newsletters and other school materials; and
- Participating in parent-teacher conferences.

Teachers will help your child succeed (*School Act, Section 18*) **by:**

- providing programming that is suitable for your child;
- providing many opportunities and different ways for students to show what they know;
- giving students who've missed important assessments and activities the chance to complete the work, as specified in the course outline;
- providing a course outline for all courses that clearly explains what's expected of students and how student work will be graded/marked;
- keeping detailed, accurate notes describing your child's successes and challenges;
- communicating with you regularly about your child's progress and achievement; and providing opportunities for you to be involved in your child's learning.

Students have a responsibility for their own learning (*School Act, Section 12*) **and are expected to:**

- come to school every day and on time;
- finish their assignments, projects and tasks to the best of their ability;
- participate in activities to celebrate learning;
- demonstrate that they are learning; and
- take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge and skills.

Our Communication Plan for Reporting Progress

PowerTeacher Pro Electronic Gradebook:

All teachers will use PowerTeacher Pro to record and communicate student assessments and provide comments to parents/guardians and students. Students and parents can access current marks at any time.

- Schools will provide parents with instructions on the school's website on how to access PowerSchool Parent Portal, view student grades and learning outcomes;
- If you have questions about your child's mark at any time, please contact your child's teacher to discuss.
- If parents/guardians do not have access to technology to view student grades, please contact the school to make arrangements to view your child's grade.
- If you would like assistance in accessing the PowerSchool Parent Portal, please contact us at 780.986.2184

Reporting Periods:

Term One: **September 4 - December 2, 2018**

Term Two: **December 3, 2018 - March 31, 2019**

Term Three/Final mark: **April 1 - June 27, 2019**

Formal Reports Issued:

Formal Reports will be issued at the end of each of the three terms throughout the school year via PowerSchool. Parents will be notified via SchoolMessenger as to the readiness of term marks on PowerSchool. The final term an electronic report card will also be sent home via SchoolMessenger on June 28, 2019.

If a student has an ISP, it will be included as part of the formal report. Paper copies will be made available upon request.

Conferences:

Parent communication is important and parents are always welcome to contact their child's teacher at any time during the school year to discuss their child's progress. Each school will provide a minimum of two separate opportunities per year for their parents to meet with teachers to discuss student

achievement and progress. The intention of these conferences is to celebrate growth in learning and set future goals.

The dates for Parent Teacher conferences are October 18, 2018 & January 31, 2019
Parents/Guardians can book appointments by using our conference manager site at the following link - <https://ecoleleduc.schoolsoft.ca>. School office staff will send out registration instructions well in advance of the conference evening for parents/guardians to register for teacher conferences.

Instructional Support Plan (Gr 1 – 12):

For students who need specialized services and supports, the ISP is a working document that is developed within the first two months of the school year. The ISP is a record of specific goals for a child. It provides information about accommodation and strategies a child is using to succeed. It is reviewed a minimum of three times per year. The student and the guardian are expected to provide input into the ISP.

ISPs will be shared via email once, upon completion, once after the mid year review, and a final copy at the end of the year, this roughly coincides with our three reporting periods.

We encourage parents to come in for parent teacher conferences to discuss and contribute to the ISP. Throughout the year, if parents wish to see changes or additions to the ISP, they are welcome to contact the classroom teacher/s or the Learning Support Counsellor. ISPs are a working and collaborative document, and will be updated as the supports are reviewed, and as input is given by the multidisciplinary team.

English Language Learners:

For students learning English, the ESL Proficiency Benchmarks are used to measure a student's English abilities in four areas: listening, speaking, reading and writing. Teachers use this tool to help them plan lessons and communicate with you about your child's progress in learning English.

In addition to student progress reports and/or conferences, teachers may share the student's ESL Proficiency Benchmark. Teachers will inform parents of goals, accommodations or supports provided to students which may be associated with the ESL Proficiency Benchmark.

<h2>Grades/Marks and Codes</h2>
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To decide on your child's grade/mark at the end of a reporting period, teachers use evidence of what your child has learned, and their professional judgment. All marks are cumulative.

When percentages are used, 47.5 and up will be rounded to 50 as a final grade only.

At ÉLJHS, we use the following Grading Scale(s):

2018-2019 Grade Scales:

Grades 7-9 Grading Scales		
Junior High Core Outcomes Junior High Core courses grading scale		
Core (ELA, FLA, Math, Science, Social, PE) use % (can include Junior High non-Core Outcomes Letter Scale for formative assessment only) <ul style="list-style-type: none"> ● Percentage grades will be given for summative assessment in all core courses (0% - 100%) ● Teachers can choose to use percentages, checkmarks and/or the NON-Core scale for FORMATIVE assessments as these do not count in final grades. 		
Junior High non-Core Outcomes Scale Grades 7-9 Grading Scale for NON-Core subjects		
All other courses (Fine Arts/Options, Second Languages, Health, and CTF) use Junior High non-Core Outcomes Letter Scale		
Scale Label	Scale	Description
E	Exemplary	Exemplary and consistent achievement of grade level outcomes; evidence shows in-depth understanding and achieves outcomes independently.
P	Proficient	Skillful and consistent achievement of grade level outcomes; evidence shows substantial understanding with occasional support.
S	Satisfactory	Basic and/or inconsistent achievement of grade level outcomes; evidence shows adequate understanding with some support needed
L	Limited	Partial achievement of grade level outcomes; evidence shows inaccurate understanding and ongoing support is needed.
I	Insufficient	Insufficient evidence to assess.

Missing or Incomplete Student Work:

Teachers will communicate with parents/guardians promptly and regularly about missing or incomplete student work. When your child has missing or incomplete work, we will do **one or more** of the following:

- provide student with additional time to complete the assignment
- assign an alternative assignment
- assign student to complete the activity at lunchtime or after school
- Provide targeted tutorials
- contact student’s parent/guardian

- meet with parents/guardian, teachers, students and administration to emphasize consequences if work is not completed
- create a behavioural contract between the student and the teacher
- assign an “**incomplete (INC)**” which awards a mark of 0 on the assignment.

When your child has missing or incomplete work, we will make arrangements for your child to complete the work. This may include:

- Teacher/student discussion
- Contact with parent/s guardians
- Drop in support
- Missed assignment room
- Peer tutoring in academic support center or teacher’s classroom
- Targeted tutorials through subject/department teachers

If your child is away from school for an extended period of time, other than vacation, please contact their teacher/administrator. As partners in your child’s learning, we can work together to design a plan that best meets your child’s needs including homework, alternate assignments or other strategies that will support them through their course. Students can access Google Classroom for specific assignments details.

Vacations:

It is the expectation that students will attend school on scheduled school days and take holidays according to the school year calendar. In the event that parents choose to take their child out of school at times other than school holidays, teachers will not provide work for that time. Any missed work or tests will be made up when the student returns, at the teacher’s discretion.

Types of Assessment:

Student assessment relies on both assessment for learning (formative) and assessment of learning (summative). While it is crucial that students’ work, abilities and progress be tracked and assessed throughout the entire learning process, it is also important that teachers have evidence of what the students have learned during that process.

Formative Assessment:

Formative assessment provides an ongoing exchange of information between students and teachers about student progress but it does not provide marks/grades. It is also referred to as "assessment for learning" as it is intended for the student and teacher to know what the student’s strengths are and where they can still improve. Many of these activities help students increase what they know and practice their skills. Teachers also use this information to adjust their teaching, give your child feedback to help them improve and prepare your child for summative assessment.

Summative Assessments:

Summative assessment is the evidence used to determine grades/marks and future directions for students. This is also known as assessment of learning. Your child will have many opportunities to demonstrate their understanding of learning outcomes and receive grades/marks for their work. These summative assessments are evidence of students learning and come in many forms; assignments, performance tasks, projects, performances, quizzes, tests, videos, etc. 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).

Additional Mark Codes and definitions:

In addition to the marks from the grade scale, the following mark codes may be used for individual assignments.

<i>Other Icons</i>		
Icon	Label	Description
	Missing	Assignment was not handed in. Please contact your teacher to discuss.
	Collected	Work has been collected but no mark will be assigned (often used for formative assessment).
	Late	Assignment is late or was handed in late. Please contact your teacher to discuss.
	Incomplete	Assignment is not complete. Please contact your teacher to discuss.
	Exempt	Student is exempt from this assignment.
	Absent	Student was absent. Please contact your teacher to discuss.
	Comment	Click the icon to read a comment on this assignment from the teacher.
	Excluded	This assignment is not required from this student.

ISP	ISP	The student has an Instructional Support Plan.
	Has Description	Click the icon to see the description of the assignment.
	Outcomes/Standards	Click the icon to see the learning outcomes assessed by this assignment.

How We Determine Student Grades/Marks

Course Outlines:

Teachers will provide a course outline to all students, parents/guardians within the first two days of the course. This will highlight the topics and units that students will be learning and explain how student grades are determined for the course. Please contact your child's teacher(s) if you do not receive one.

Reluctant Zeroes:

Students are expected to take ownership of their own learning. If they fail to complete a daily task or assignment, they must talk to their teacher about catching up on the assignment. If students do not take the opportunity to complete the assignment, they may receive a zero.

Parameters:

1. A reluctant zero policy will apply to daily tasks and assignments. Major projects and evaluations are expected to be completed by all students in a timely manner. Parent and grade advisor communication will be utilized for students who do not complete major evaluative tasks that greatly affect their marks.
2. Students can access their marks through Powerschool or printouts from their teacher to keep track of their incomplete assignments.
3. Students may only work to complete tasks in the current reporting period. Once report cards are issued, marks are locked and zeros will be reluctantly awarded.
4. Teachers will consider the reasons for absences before awarding a zero. Excused absences may be considered as a reason to take in work beyond a scheduled due date.
5. If a teacher feels that a student is overusing the reluctant zero policy, he/she will contact a parent to discuss work ethic and homework habits of the student.
6. If a teacher determines that a student is abusing the policy, the privilege can be rescinded by the teacher.

Academic Integrity:

Cheating is not acceptable. This includes plagiarism (copying someone else's work and passing it off as your own), copying, taking work from a source without citing the source (including electronic sources) stealing tests or assignments and getting answers for a test or assignment in advance. Cheating also includes giving answers or work to others to claim as their own as well as copying from an online source or passing off information without citing the reference. If your child is suspected of plagiarism or cheating, school administration will meet with them and determine the course of action of action needed.

Grades/Marks Appeal Process:

To appeal a grade/mark given on an assignment/test or for a final mark, students/parents/guardians are encouraged to talk to the teacher within 10 school days of receiving the grade. If they can't resolve the appeal with the teacher, they should contact the principal who will make the final decision. The principal's decision is final. (*Administrative Procedure 390 Student Appeals*).

Exams:

Mid-point assessments;

- Will be scheduled during the months of January and February and will take place in regular scheduled class time.

Final Exams for GRADE 9's are scheduled as follows;

- FLA 9 PAT PART A May 9, 2019 (French Immersion)
- ELA 9 PAT PART A May 10, 2019
- FLA 9 PAT PART B June 20, 2019 (French Immersion)
- ELA 9 PAT PART B June 24, 2019
- MATH 9 PAT June 25, 2019
- SOCIAL 9 PAT June 26, 2019 and
- SCIENCE 9 PAT June 27, 2019

Final Exams for GRADE 7 & 8 are scheduled as follows;

- FLA 7 & 8 June 20, 2019 (French Immersion)
- ELA 7 & 8 June 24, 2019
- MATH 7 & 8 June 25, 2019
- SOCIAL 7 & 8 June 26, 2019
- SCIENCE 7 & 8 June 27, 2019

Please do not book family vacations during this time.

Provincial Achievement Tests (PATs):

Provincial Achievement Tests (PATs) measure how well students are learning what they are expected to learn. Results are shared publicly to show how Alberta students are doing, compared to provincial standards. Results from PATs help schools, school authorities and the province monitor and improve student learning.

Students in Grade 9 in English and French language arts, math, science and social studies write PATs. The PATs will be administered from early May until the end of June.

While PATs are an important part of determining student growth and achievement, they address only those learning outcomes that can be readily assessed by a paper-and-pencil test. The clearest picture of students' growth and development is gained when a wide variety of assessment information is considered. The achievement tests provide part of the picture.

How do PAT scores affect student marks?

Student final marks will be determined by the classroom teacher as approved by the principal. The weightings and grade calculations will be shared with parents and students at the beginning of the course on the course outline.

In Grade 9, the final exam category will be weighted between 10% and 20% of the student's final mark in English and French Language Arts, Math, Science and Social Studies. The final exam category may include the PAT and/or a teacher developed final exam at the discretion of the principal.

The Alberta government requires that we report the raw scores from Grade 6 and 9 PATs. Unofficial results will be reported on the final formal report in June. Official results will be available when released from Alberta Education according to their timeline.

STUDENT AWARDS

Academic awards

Honours and Honours with Distinction certificates are presented for each reporting period. “Honourable Mention” students are also recognized.

The term average is calculated in the following manner, using the term marks.

Student averages for reporting terms 1 - 3:

language arts	- 22% of mark
mathematics	- 22% of mark
science	- 22% of mark
social studies	- 22% of mark
physical education	- 12% of mark
*health	- minimum of satisfactory in term course work
*option(s)	- minimum of satisfactory in term course work

French Immersion student averages for reporting terms 1 - 3:

french language arts	- 18% of mark
language arts	- 18% of mark
mathematics	- 18% of mark
science	- 18% of mark
social studies	- 18% of mark
physical education	- 10% of mark
*health	- minimum of satisfactory in term course work
*option	- minimum of satisfactory in term course work

***NOTE: Student must have a minimum of “Satisfactory” in health and option(s) to receive Honours.**

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.

APPENDICES

ÉCOLE LEDUC JUNIOR HIGH SCHOOL TIMETABLE

TIMES	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
8:30	WARNING BELL				
8:35	LATE BELL				
8:35 - 8:38	HOMEROOM ADVISORY				
8:38 - 9:32					
9:34 - 10:28					
10:28 - 10:36	NUTRITION BREAK				
10:36 - 11:29					
11:32 - 12:25					
12:25 - 1:08	LUNCH ROOM/NOON HOUR ACTIVITIES				
1:08	WARNING BELL				
1:12	LATE BELL				
1:12 – 2:05					
2:08 - 3:01					

2018- 2019 SCHOOL CALENDAR

Classes commence	September 4, 2018
Term #1	September 4 - December 2, 2018
Staff Planning and Development Day	September 14, 2018
Celebration of Success Awards Night	October 3, 2018
Parent Teacher Conferences	October 18, 2018
Staff Planning and Development Day	October 19, 2018
Staff Planning and Development Day	November 1, 2018
Term #2	December 3, 2018 - March 31, 2019
Progress Reports Term #1	December 5, 2018
Staff Planning and Development Day	December 7, 2018
Christmas Vacation	December 24, 2018 - January 4, 2019
Classes Resume	January 7, 2019
Parent Teacher Conferences	January 31, 2019
Staff Planning and Development Day	February 1, 2019
Teachers' Convention	February 7 & 8, 2019
Progress Reports Term #2	March 19, 2019
Staff Planning and Development Day	March 22, 2019
Spring Break	March 25 - March 29, 2019
Term #3	April 1 - June 27, 2019
Classes resume	April 1, 2019
Professional Development Day	April 12, 2019
Professional Development Day	May 17, 2019
Final Exams	June 20 - June 27, 2019
Last day of school	June 27, 2019
Final/Progress reports	June 28, 2018

École Leduc Junior High School



