

### STUDENT TIMETABLE

Lakeland Ridge operates on a six day cycle with six blocks of time during every day. The morning session begins at 8:25 am and is finished at 12:18 pm. The afternoon begins at 1:01 pm and ends at 2:50 pm on regular days and 1:50 on early dismissal days. The first Wednesday of each month is a staff meeting day and early dismissal. The shortened day schedule for the first Wednesday early dismissal day is on the right hand side of this timetable.

REG TIME	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	WED TIME 1 <sup>st</sup> Wed.
Block							Block
<b>1</b>  8:25 9:18							<b>1</b>  8:25 9:08
<b>2</b>  9:21 10:14							<b>2</b>  9:11 9:54
10:14 10:29	<b>RECESS- Elementary &amp; BREAK-Junior High</b>						9:54 10:09
<b>3</b>  10:29 11:22							<b>3</b>  10:09 10:52
<b>4</b>  11:25 12:18							<b>4</b>  10:55 11:38
12:18 1:01	<b>LUNCH &amp; LUNCH RECESS/BREAK</b>						11:38 12:21
<b>5</b>  1:01 1:54							<b>5</b>  12:21 1:04
<b>6</b>  1:57 2:50							<b>6</b>  1:07 1:50
2:50	<b>DISMISSAL</b>						1:50

**LAKELAND RIDGE SCHOOL  
STUDENT AGENDA  
2016-17**

101 Crimson Drive Sherwood Park, Alberta T8H 2P1

Tel: 780-416-9018 Fax: 780-416-9042

Website: [www.lakelandridge.ca](http://www.lakelandridge.ca)

Twitter: <https://twitter.com/@lakelandridge>

**THIS STUDENT AGENDA BELONGS TO:**

Name:	Grade:
Address:	Telephone:

**2016-17 SCHOOL CALENDAR**

Important school dates are published in the Howler, our school's monthly newsletter. The Howler is available on the website @ [www.lakelandridge.ca](http://www.lakelandridge.ca)

**WELCOME**

Lakeland Ridge School is in Wolf Country. Wolves gather together, creating a unified and proud pack. They mentor and nurture the youngest of their pups, paying heed to the needs of even the most diverse of their pack. They are instinctively aware of the need for cooperation, collaboration, innovation, and inspired leadership. They are a strong family and community because the combined efforts of each pack member allow the pack to become stronger.

Lakeland Ridge prides itself in the culture of community that has been created by students, staff, and parents over the past 11 years. Students learn in a safe and stimulating new school environment where individual differences are celebrated, uniqueness valued, and a sense of belonging created. Each student is integral to the school's fabric. As a K-9 School, Lakeland offers older students numerous and varied opportunities to nurture, mentor, and lead younger students. Parents, as partners, are vital contributors to Lakeland's success and reputation for excellence. Lakeland Ridge is recognized for its quality of programming, student achievement, high standards for conduct, and for fostering citizenship. Character education, citizenship, and student leadership are integral to the Lakeland experience. A progressive and dedicated staff maintains high academic and behavioural expectations for students with an emphasis on innovative learning. Students are empowered to make positive choices, practice self-discipline, and are afforded numerous opportunities to demonstrate positive leadership through involvement in curricular and extra-curricular activities.

**ALLERGY AWARENESS**

Lakeland Ridge is an "Allergy Aware" school, meaning that we encourage practices to reduce risks for children and staff with allergies. Since severe nut allergies are surprisingly common, as a school-wide practice we ask parents to check lists of ingredients on food items and as much as possible avoid sending products containing peanuts or tree nuts to the school. In the case where a student has an unusual or airborne allergy, we communicate directly with parents of students in that class about food ingredient restrictions.

### **ATTENDANCE AND LATES**

Parents have the responsibility, under the School Act, to comply with the student's duty to attend school. If a student is absent due to illness, medical or dental appointments or others reason, please phone the school at 780-416-9018 or send an email to the school secretary. After hours messages may be left on the school's voice mail. If a student arrives late in the morning or afternoon, they are to report directly to the main office to be checked in. Absences or lates are considered excused if a parent phones, emails, sends a note, or otherwise communicates with the school regarding the absence or late.

### **CELL PHONES**

Students are permitted to use cell phones before classes start, at lunch, and after dismissal. During class time, teachers may request that students use their phone for educational and/or research purposes. The school provides a courtesy phone for student use outside the main office.

### **CONDUCT**

According to section 12 in the School Act, a student shall conduct himself or 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 those authorized to provide education programs and other services;
- (d) comply with the rules of the school;
- (e) account to the student's teachers for the student's conduct;
- (f) respect the rights of others;
- (g) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- (i) positively contribute to the student's school and community.

### **COMMUNICATION**

Staff members can be emailed using the format: [firstname.lastname@eips.ca](mailto:firstname.lastname@eips.ca). Every effort will be made to respond in a timely manner, typically with one to two days.

If parents have a question or concern about something at the school or in the classroom, they are encouraged to bring the concern forward. If concerns involve the classroom teacher, please discuss the concern with the classroom teacher first to determine if the issue can be resolved at the classroom level. If this issue cannot be resolved, bring it forward for discussion with the school principal or an assistant principal. We have found that most concerns can be addressed at the school level, however, if an issue cannot be resolved at the school level, parents are encouraged to contact the superintendent or associate superintendent.

### **DRESS**

Students are reminded that good sense always prevails with respect to clothing in a school environment where modesty trumps fashion. Appropriate school clothing covers the student's back, midriff, and chest. Students' undergarments should not be visible, and shorts, skirts and dresses should be such a length that they are not a distraction to the student wearing them or to

others. Students may be required to change or cover up if clothing is deemed inappropriate. Students may wear hats and pajama pants on the first Wednesday of each month early dismissal day as part of the school's Cash for Care Philanthropy.

### **ENROLMENT**

Approximately 735 students are enrolled at Lakeland Ridge School. Of these, about 500 are in elementary (including kindergarten) and 235 in junior high. Lakeland Ridge has three homerooms at each grade level.

### **FACILITY**

Lakeland Ridge was completed in 2004 and is located in the northeast section of Sherwood Park. This modern, attractive facility has technology equipped classrooms, wireless connectivity, portable tablet carts, fully outfitted band, music and art rooms, construction and foods/fashion labs, two gymnasiums, three playgrounds, fitness room, learning commons and an comprehensive library. Lakeland provides an engaging environment that creates exceptional educational experiences.

### **LEADER IN ME**

The school-wide character education program focuses on the Leader in Me, founded in Stephen Covey's "The Seven Habits of Highly Effective People". Students are taught and encouraged to use the Habits in all aspects of their lives. The program is designed to develop character and leadership by emphasizing leadership, accountability, responsibility, problem solving, communication, creativity, teamwork, initiative, self-direction, and cross-cultural skills. The Seven

Habits are:

Habit 1: Be Proactive

Habit 2: Begin With the End in Mind

Habit 3: Put First Things First

Habit 4: Think Win-Win

Habit 5: Seek First to Understand, Then to Be Understood

Habit 6: Synergize

Habit 7: Sharpen the Saw

This year we are incorporating an additional habit for junior high students.

Habit 8: Find your voice and inspire others to find theirs. Voice is Covey's code for "unique personal significance." Those who inspire others to find theirs are the leaders needed now and for the future, according to Covey.

### **LOCKERS**

Lockers are provided for students in grades 3-9. Combination locks are provided for students in grades 6-9. Lockers are provided to store books, coats and personal items. For students with combination locks, a record of the lock's serial number and combination will be kept in the office. Students are not permitted to use a personal lock or exchange locks/lockers with other students. Students should not share their combination with other students. Damaged or lost locks will be replaced at the student's expense.

A student's locker is property of the school and as such, may be subject to inspection. Lockers must be kept clean and clear of food products that attract rodents or insects.

### **INDOOR RECESS / LUNCH**

In the case of inclement weather or when the temperature hits -22 C (with/without wind-chill) students will be kept inside for recess and the lunch break.

### **LEAVING DURING THE SCHOOL DAY**

Students are not permitted to leave the school building or grounds during the instructional day without parental permission. This includes the morning recess/breaks. If a student is required to leave school early for an appointment, emergency, or due to illness, the student must check out at the office prior to leaving the building. A parent pickup, note, phone call, or contact is required if the student is leaving.

### **LUNCH BREAK/CANTEEN**

Elementary students remain on school grounds for the duration of the recess and lunch breaks unless their parent provides a note or phone call giving the student permission to go home. At lunchtime, students in elementary grades eat in their classrooms and then go outside for recess. Junior high students eat in the gym or gathering area depending on their grade. They may also leave the school grounds during the lunch break.

Microwaves are provided for the heating of food and milk is available for purchase. Students in Gr. 6-9 also have access to a canteen that has a selection of cold and re-heatable food products available for purchase.

### **PARENT ADVISORY COUNCIL AND PARENT ACTION SOCIETY**

The Parent Advisory Council is dedicated to supporting, promoting, and enhancing meaningful involvement of parents within the Lakeland School community. Parent Advisory Council serves to provide an opportunity for a parents' voice with respect to improving the education and well-being of children in Lakeland Ridge School.

The Parents Action Society's (PAS) mission is to contribute classroom and program resources that would otherwise not be available in order to improve and enrich the educational experience of our students. PAS is the fundraising branch of the Parent Advisory Council and provides financial support for various school initiatives.

Information about Parent Advisory Council and Parent Action Society meetings and minutes are posted on the school's website.

### **POWERSCHOOL PARENT PORTAL**

Parents of junior high students can access their child's grades, attendance and fees using PowerSchool, a computer based, password protected website. On-line fee payment can also be made through this site. Passwords are issued through the school office. The website is <https://powerschool.eips.ca/public/home.html>

### **PROGRAMMING**

Lakeland Ridge provides K-9 programming that focuses on academic excellence, the arts, technology, fitness and recreation, and community involvement. A full complement of elementary and junior high core courses is supplemented by a broad range of options including app savvy, art, band, cartooning, drama, construction, fashion, fast/convenient foods, foods,

French, leadership, media studies, outdoor education, recreational fitness, and sports acceleration.

### **SKATEBOARDS, SCOOTERS, & BICYCLES**

Students are not permitted to skateboard or scooter on the tarmac behind the school. All students must stay away from the bike racks unless locking or unlocking their bike. County bylaws require cyclists aged 18 and younger to wear an approved bicycle helmet.

### **TRANSPORTATION AND BUSSING**

All normal school rules apply when riding a school bus to and from school or while on a field trip. Students are expected to follow the direction of the bus driver and act in safe and respectful manner that does not distract the driver or cause harm to riders. To enhance the safe transportation of students, buses are equipped with video surveillance equipment.

### **SCHOOL WEBSITE / e-TEACHER PAGES**

Parents and students are invited to visit the school website at [www.lakelandridge.ca](http://www.lakelandridge.ca) which is regularly updated and includes important information about upcoming events, newsletters, programming, and extra-curricular activities. In addition, through the school website each teacher maintains an e-Teacher page that contains current assignments, important dates, and contact information.

### **TECHNOLOGY ACCEPTABLE USE**

School computers are available for educational use in a responsible, efficient, ethical, and legal manner. In order for students in Gr. 4-9 to have access to the network, the student and their parent must sign an EIPS Student Acceptable Use Agreement.

## **GUIDE TO REPORTING STUDENT ACHIEVEMENT**

We believe every student can learn and experience success. One of the ways we help students learn and succeed is to carefully evaluate their achievement and growth, and to share that information with parents and guardians. A Guide to Reporting Student Achievement can be found on the schools' website which will help parents and guardians better understand assessment; the responsibilities of students, staff, and parents and guardians; how and when achievement information will be communicated or reported; how marks and grades are determined; and the steps taken when summative assessments are missing or incomplete.

Parents and guardians are the key influences in a child's life. Understanding how a child is achieving in school and how to support that achievement is integral to success in school. Parents and guardians are encouraged to read the Guide to Reporting Student Achievement and contact our school's administration with any questions or if further information is required.

Assessment is the process of collecting and communicating information about student achievement. In essence, assessment informs students, teachers, and parents about what students have learned and how well they have learned it. Teachers regularly gather information about students' learning through a variety of assessment tools. These tools can include conversations, observations, the submission of student work, and tests or quizzes. Through these feedback opportunities, teachers determine students' areas of strength, and the areas in which students may need more time or practice. All of these opportunities allow teachers to give

parents and guardians a clear and accurate picture of student achievement and growth. Assessment is based on the knowledge and skill areas outlined in the Alberta Programs of Study or a student's Instructional Support Plan (ISP). Teachers do not use student behaviour, effort, or work habits to determine grades or marks unless stated in the Alberta Programs of Study.

### **SUPPORTING STUDENT ACHIEVEMENT AND SUCCESS**

In alignment with the *School Act*, students, teachers, parents, and guardians all have roles to play in supporting and helping students experience success in school.

*Students have a responsibility for their own learning and are expected to:*

- attend school every day and be on time;
- complete assignments, projects, and tasks to the best of their ability;
- participate in activities that celebrate learning;
- consistently demonstrate their learning; and
- Take advantage of opportunities to revise or redo assessments to demonstrate their learning.

*Teachers will help students succeed by:*

- providing appropriate programming for each student;
- clearly explaining what is expected of each student and how student work will be assessed and reported;
- ensuring students have multiple opportunities and ways to demonstrate their learning;
- giving students the opportunity to redo/complete missed assessments and activities;
- keeping detailed, accurate information describing student successes and challenges;
- providing timely and ongoing communication with parents/guardians, students, and school administration.

*Parents and guardians can support a student's learning by:*

- working in partnership with school staff;
- providing time and space for children to practice & complete assigned work at home;
- ensuring regular school attendance;
- staying informed about school events and keeping in touch with school staff;
- regularly accessing student assessment information via PowerSchool; and
- attending Parent-Teacher-Student conferences/interviews.

### **COURSE OUTLINES**

Junior high parents can access course outlines in PowerSchool or from their child's teacher. Elementary parents can contact their child's teacher for information. For detailed information on what you can expect students to learn in the Alberta Education curriculum, visit <https://www.learnalberta.ca/content/mychildslearning/>

Information about the Alberta Curriculum can be accessed from Alberta Education's, [My Child's Learning - A Parent Resource](#). Further specific details about course content can be provided by the classroom teacher.

## DETERMINING REPORT CARD GRADES

Teachers consider multiple sources of evidence and use professional judgment to determine the report card grade.

### Formative Assessments

Throughout the year, students will be given opportunities to participate in or work on many activities which will help them improve their knowledge and skills. These practice assignments, projects, or other activities demonstrate to teachers the areas in which students need more practice and where students can improve. These are called *formative* assessments. Teachers use formative feedback to help guide their instructional plans and to offer students more ways in which they can demonstrate their learning.

### Summative Assessments

Summative assessments provide students a formal chance to “show what they know”. Using professional judgment, teachers consider summative assessments, observations, and conversations with student in determining report card grades.

***Final summative assessments in secondary core subjects provide students with the opportunity to demonstrate their learning at the end of a course. In exceptional circumstances alternative final summative assessment arrangements may be made in consultation with school administration.***

## MISSING, INCOMPLETE, OR RESUBMITTED STUDENT WORK

*As outlined in Administrative Policy 360, principals work with their teachers to ensure:*

- A. Teachers collect reliable and valid evidence that supports their judgment about students' achievement. Teachers may choose to exclude assessments that are inconsistent with the teacher's professional judgment;
- B. Students are offered opportunities to redo and resubmit summative assessments;
- C. Communication plans for reporting student achievement and growth to parents/guardians/students are developed and aligned with school-wide assessment and intervention plans;
- D. Students have been given multiple opportunities and ways to demonstrate learning;
- E. Teachers engage in ongoing, timely communication with parents/guardians/students and the principal regarding missing or incomplete work;
- F. Follow up has occurred to determine the reason why a summative assessment (assignment, test, project, etc.) is missing or incomplete, and that opportunities are provided for the student to resubmit and fulfill the requirements of the summative assessment (assignment, test, project);
- G. Once the student has been given opportunities to resubmit summative assessments, but does not submit missing or incomplete summative assessments, the student and parents/guardians are informed and the teacher, in consultation the student and student's parents/guardians will determine a plan to hold the student accountable and/or plan for further learning;
- H. The teacher, in consultation with the principal, uses professional judgment to determine the impact of the missing or incomplete assignments on the student's grade;



- I. That provided the preceding have been followed, the teacher may assign the student a mark of zero for that missed summative assessment item (assignment, test, project, etc.).

### **REWRITE, REDO AND RESUBMISSION**

Lakeland Ridge schools' **REWRITE, REDO, AND RESUBMISSION PROCEDURES** provide students with an additional opportunity to demonstrate evidence of their learning in a timely manner.

**Step 1:** Your child and the teacher will establish a contract for the completion of the rewrite, redo, missing or incomplete work which will include a deadline for completion. The teacher will provide the necessary supports such as drop in support or targeted tutorials to assist your child with successful completion of the redo, rewrite, missing or incomplete work.

**Step 2:** Your child's teacher will contact parents to inform you and discuss the plan to assist your child with successful completion of the redo, rewrite, missing or incomplete work.

**Step 3:** Your child may be required to spend time with the teacher, outside of the scheduled timetable, to complete the redo, rewrite, missing or incomplete work. Parents will be notified of such arrangements.

*Step 4: Your child's teacher will seek intervention from the school administration to assist your child with successful completion of the redo, rewrite, missing or incomplete work.*