

École Intermédiaire Lawrence Grassi Middle School



2021 - 2022

"REACH FOR THE PEAKS / ATTEINDRE LES SOMMETS"

Parent and Student Handbook

Welcome to LGMS and 2021-2022

Welcome to and Bienvenue à Lawrence Grassi Middle School. We are so excited to welcome you to the École Lawrence Grassi Middle School. Our school's staff is looking forward to the learning opportunities that await our students in their new school year.

Our school is the namesake of a well-known local citizen, Lawrence Grassi (1890 – 1980). Mr. Grassi was one of the foremost trailmakers in the Canadian Rockies. He thought like an ancient engineer and wherever he wished trails to take us he constructed them. He loved nature and always brought a generous heart to the task of constructing a trail. He believed the simple technology required for trail construction could promote our pleasure in accessing the splendor of our majestic mountain peaks in the Bow Valley.

“The world needs Grassis. In the realm of the spirit, in the search after truth, in the field of social relationships, in international affairs, we need trail makers – men and women who will seek new paths...” Hansard, 1937

In our school we continue his legacy of finding fresh pathways to learning and constructing new trails of discovery. We are Grassis in the making. Lawrence Grassi has done more than build local hiking trails; he has taught us a way of life. Like him, we must continue to strive to reach for the PEAKS, thus our school motto.

The staff of Lawrence Grassi is committed to one primary purpose: to serve the education needs of all students, including academic, social, emotional and behavioural considerations. Our ultimate goal is to establish a solid base of knowledge, skills, and attitudes necessary for students to become lifelong learners. We recognize that parents are the first teachers and are our partners in forming an integral part of the Lawrence Grassi Educational team.

Our Mission Statement

Lawrence Grassi Middle School is a safe and caring school situated in the **HEART** of the mountains. We aim to maximize individual learning for life as we strive for the **PEAKS**.

Each year, our students reflect the inspiration of Lawrence Grassi by striving to reach the peaks of excellence not only academically and physically but also socially and emotionally in their ongoing quest for success.

HEART = Honesty Effort Attitude Respect Teamwork	PEAKS = Potential Empathy Acceptance Knowledge Success
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LGMS Expectations

RESPECT YOURSELF
RESPECT OTHERS
RESPECT PROPERTY
RESPECT ENVIRONMENT

Students' Responsibilities and Rights

Responsibilities

Students are expected to treat each other and all school personnel with courtesy and respect. They will demonstrate concern and care for the rights and property of others and will respect the rights of others to learn and teach.

Students' Rights

- To come to school and to be treated with respect without fear of harassment.
- To attend classes where the behaviour of all individuals contributes to a positive learning environment.
- To come to a school that is clean and well cared for by its members.

Parent Involvement

Parents are the first teachers of their children. At LGMS we value the input of parents in the learning of students and we hope to see you in our school working with teachers and staff so that children know that their parents value the work and progress they make every day. Parents are encouraged to serve as advocates for their children. The CRPS Board of Education believes that parents should:

- Participate in parent programs such as School Council which meets once a month - all parents are members
- Become familiar with school programs and policies, and
- Actively support expectations held by staff for the behaviour of students at school and school activities.

In addition LGMS encourages parents to:

- Attend parent-teacher-student conferences which happen twice a year in November and March
- Volunteer in the school if possible all volunteers must complete a Vulnerable Sector Criminal Records check yearly prior to volunteering in the school as per CRPS' [Administrative Procedure 490](#)
- Participate in fundraising
- Providing a suitable place and a regular time for studying at home
- Regularly reviewing ongoing and upcoming assignments and projects through communication tools such as agendas, teacher websites and other digital communication tools such as Google classroom.
- Show an interest in what your child does at school each day

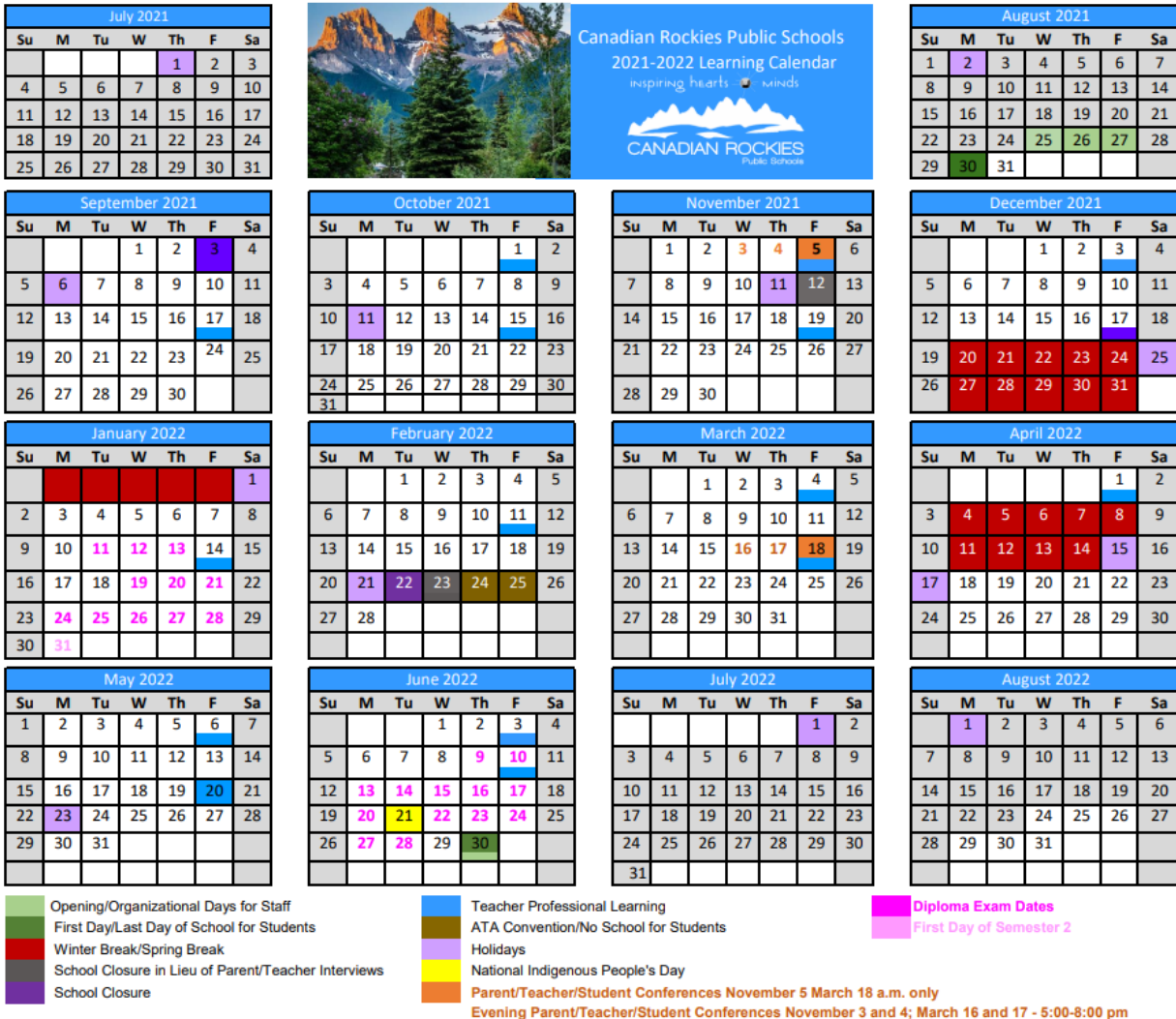
Hours of School Day

Period	Monday - Full Day Friday	Half Day Friday
Supervision	8:20am	
Welcome bell	8.38am	
Home Room	8.40 -8.45am	
1	8.45- 9.25am	
2	9.25 - 10.05am	
Morning Recess	10.05-10.20am	
3	10.20-11.00am	
4	11.00 - 11.40am	
Home Room		11.40 - 12.00
Lunch	11.40-12.00pm Inside 12.00-12.40pm Outside	
5	12.40-1.20pm	
6	1.20pm - 2pm	
7	2.00- 2.40pm	
8	2.40- 3.20pm Bell 3.20pm	

School Office Hours

8am -4pm

CRPS Annual School Calendar



Reporting to Parents

Notes to parents/guardians, emails, phone calls and interviews, conferences with students and or parents/guardians, and other means of communication are also used at any time between reporting periods to indicate strengths or weaknesses in a subject area or in student behaviour

and attitude. Along with agendas in Grade 4 that some teachers choose to use, teachers will also communicate via email and their classroom websites.

Extra-curricular Activities

An active program of physical education, clubs, music and other activities during the school year is offered during lunch times and after school. We invite and welcome student participation in these programs. Every school activity is supervised by a teacher or volunteer. Please check newsletters, announcements, or check with teachers for information regarding intramurals and extra-curricular programs.

Learning Commons

Our school librarian works with students in developing reading and research skills. Students are expected to conduct themselves in a responsible manner when using the library. Books are signed out for a three-week period. Books must always be signed out when leaving the library. Overdue book lists are published and students must pay for lost books.

Counselling Services

The overall purpose of counseling, like teaching, is to maximize the learning potential of children in the school system. Counselling philosophy operates upon the basic assumption that children who feel capable and worthwhile will gain the maximum benefit from their school experience. Counselling, however, is able to provide a more personalized service than teaching by taking the individual needs and circumstances of each child more fully into account. It also provides teachers and parents with child development expertise to assist them in optimizing the development of the children in their care. Counsellors, working cooperatively with other school personnel, respond to: the developmental needs of children, the factors which adversely affect or interfere with a child's personal learning and development, the major societal problems which threaten a child's well-being and adjustment.

How to ask for help?

Referrals can be made by parents, school staff, other students and the child him/herself. Contact our school counselor for further details on the referral process.

Right From the Start

Deren Alward with Alberta Health Services/CRPS is our Success Coach and Wellness Mentor working five days per week at LGMS to co-lead programs with teachers and other community collaborators on Mindfulness, Conflicts Resolutions, Bullying, or other topic teachers or students wish to learn and talk about.

Dress Regulations

In our opinion, dress influences the attitudes of students toward themselves and their work. Just as there is a mode of dress suitable for business, professional work, the playing field, the gymnasium or various social activities, there is also a mode of dress suitable for the classroom. Good taste and judgment are among the educational goals we aspire to develop among our students. Students should consider how they present to others in how they dress. This school is a workplace environment that focuses on respect for all, building self-esteem and supporting diversity and individuality. CRPS dress code policy states that the student must be neat, clean and tidy in person and clothes. All clothing with images or slogans must be inclusive rather than racist, sexist or discriminatory and should not promote violence, hatred, use of alcohol or drugs. Shoes must be worn at all times in the school. Students wearing such items will be required to change them if asked by school personnel.

Shoes must be worn at all times in the school.

The administration, in consultation with parents and students, reserves the right to disallow any style of clothing at any point during the year.

Physical Education

Running shoes and suitable clothing must be supplied for physical education classes.

Indoor Shoes

All students (Grades 4 to 8) are expected to have a pair of shoes which are to be worn inside only.

Personal Items

Students are responsible for any personal items they bring to school. Any personal items that interfere with the learning or safe and caring environment will be confiscated. It is inappropriate for students to wear headsets in the school, unless directed to do so by a teacher. **The school is**

not responsible for the loss or damage of these items. Items that disrupt or interfere in the management of the classroom will be confiscated by the teacher. Lost and Found boxes are located in a number of locations in the school. Students are encouraged to look through these boxes for their lost items. Once every six weeks, Lost & Found items are put on display in the school foyer. Following the display all articles are bagged and sent to ‘goodwill’.

Cell Phones and Other Devices School Policy

Personal digital devices are to be in student backpacks/lockers from the start of homeroom until after the last period of the day (this includes morning and lunch breaks while on school property). The district is not responsible for any damaged, lost, or stolen electronic device. **Devices such as tablets and personal laptops may be used as a learning tool during instructional hours, under the direct supervision of a teacher, but not during breaks.**

First week of September: Students will be given warnings and asked to return their device to their lockers. Students will also, at this time, be reminded that beginning the following week the device will be held in the office for the remainder of the day as a first offence. After the first week, On a First Offence the student device will be confiscated and highlighted on class list for documentation purposes and held in the office for the remainder of the day. The student may pick their device in the office at this time (3:20 p.m.). Any further offences the device is held in the office and student notifies their parents to pick up the device during school hours (8:30 a.m to 4:30 p.m.) If a student incurs a significant number of offences a parent meeting will be arranged to determine next steps.

We encourage all parents to support us in its implementation.

Technology Use Policy and Digital Citizenship

In the annual demographic update parents and guardians complete in September you will read and acknowledge the CRPS ‘Technology Use Policy’. CRPS believes that the use of the internet and related technology in our schools should be for educational purposes and under the supervision of a staff member. We seek to protect both students and staff by developing an acceptable use policy that balances freedoms, need for information and the safety of our students and staff. Please consult the [CRPS website](#) for more information regarding useful websites on digital citizenship for parents. Also you can refer to the administrative procedure on technology use in the school division [here](#).

Lockers

Lockers will be provided to students. The school will provide the lock. No other locks are to be used at any time. **If the lock that is supplied to the student is lost or damaged, a replacement cost of \$8.00 will be required.** Grade 4 students will use the classroom for supplies, coats and boots and some may share a locker. Lockers are a privilege not a right. Students are expected to use their lockers in a responsible manner, keep them clean and keep their lock codes private. Locker checks can be called at any time by the principal.

Books and Supplies

Books and materials supplied to the student by the school must be returned in good condition. A charge will be made for lost or damaged items.

Bicycles / Boards / Blades

Bicycles must be parked in the bicycle compound at the rear or front of the school. Students may ride bikes on school property as they arrive and leave school grounds but not in any of the parking lots surrounding the school facility, or the running track. Students may not ride bikes on school grounds during the morning recess or lunch recess. We cannot accept responsibility for any lost or damaged bicycles or accessories. Skateboards and in-line roller blades may be ridden in designated areas only. Helmets must be worn at all times for these activities. This is for the safety of all students.

Attendance and Punctuality

Regular attendance and punctuality are crucial to student learning. In fact, they are so important that they are listed in Alberta's Education Act. When a student is absent from school, it is important that the school be informed. If a student is absent more than 10% of the school year research shows that this non attendance threshold has a detrimental effect on their learning. If a student has attended school less than 90% of the time in the periodic review by the school's Student Support Leadership Team then a parent will receive a letter to alert them to the fact regardless of whether attendance is excused or not.

If any student cannot attend school or is late, phone 678-6006 and Press 1 to report an absence. You can call this phone number 24 hours a day. The school will send out an **attendance email** reporting students who are late or absent unexcused.

It is the student's responsibility to obtain and complete all missed assignments while absent.

Late Arrivals

Students arriving after the late bell are to report to the office to check in as late. The office staff will provide late slips for late arrivals. They will also then re-mark the attendance to reflect 'late' rather than 'absent'. Lateness is considered not seated in your desk when the attendance and announcements are read by your homeroom teacher. If you know that your child is going to be late and it is for an excused reason, i.e. dentist/doctor appointment, etc. please phone the school attendance line and advise the office.

Early Dismissal

Any students who are required to leave the school for any reason during instructional time should have a note explaining the situation with a parent/guardian signature. All students leaving the school must report to the office on their departure and return. We require parents to come to the front door of the school to pick up their child.

Students who consider themselves sick must report to the office after advising their teacher that they are ill and are dismissed by them. Arrangements can be made to phone parents/guardians. A sick room is also available where students may rest. If a parent comes to pick up their child, they must sign that student out in a book at the front desk.

Hallway Courtesy

For the safety of all students in our school, and in order to maintain conditions conducive to learning, certain expectations have been made for hall conduct. It is the responsibility of each student and teacher to maintain these rules:

1. Go immediately to your classes.
2. Walk quietly- there is to be no running in the halls at any time.
3. Make as little noise as possible at your lockers and in the locker rooms.

Lunch Hour

Grade 4, 5 & 6 students will remain on school property during the lunch hour. Parents must provide written permission for each occasion their child is to leave the school property. If the student will return home for lunch every day for the year then this information also needs to be conveyed in writing to the home room teacher.

Grade 7 & 8 students may decide with their parents whether they have permission to leave the school grounds during the lunch hour. At the beginning of the school year, parents will be required to sign a permission form acknowledging that their child has permission to leave the school grounds and is aware **that during this time the school is not supervising their child.** If circumstances warrant, i.e., continual lates after lunch hour, reported disturbance off school property, this privilege may be revoked.

Nut Aware – Anaphylaxis

LGMS has students and staff with potentially life-threatening allergies to nuts (tree and ground). If peanut butter or even the tiniest amount of peanut, a peanut product such as peanut oil, or any type of nut enters the student's body through the eyes, nose or mouth, the student experiences very strong reactions. The student's face swells and breaks out in hives, the student's throat swells and tightens. Without immediate medical treatment the student could die within minutes. All of our school staff have been made aware of this situation, and have been trained in the correct procedures regarding anaphylactic shock. Prevention, of course, is the best approach for reducing the risk of a severe reaction; **therefore we are requesting your cooperation in refraining from sending these food products to school with your child.** We realize that this request may pose an inconvenience for you when preparing your student's snack and lunch, and we want to express our appreciation for your support and understanding about this severe allergy.

Healthy Eating

At LGMS in 2021-2022 we actively promote and implement the food rating system outlined in the Alberta Nutrition Guidelines of Children and Youth (2012) on all occasions involving food and incorporate information and resources into monthly newsletters to parents. We encourage parents to send their children to school with water only for drinking.

Fire Drills

Fire Drills are mandatory under the provincial Fire Prevention Act. They are required six times in the year. Students and staff are to evacuate the building immediately in an orderly manner and only return when given the "all clear".

Lockdown drills are required by CRPS twice a year. These are to be taken seriously. Parents and students will be notified of the drills a week before they occur.

Hold and Secure Drills are required by CRPS once a year. The 'Hold and secure' command is given when there is something happening in the neighbourhood that the RCMP advises the

school to keep students in the building or when an incident is happening in the hallways (such as a collapse by a student or a staff member). Students remain in classrooms but business carries on as normal in the lesson until the all-clear is given.

Assignment Completion Support

One of the goals of the school program is to help students develop responsibility for their own learning. Thus, we emphasize the importance of each student taking a personal responsibility for completing assignments and meeting deadlines.

School work includes:

- Completion of work not finished in class
- Completion of short and long-term assignments
- Study for exams and quizzes

The following supports can be put in place should a student not complete his/her work:

- a. One chance on their own
- b. At break with support from teacher
- c. At break or home with support of parent (call)
- d. Out of class with support of administration

Students who set aside time on a regular basis for homework, studying or reading will see the benefits.

Parents can support their children by providing a suitable place and a regular time for studying at home. Parents can also support their children by regularly reviewing ongoing and upcoming assignments and projects through communication tools such as agendas, teacher websites and other digital communication tools such as Google classroom.

SCHOOL EXPECTATIONS ON CONDUCT

Lawrence Grassi Middle School

CODE OF CONDUCT

Lawrence Grassi Middle School has a responsibility to ensure that students and staff are provided with welcoming, caring, respectful and safe learning environments that respect diversity, foster a sense of belonging and promote well being. LGMS is committed to providing a learning and working environment free from bullying, harassment, discrimination and violence.

The school expects employees, students, volunteers, parents, community members or any person who visits our school to conduct themselves in a manner which promotes and protects the best interests of students, staff and colleagues. The Code of Conduct is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms and responsibility in the school community. It establishes expectations, interventions and possible consequences for student behaviour.

Students will be held accountable for unacceptable behaviour and conduct that occurs both inside and outside of the school building or school day, if the conduct negatively affects a member of the school or interferes with the school environment. Behaviour may include, but is not limited to, the use of electronic means (e.g. social media). Although this Code of Conduct addresses issues such as consequences for unacceptable behaviour, the primary focus is to help students learn how to address issues or disputes, develop empathy and become positive citizens both within and outside of the school community.

Procedures

Responsibilities: The development of positive student behaviour is a shared responsibility between students, staff and parents.

Students:

a. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Students are valued and contributing members of their school community and accept the responsibility for their behaviour while at school, at school sponsored activities, or while engaging in other non school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school. While school staff are not able to control what students do outside of school, when the behaviour has an impact on the school environment and/or the school community, there may be consequences or interventions for inappropriate behaviour.

b. In accordance with the Education Act students are expected to conduct themselves in accordance with the School Student Code of Conduct developed by school leadership, staff, students and community.

Examples of (but not limited to) acceptable behaviour for students include;

- i. Be ready to learn, and actively engage in, and diligently pursue your education.
- ii. Attend school regularly and punctually.
- iii. Cooperate with all school staff.
- iv. Know and comply with the rules of your school.

- v. Be accountable to your teachers and other staff for your behaviours.
- vi. Respect yourself and the rights of others in the school by demonstrating appreciation of diversity of all school members regardless of their race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons.
- vii. Ensure your conduct contributes to a welcoming, caring, respectful, inclusive and safe learning environment that fosters a sense of belonging of others in your school.
- viii. Refrain from, report and discourage 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.
- ix. Inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation or other safety concerns in the school.
- x. Always demonstrate behaviours that positively contribute to and honour our school and community.
- xi. Dress appropriately for classes and activities.
- xii. Adhere to CRPS policies regarding appropriate use of technology and transportation.

Examples of (but not limited to) unacceptable behaviour for students include;

- i. Behaviours that interfere with the learning of others.
 - ii. Behaviour that creates unsafe conditions.
 - iii. Acts of bullying, harassment, intimidation or discrimination.
 - iv. Acts of violence, physical aggression or threatening others.
 - v. Illegal activity.
- c. Support will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour. Support, not only punishment, will be provided to those students that engage in inappropriate behaviour.

d. The following examples of responses may be considered in addressing inappropriate behaviour:

- i. Mentoring
- ii. Mediation
- iii. Counselling
- iv. Restorative processes
- v. Peer support networks
- vi. Regular check-ins with designated school staff

- vii. Student detention
- viii. Withdrawal of privileges
- ix. A cooling off period
- x. Behaviour contract

e. The use of corporal punishment is prohibited.

f. Appropriate physical restraint may be used by school employees in crisis situations in which a student is causing, or is likely to cause, physical harm to themselves or others as per the procedures outlined in [AP 388 Behavioural Intervention](#).

g. Suspension or expulsion of a student is deemed to be a serious punitive measure to be invoked when other measures have proven to be ineffective or when the seriousness of the behaviour warrants such actions.

h. CRPS Violent Risk Threat Assessment Team may be called into action when a school is faced with a student(s) who is threatening violence to him/herself or others.

2. Staff:

a. Under the leadership of the Principal, staff are responsible for establishing a positive classroom and school climate in which structure, support and encouragement is provided to assist the student in understanding the importance of education, and developing a sense of self-discipline and positive self esteem.

b. Staff will use proactive and preventative approaches to reduce the occurrence of unacceptable behaviour and maintain environments that are welcoming, caring, respectful, safe and are conducive to teaching and learning.

c. Staff will treat parents, students, and fellow staff with respect at all times.

d. Staff will deal with all discipline matters in a calm, objective, and professional manner, reflecting individual differences and situations.

e. Classroom teachers are responsible for conduct and consequences in the classroom and are expected to communicate expectations to students early in the school year.

f. Staff will engage in ongoing and timely communication with other staff and parents to encourage and provide the opportunity for active and constructive parental involvement in the education of their children.

g. Staff are required, at all times, to follow their designated professional code of conduct.

h. Staff shall at no time conduct themselves, either professionally or personally, in such a manner so as to bring the Board or its representatives or elected officials, employees, or officers into public disrepute or ridicule.

i. Staff shall not in any way harm the reputation of the school, the Board or the Board's students.

3. Parents/Guardians:

a. Parents are partners with respect to their child(ren)'s education. They have a responsibility to take an active role in their child(ren)'s educational success and will support their child(ren) in complying with their responsibilities as students. Parent conduct should contribute to a welcoming, caring, respectful and safe learning environment.

b. Parents are responsible for:

- i. Encouraging, fostering and advancing positive and respectful relationships with teachers, principals, other school staff and professionals who provide supports and services in the school.
- ii. Ensuring that their child attends regularly and is punctual.
- iii. Being aware of, and supporting, the expectations from the school Code of Conduct.
- iv. Respectfully communicating and collaborating with school staff about any concerns regarding their child's needs or the student Code of Conduct.
- v. Encouraging the peaceful resolution of conflict.
- vi. Supporting welcoming, safe and caring school environments by refraining from any forms of aggression, threatening behaviour, harassment or intimidation while on school property or when communicating with school staff, including, but not limited to, face to face, via phone, email, and social media.
- vii. Supporting welcoming, safe and caring school environments by refraining from entering school property while under the influence of alcohol, illicit drugs or cannabis.

June 2021

End of Year Awards and Celebrations

During 2021-2022 we will review our awards at LGMS. Traditionally the school has had academic awards for all grades and awards that recognise growth. In 2021-2022 we would like to align our awards closer to our motto of '**Reaching for the Peaks**' and reflecting on its qualities of **Hearts** and **Minds**. We will continue to award the Peter Blazer Award and The Christina Barr Humanitarian Award to our Grade 8 students and offer awards that recognise sportsmanship.

