Father Lacombe High School

STUDENT HANDBOOK

An IB School

Administration
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Vice Principal: Peter Rybicki
Vice-Principal: Julia Soloman
Vice-Principal: Howard Campbell

Student Services Contact
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Joanne Brisebois
Margaret Akiyama
Welcome Message

On behalf of the administrative team and staff, we wish to extend our warmest welcome to all students attending Father Lacombe High School. It is our hope that your years at Father Lacombe High School will be positive ones. Together we can create a community where all students feel welcome.

The purpose of the student handbook is to provide you with information about programs and services offered at Father Lacombe High School. Your personal future will be affected by the decisions that you make in planning your high school program. Your past school marks, the requirements for a high school diploma, and the requirements for the programs you wish to pursue beyond high school, should be taken into consideration when you select your courses at Father Lacombe. Your parents, counselor and teachers can assist you in making the best choices.

The school welcomes you as a member of our family! We hope that you will always be inspired by the history and traditions of Father Lacombe High School.

Patron Saint

FATHER ALBERT LACOMBE
“The Man of Good Heart” 1827-1916

The philosophy of Father Lacombe High School is exemplified by the beliefs and teachings of Father Albert Lacombe. Known to the native people of Alberta as “The Man of Good Heart”, Father Albert Lacombe’s love and concern for others teaches us to be tolerant and understanding of those whose race, culture, or beliefs are different from ours. Above all, his all-abiding love of God shows us that God must be the focal point of our lives and of our school. These beliefs led to the development of the original school motto, “Everyone is someone special” and to the formulation of our philosophy. Father Albert Lacombe is an admirable role model for both students and staff in our school.

Parent Responsibility

As partners in the education of our students, we appreciate the support we receive from our parent community to ensure success for our students. We are closely supported in this endeavor by our provincial government as outlined in the Education Act section 32. A parent has the prior right to choose the kind of education that shall be provided to the parent’s child as a partner in education has the responsibility to:

1. To act as a primary guide and decision-maker with respect to the child’s education,
2. To take an active role in the child’s educational success, including assisting the student in complying with section 32,
3. To ensure the child attends school regularly,
4. To ensure the parent’s conduct contributes to a welcoming, caring, respectful and safe learning environment
5. To co-operate and collaborate with school staff to support the delivery of specialized supports and services to the child,
6. To encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
7. To engage in the student’s school community.

Education Act – Section 32
Champion Statement:

A cornerstone of our schools is that every student has a champion. That every child has a one-on-one relationship with an adult in the school, and that the child knows who their champion is and the adult knows the children for which they are responsible.

“Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be”

-Pierson, TED Talks Education, 2013

International Baccalaureate Programme

Performance in each of the six IB diploma subjects is graded on a scale of 1 point (minimum) to 7 points (maximum). A maximum of 3 points is awarded for combined performance in Theory of Knowledge and the extended essay. The maximum total Diploma Programme point score is therefore 45.

Awarding of the diploma

All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma, except under the conditions stipulated in section C of these general regulations.

The IB diploma will be awarded to a candidate whose total score is 24 points or above, provided all the following requirements have been met:

- numeric grades have been awarded in all six subjects registered for the diploma
- an approved programme of creativity, action and service (CAS) has been completed
- grades A to E have been awarded for both Theory of Knowledge and an extended essay
- there is no grade 1 in any subject
- there is no grade 2 at higher level
- there is no more than one grade 2 at standard level
- overall, there are no more than three grades 3 or below
- at least 12 points have been gained on higher level subjects (candidates who register for four higher level subjects must gain at least 16 points at higher level)
- at least 9 points have been gained on standard level subjects (candidates who register for two standard level subjects must gain at least 6 points at standard level)
- the final award committee has not judged the candidate to be guilty of malpractice
School Calendar/Bell Times

Supervision is provided 15 minutes prior to the school start bell and 15 minutes following the end of day.

**SEMESTER 1 – 89 Instructional Days**

Mixed Block Schedule – 1 year long course and 8 semester blocks

<table>
<thead>
<tr>
<th></th>
<th>M/W (83)</th>
<th>T/TH(70)</th>
<th>FRI (60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:53-10:16</td>
<td>8:53-10:03</td>
<td>8:53-9:53</td>
</tr>
<tr>
<td>TA</td>
<td>10:19-10:34</td>
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<td>---</td>
</tr>
<tr>
<td>2</td>
<td>---</td>
<td>10:06-11:14 (year long) (68)</td>
<td>9:56-10:56 (yearlong course)</td>
</tr>
<tr>
<td>3</td>
<td>10:37-12:00</td>
<td>11:17-12:27</td>
<td>10:59-11:59</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:00-12:30 (30)</td>
<td>12:27-12:57 (30)</td>
<td>11:59-12:29 (30)</td>
</tr>
<tr>
<td>4</td>
<td>12:35-1:58</td>
<td>1:02-2:12</td>
<td>12:34-1:34</td>
</tr>
<tr>
<td>5</td>
<td>2:01-3:24</td>
<td>2:15-3:25</td>
<td>1:37-2:37</td>
</tr>
</tbody>
</table>

**SEMESTER 2 – 92 Instructional Days**

Mixed Block Schedule – 1 year long course and 8 semester blocks

<table>
<thead>
<tr>
<th></th>
<th>M/W (81)</th>
<th>T/TH(68)</th>
<th>FRI (55)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:53 – 10:14</td>
<td>8:53-10:01</td>
<td>8:53-9:48</td>
</tr>
<tr>
<td>TA</td>
<td>10:17-10:32</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2</td>
<td>---</td>
<td>10:04-11:11 (year long) (67 min)</td>
<td>9:51-10:41 (year long course)(50)</td>
</tr>
<tr>
<td>4</td>
<td>12:31-1:52</td>
<td>12:57-2:05</td>
<td>12:14-1:09</td>
</tr>
</tbody>
</table>

*Bell times may be adjusted for school days where a liturgy or school assembly is planned.*
### 2020-21 SCHOOL CALENDAR

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Day</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>27</td>
<td>Thursday</td>
<td>Teacher Organization Day</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Friday</td>
<td>District Mass P.M.</td>
</tr>
<tr>
<td></td>
<td>31</td>
<td>Monday</td>
<td>PD Day</td>
</tr>
<tr>
<td>September</td>
<td>01</td>
<td>Tuesday</td>
<td>Teacher Organization Day</td>
</tr>
<tr>
<td></td>
<td>02</td>
<td>Wednesday</td>
<td>First Day of Classes (TA meetings &amp; photos)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 10 – 9:00 a.m. – 11:30 a.m.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 11 – 12:00 p.m. – 1:30 p.m.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Grade 12 – 1:45 p.m. – 3:15 p.m.</td>
</tr>
<tr>
<td></td>
<td>07</td>
<td>Monday</td>
<td>Labour Day</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Friday</td>
<td>PD Day (10-12)</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Wednesday</td>
<td>Parent Grad Meeting 6:00 p.m. Main Gym</td>
</tr>
<tr>
<td>October</td>
<td>12</td>
<td>Monday</td>
<td>Thanksgiving Monday</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Friday</td>
<td>Picture Re-take Day</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Wednesday</td>
<td>Evening Parent Teacher Interviews</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Thursday</td>
<td>PD Day</td>
</tr>
<tr>
<td>November</td>
<td>30</td>
<td>Friday</td>
<td>Faith Day</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Wednesday</td>
<td>REMEMBRANCE DAY (no classes)</td>
</tr>
<tr>
<td></td>
<td>16</td>
<td>Monday</td>
<td>PD Day</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Tuesday</td>
<td>Parent Teacher Interviews – ALL DAY</td>
</tr>
<tr>
<td>December</td>
<td>9-11</td>
<td>Wednesday</td>
<td>Winter Gala and Dance Show</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Friday</td>
<td>Last Day of classes before Christmas Break</td>
</tr>
<tr>
<td>January</td>
<td>04</td>
<td>Monday</td>
<td>School re-opens</td>
</tr>
<tr>
<td></td>
<td>11-12</td>
<td>Mon.-Tues.</td>
<td>Diploma Exams</td>
</tr>
<tr>
<td></td>
<td>13-18</td>
<td>Wed.-Mon.</td>
<td>Regularly Scheduled classes</td>
</tr>
<tr>
<td></td>
<td>19-28</td>
<td>Tuesday</td>
<td>Diploma and regular Exams resume</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Friday</td>
<td>PD Day (K-12)</td>
</tr>
<tr>
<td>February</td>
<td>01</td>
<td>Monday</td>
<td>Semester 2 Begins</td>
</tr>
<tr>
<td></td>
<td>11 &amp;</td>
<td>Thursday &amp;</td>
<td>Teacher’s Convention – (No Classes)</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Friday</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>Monday</td>
<td>Family Day – No Classes</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>Wednesday</td>
<td>Ash Wednesday Celebration – Main Gym</td>
</tr>
<tr>
<td>March</td>
<td>10-12</td>
<td>Wednesday</td>
<td>Drama Production</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Thursday</td>
<td>Evening Parent Teacher Interviews</td>
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<tr>
<td></td>
<td>19</td>
<td>Friday</td>
<td>PD Day</td>
</tr>
<tr>
<td>April</td>
<td>01</td>
<td>Thursday</td>
<td>Last Day of classes before Easter Break</td>
</tr>
<tr>
<td></td>
<td>02</td>
<td>Friday</td>
<td>Good Friday</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Monday</td>
<td>School Re-opens</td>
</tr>
<tr>
<td></td>
<td>26</td>
<td>Monday</td>
<td>Parent Teacher Interviews - Daytime</td>
</tr>
<tr>
<td>May</td>
<td>18-20</td>
<td>Tues. – Thu.</td>
<td>Spring Dance show &amp; Gala - evening</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Friday</td>
<td>Professional Development Day (K-12) (no Classes)</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Monday</td>
<td>Victoria Day (No Classes)</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Thursday</td>
<td>Grad Retreat - Daytime</td>
</tr>
<tr>
<td></td>
<td>27</td>
<td>Thursday</td>
<td>Grad Mass – St. Mary’s Cathedral - Evening</td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Friday</td>
<td>Graduation Day (Jubilee) (no classes)</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Saturday</td>
<td>Graduation Banquet</td>
</tr>
<tr>
<td>June</td>
<td>07</td>
<td>Monday</td>
<td>Athletic Awards</td>
</tr>
<tr>
<td></td>
<td>08</td>
<td>Tuesday</td>
<td>Academic Awards</td>
</tr>
<tr>
<td></td>
<td>10-11</td>
<td>Thurs. – Fri.</td>
<td>Final Exams Begin</td>
</tr>
<tr>
<td></td>
<td>14-16</td>
<td>Mon. – Wed.</td>
<td>Regularly Scheduled classes</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Monday</td>
<td>National Indigenous Day</td>
</tr>
<tr>
<td></td>
<td>22-28</td>
<td>Tuesday</td>
<td>Diploma and regular Exams resume</td>
</tr>
<tr>
<td></td>
<td>29</td>
<td>Tuesday</td>
<td>Teacher Organization Day – AM only</td>
</tr>
</tbody>
</table>
Homework Guidelines

The district recognizes meaningful, carefully-planned homework can support student success and be a complementary part of a student’s overall learning program. The district also recognizes:

- The potential impact of homework on family life;
- The role homework may play in supporting students’ self-confidence as a successful learner;
- The benefit of a district-wide, balanced, reasonable approach to homework.

The homework policy is further supported by specifics topics as outlined in Administrative Procedure 364:

1. Types of Homework
2. Guiding Principles
3. Holidays and weekends
4. Recommended times
5. Roles and responsibilities

Administrative Procedure 364 - Homework
www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

Each teacher will post on D2L their expectations concerning classroom learning, homework and evaluation criteria of the course as well as reassessment procedures.

Teacher advisors will reinforce the concepts of effective learning through the review of study skills and the organization of time for successful homework completion.

Homework is any task assigned by teachers that students complete during non-school hours. The Calgary Catholic School District recognizes well-planned homework in Grades 3-12 can be a meaningful part of a student’s learning. Time spent on homework may vary from one student to the next. Parents who have concerns with homework expectations should contact their child’s teacher or the school principal to discuss the situation and the options available. The Calgary Catholic School District has homework regulation which can be found at www.cssd.ab.ca.

Electronic Devices

Governing the presence of and use in schools of electronic or mobile devices such as cell phones is subject to the responsibilities of students under section 31 of the Education Act and is covered under the CCSD Student Code of Conduct (AP 351 - Sections 16 and 17). Specific to electronic mobile devices, the following unacceptable behaviors include but are not limited to:

- Acts of cyberbullying, harassment or intimidation;
- Breaches of digital online safety;
- Inappropriate use of mobile devices.

Each school is thereby authorized to establish, share publicly and implement site specific expectations and practices around the use of mobile devices as a component of its Student Code of Conduct and Progressive Discipline Plan.

All personally owned electronic devices are the sole responsibility of the student. The school is not responsible for loss or damaged items.

Mobile Devices

The use of student devices can have both very positive and very negative impacts on both learning and school climate and culture of Father Lacombe High School.
Teachers will specifically define the **conditions** when cell phones are permitted to be visible and in use. There are three basic conditions which are:

1. The cell phone use in the classroom is a component of instruction;
2. When students are engaged in independent work and permission has been given by the teacher;
3. When it is a non-instructional period such as lunch time, before school or after school.

**Unless one of these three conditions is present, then it is assumed that the cell phone must be secure in the student's locker, book bag or pocket and **NOT** be visible or in use until advised by the teacher.**

These devices should NEVER be brought into or left in the PE change rooms.

**District Internet Use**

All staff, students and volunteers are required to sign the Acceptable Use Policy form annually.

*Administrative Procedure 351 - Student Code of Conduct*

www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

**Student Accident Insurance**

The Calgary Catholic School District carries a base coverage for all students, however, as it is not comprehensive, it is recommended that students involved in extra-curricular activities carry additional coverage. Information on insurance alternatives are sent home early in September. Parents may opt to purchase student coverage with their own carrier, but proof of coverage must be supplied before a student is allowed to participate in any interscholastic sports teams.

Every student who participates in JH/SH competitive sports must have a signed Parental Authorization to Participate in Competitive Sports form filed with the school. (This regulation includes Elementary Danceworks)

*Administrative Procedure 531 - Student Insurance Programs*

www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

**Attendance Policy**

Section 31 of the *Education Act* states that students must “attend school regularly and punctually”. Regular attendance is expected of all students except when illness or a family emergency prevents attendance.

Whenever possible, parents are requested to schedule dental, doctor or other appointments outside of school hours. Teacher professional days are an ideal opportunity to book those appointments without disruptions to the instructional process. Your cooperation is greatly appreciated.

When students are absent without the school being notified, parents will be contacted through the school automated absence system, SchoolConnects. Parents will be asked to contact the school regarding their child’s absence. Office personnel will also attempt to contact parents by telephone. This procedure is undertaken to ensure the safety of our students. When parents authorize their children to leave the campus during the school day, the District accepts no liability for those students during those times.

Each principal must have procedures for monitoring and addressing irregular attendance. The plan must involve the School Resource Team (SRT) or counsellor in proactive problem solving which could include meetings with students/parents/legal guardians and implementation of an attendance improvement plan. Communication between home and school is essential.
Access information regarding Excused and Unexcused Absences in AP 330.

**Administrative Procedure 330 - Student Attendance**
www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

Excellent attendance goes hand in hand with achievement. Students with excellent attendance will be acknowledged for their dedication to their studies. Attendance and punctuality are compulsory for all courses including T.A. in which a student is registered. Although parents and school staff can support and encourage regular school attendance, it is ultimately the student’s responsibility. Regular attendance in class is one of the most important contributing factors to successful student learning and achievement.

Administration may excuse a student absence if the student:
- is unable to attend due to illness, medical/dental appointment, bereavement or other unavoidable reason with parental or guardian permission
- is on a school organized field trip
- is suspended from school by school administration

In order to report an absence or late, parents must phone in advance of the absence or by NOON on the day of the absence. Please call the school (403)500-2066, then press 1; accessible 24 hours. Notes are not acceptable. Telephone calls from students are not acceptable.

Should students have excessive absences; the school will initiate a student attendance agreement. If a student is absent due to a prolonged illness, a doctor’s note will be required.

If attendance does not improve the school will seek to initiate the implementation of an attendance improvement plan.

**Note:** If students are late or miss a class without the school being notified a call will be made to the parent/guardian through SchoolMessenger.

**Inclement Weather**

When conditions reach -20 Celsius or colder including the wind-chill factor, it is recommended that students be kept inside for recess or lunch breaks.

Final responsibility to prepare a child for inclement weather belongs to the parents/legal guardians.

**Administrative Procedure 133 - Inclement Weather**
www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

**Emergency Procedures**

Schools are required to complete announced and unannounced fire drill and lockdown safety drill practices throughout the school year. These safety drills are intended to give students an opportunity to practice procedures to be followed in the event of a real emergency and to help them develop confidence and self-control if faced with an emergency situation. Research shows that individuals will respond in an emergency the way they have been trained to do so. Please be assured the district has emergency plans in place and all school personnel have been trained in emergency preparedness.

**Administrative Procedure 165 - Safety Drills**
**Administrative Procedure 132 – Emergency Closings and Cancellations of School**
www.cssd.ab.ca > About Us > District Governance > Administrative Procedures
Security

During the instructional times of the day access to schools is restricted to the front door.

Administering Medication

In creating a safe and supportive environment for students and staff with medical conditions, the district develops appropriate processes, procedures and plans to address medical needs.

No student will be given any medication unless an “Authorization for Administering Medication Form” has been filled out annually and submitted to the school.

Students with Allergies

CCSD schools are not “Nut-Free” as we are unable to guarantee that nuts will not be a part of student snacks and lunches. Although sending nut-free food items is encouraged, parents make decisions regarding food items for their child.

To support a safe environment for all students with allergies:
- We talk to staff and students about knowing who has an allergy and about what our collective responsibility is as a community
- We strongly encourage those with allergies to continue to be vigilant about avoiding allergens
- We encourage families to avoid packing food products at school that contain nuts
- We encourage a safe environment for everybody in our learning community, by working together with increased awareness and shared vigilance

Communication

All CCSD schools communicate with parents / guardians through School Messenger, an automated system, which sends out emails, texts or phone messages.

Parents, students and teachers are to establish and maintain clear lines of communication throughout the school year. If concerns arise, please follow these procedures:

- a) For a class matter, contact the teacher first. If further discussion is required, please contact an administrator;
- b) For a school-wide matter, contact school administration;

School Website - Each school maintains an informative website where pertinent school and district information and calendar events can be found. Parents and students are encouraged to regularly visit the school website for updated information.

Grades 7 - 12

BRIGHTSPACE is an online communication platform that allows students and parents to monitor homework, grades and utilize other educational tools. Student agendas are no longer commonly used in junior high schools, and not in senior high schools, students are expected to use Brightspace to plan their homework activities and monitor assignment due dates and academic progress. Electronic organizers are also available on BRIGHTSPACE. Students can communicate directly with teachers through Brightspace.

Parents are encouraged to review their child's homework and grades regularly through this platform.
Consistent with Alberta Education’s mandate, the reporting process requires teachers to ensure that they effectively communicate to parents/legal guardians about what the child progress in relation to the provincial programs of study. Scheduling of parent teacher conferences throughout the school year also facilitates in-person communication and deeper conversations about student learning between home and school. Most schools use Conference Manager to facilitate this process.

Administrative Procedure 361.1 - Parent Teacher Conferences
www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

School Council

All parents/legal guardians with children attending school are members of their local school council and are encouraged to participate in council activities.

Councils usually meet on a monthly basis. School Councils are established in all schools and serve as a vehicle for parents/legal guardians, principals and teachers to meet and work together towards common goals. School council chairs also meet with one another, district administrators and members of the Board of Trustees at district-wide meetings. Please speak to your child’s school principal to get involved.

www.cssd.ab.ca > Parents > School Council

Student Organizations, Clubs and Extra-curricular Offerings

To ensure a well-rounded educational experience for all students, our school community may provide several extra-curricular offerings during the school year. These may include the following, all of which will be facilitated by school staff and aligned with Catholic teachings:

- Athletics
- Dance
- Drama
- Social Justice
- Digital Yearbook
- Student Council
- Spoken Word
- Breakfast Club
- Sustainability Club
- Liturgies
- Band
- Choir

If you wish further information about any of these offerings, please contact the principal.

Administrative Procedure 350 – Welcoming, Caring, Respectful, and Safe Learning Environments
www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

Student Code of Conduct/Dress Code

The student code of conduct ensures that each student enrolled in a school operated by the District is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging to support Catholic Communities of Caring; and to support the District’s Mission, Value, and Vision Statements.
The student code of conduct guides our students and staff regarding appropriate and inappropriate conduct, dress code and activities as outlined in section 31 of the Education Act.

**Administrative Procedure 351 - Student Code of Conduct**
www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

**Air Rifles/Guns**

The district prohibits students from possessing weapons or engaging in violent or threatening acts on school property, and at school sponsored functions and activities. "Weapon" means any object, device, or instrument designed or through its use is capable of threatening or producing bodily harm to oneself or others. By this definition, air rifles/guns are therefore considered weapons. As it is challenging to visually identify these weapons as air rifles/guns, school staff, Calgary Police Services and the RCMP will likely respond in the same manner as they would an actual rifle/gun. For the safety of all students, staff and visitors in the school, these items are not allowed on school property or at school-related activities under any circumstance.

As outlined in the Education Act, students can be held accountable for conduct that occurs outside of the school building or school day and electronically (e.g. social media), if the conduct negatively affects a member of the school or interferes with the school environment.

**Progressive Discipline Plan:**

Students who engage in unacceptable behavior will be held accountable through the school’s progressive discipline plan. Consistent and logical consequences, rather than punitive measures, are important to support students in making appropriate choices and help shape their future actions.

In any disciplinary situation, each student will be dealt with on an individual basis, and will take into account the student’s age, maturity and individual circumstances. As well, parental or district administration involvement may be requested to support school discipline procedures.

The school’s use of the progressive discipline plan will determine the expectations, consequences and the progression of actions to be taken depending on the severity and/or frequency of the occurrences. At all times, teachers and administrators will use their professional judgment in applying consequences.

Consequences must have a positive effect on the student’s journey through reconciliation, either formally or informally, with the school community and those affected by the student’s behaviour. The following consequences are progressive in their degree of intervention and will be enacted depending on the frequency and severity of occurrences.

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences, including:

- prevention measures and initiatives;
- early and ongoing intervention strategies;
- strategies to address unacceptable behaviour.

Interventions and consequences increase when:

- the concerning behavior is persistent;
- the concerning behavior escalates;
- there is a very serious infraction of the code of conduct.

Interventions and consequences may include, but are not limited to, the following:

- informal conferences;
● restriction of privileges;
● parent conferences;
● in-school suspensions;
● risk assessment;
● suspension / expulsion (AP 356, AP 356.1);
● student relocation;
● Behaviour Support Plan (as part of the Learner Support Plan);
● involvement of Instructional Services and supports;
● involvement of external services and supports.

The principal may involve police in disciplinary matters when criminal activity has become evident. When police are involved, the principal will conduct a separate, parallel investigation at the school level and provide disciplinary action separate from any criminal charges that may be issued.

Suspension

Serious infractions of school expectations can result in a suspension. A student under suspension from school may not enter school property during the term of suspension.

A suspended student may not participate in or attend any school activity or athletic event during the time of the suspension.

Student support:
Support will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour. This is significant because while the student code of conduct must address the consequences for inappropriate behaviour, such as bullying, it also ensures that support (not just consequences) is provided to those students who engage in unacceptable behaviour. Examples of how support could be provided to students who have engaged in unacceptable behaviour include mentoring, restorative processes, regular check-ins with teachers or schools’ counsellors, counselling, etc.

Consideration of student diversity:
The Education Act requires that the student code of conduct address consequences for unacceptable behaviour and that these reasonable consequences take into account the student’s age, maturity and individual circumstances. The specific circumstances of the situation and of the student need to be taken into account when determining appropriate consequences. For example, any diverse needs that the student has – whether they are physical, behavioural, communicational, mental health, trauma, etc. – must be considered. The age and maturity of students involved should be considered when determining the consequences and support required.

Field Trips

The district arranges for students/children in the district to participate in field trips, tours, off-campus activities, athletic events and/or other excursions (“field trip”) which, in the opinion of the district, have definite educational, athletic or cultural value.

The district, through the relevant school, will provide parents/legal guardians a Field Trip Consent form which shall include the following particulars of any field trip two weeks, if possible, and at least three school days, at minimum, prior to the intended date of the field trip:

(a) destination;
(b) arranged supervision;
(c) date(s) and time(s);
(d) transportation plans;
(e) associated risks that should be highlighted regarding the field trip;
(f) costs, if any;
(g) a telephone number through which additional information on the field trip may be obtained; and,
(h) parent/legal guardian consent and waiver form.

It is the parents/legal guardians’ responsibility to advise the school of any medical condition(s) that may affect the student/child’s participation in the field trip. Parents/legal guardians need to understand that any medical information requested would be collected for the purpose of student safety during field trips, including student athletic events (which are generally considered to have an inherent element of risk of injury despite all safety precautions), and, that in the event of a medical emergency, the supervising teacher or any one of the volunteer chaperones may seek medical advice and/or treatment deemed necessary for the health and safety of the student/child and the parent/legal guardian shall be financially liable for the provision of such medical emergency services.

Parents/legal guardians shall agree to release and hold harmless the Calgary Catholic School District, the school, and their respective agents, servants and employees, from and against any and all claims for damages or bodily injuries arising out of the student/child’s participation in an authorized field trip. The district will, however, be responsible for any injuries and damages suffered by the student while participating in any such field trip that arises as a result of the negligence of the district.

Parents/legal guardians have the right to advise the district, through the relevant school, in writing, at least two school days before the commencement of any particular field trip, that they do not consent to the student/child participating in the field trip, in which event their consent and authorization will be considered as withdrawn for the particular field trip and the student shall not be allowed to participate in such field trip.

**Student Support Services**

**Teacher Advisor Program.** Each student is assigned a Teacher Advisor who will meet with their TA’s twice a week, Mondays and Wednesdays for 15 minutes each.

The Teacher Advisor is available to the student to provide advice, direction and guidance. Each teacher advisor assists the student in course selections and provides students with information regarding activities within the school. A student’s partnership with his/her T.A. will last as long as the student attends Father Lacombe High School.

The Teacher Advisor period is part of our instructional day. Missing a T.A. period will be considered an absence and may affect a student’s eligibility to participate in the Commencement Ceremonies in Grade 12 or result in the student being placed on an academic probationary contract that could result in the student withdrawing from classes.

**Diverse Learning Teacher:** This position supports classroom teachers and students in Grades K-12 identified by Alberta Education coding and with unidentified learning needs. Support is provided in conjunction with the homeroom teacher and within the framework of the Alberta Education Programs of Study.

A key component of this support is the development and implementation of the Learner Support Plan (LSP), which guides teachers, parents and the diverse learning teacher during the year as they deliver the instructional program. The LSP is developed annually with parental involvement and student input, and is intended to be a working document that is consulted, reviewed and adapted with all stakeholders on an ongoing basis throughout the school year.

*Administrative Procedure 214 - Diverse Learning*

[www.cssd.ab.ca > About Us > District Governance > Administrative Procedures](http://www.cssd.ab.ca)
School Resource Team: The School Resource Team (SRT) is a school-based team consisting of teachers, diverse learning teachers, and administration who engage in a collaborative process for supporting diverse student needs. Through the process, the SRT team may identify learning needs, brainstorm possible school-based strategies and supports, and/or request additional support from the district’s Instructional Services team.

The high school team include counsellors, SRO, chaplain, career practitioner, teacher advisor and success coach.

District Support Services: The Instructional Services team within the Calgary Catholic School District provides academic, social-emotional, behavioural, cultural and faith-based supports to teachers and students with a goal to support student excellence.

The Instructional Support team includes district consultants, district counsellors, psychologists, in-home family support workers, intercultural and multicultural support workers and more.

Please speak with your child’s classroom teacher or school administration if you feel you or your child would benefit from any of these supports.

STUDENT SERVICES DEPARTMENT (GUIDANCE COUNSELORS)

Career, academic and individual counseling services are available through the Student Services Department. Father Lacombe High School has experienced counselors who are professionally trained to meet the needs of all students.

The Father Lacombe counseling program is dedicated to promoting the whole student: spiritual, personal, social and intellectual. Through guidance and support we aim to foster the overall well-being of students so they are prepared for life after high school. Counselors assist in the selection of programs and courses through scheduled interviews as needed throughout the year.

Counselors are available to help parents who require advice relating to the well-being of their child and when needed, can refer parents to community agencies. Parents are invited to contact counselors should they have any concerns. The Student Services Department serves a wide variety of student, family and staff needs.

CHAPLAIN

Father Lacombe High School’s Chaplain is assigned to the school by the Bishop of the Calgary diocese. Our school Chaplain is Chaplain Naazim Kotadia. Chaplain Kotadia’s office is located beside the chapel and he is available to assist with students’ spiritual and moral development. Students are encouraged to drop into the Chaplain’s office to discuss any concerns that they might have. Chaplain Kotadia may be reached at (403) 500-2066, extension #336.

CAREER CENTRE

The Career Centre is coordinated by the Student Services Department. The Centre contains an extensive inventory of career related materials, both in print and computer on-line format. Career research activities, occupational information and awareness of post-secondary educational opportunities assist students in making appropriate career choices. The Career Practitioner is available part-time; hours will be posted. Students are encouraged to visit the Career Centre to book a specific appointment time or drop-in for assistance. Parents are also invited to contact the career practitioner to discuss their child’s career goals by calling (403) 500-2066 ext. 316.

Father Lacombe High School has access to an excellent Career Exploration tool that students and parents can access on the Internet from home throughout the year. To access www.careercruising.com you are required to enter Username: Lacombe and Password: careers. If you have questions about the program, or if you or your parents would like to attend a “Career Planning Workshop” please contact the career practitioner. Successful career planning involves a very important component of SELF-DISCOVERY! Determine your personality type, assess your work values, and identify your interests and skills. Creating a clear picture of
who you are is essential in the career decision-making process. Students are encouraged to access the Career Centre for assistance with Self-Discovery exercises.

Another excellent source of Alberta specific career, learning/education, and employment information is available free at www.alis.gov.ab.ca.

SCHOOL RESOURCE OFFICER (S.R.O.)

Father Lacombe High School is pleased to have the services of a School Resource Officer. The S.R.O. is a member of the City of Calgary Police Service and is able to assist students and give advice on many aspects of the law. The SRO, in partnership with administration, develops a positive rapport with the school community that enhances the image of policing, while supporting a safe and secure learning environment.

District Support Services: The Instructional Services team within the Calgary Catholic School District provides academic, social-emotional, behavioural, cultural and faith-based supports to teachers and students with a goal to support student excellence.

The Instructional Support team includes district consultants, district counsellors, psychologists, in-home family support workers, intercultural and multicultural support workers and more.

Please speak with your child’s classroom teacher or school administration if you feel you or your child would benefit from any of these support personnel.

OTHER SUPPORTS:

- In School Settlement Worker: Urick Manoo – Urick.Manoo@cssd.ab.ca – 403-500-2066
- FNMI Liaison Worker: Deb Todd – Debbie.Todd@cssd.ab.ca – 403-500-2066
- Work Experience Teacher: Dave MacSween – David.MacSween@cssd.ab.ca – 403-500-2066

Student Assessment

Grade 9 students write Provincial Achievement Tests in May and June. Parents will be informed of their child’s performance in June and in the fall.

Process of informing parents.

Under both the School Act and the Alberta Education Act, an independent student is entitled to exercise all the rights and powers that the student’s parents are normally entitled to exercise. A Independent Students:

A student becomes independent upon turning 18 years of age or if they are living independently (some exceptions apply). Immediately after a student becomes an independent student, all communication between home and school shifts directly to the student, unless the student gives written consent for communication with parents/guardians. Letters will be provided to parents prior to their child turning 18 to inform parents of this, and students will be given a form to complete shortly after becoming an independent student to allow for the consent to continue communication with parents. If you have further questions about this process, please contact administration.
School Fees

In accordance with Bill 1 all parents of students in the Calgary Catholic School District (CCSD) are expected to pay school fees. Fees are collected for several reasons and allow your child to participate fully in educational enhancements and activities.

School fees can include:
1. Activity and field trip fees (core subjects): Used for special class activities, presentations, and field trips
2. Programs of choice and CTF fees (junior high and high school only)
3. Extracurricular fees (junior high and high school only)
4. Noon hour fees (elementary and junior high school only)
5. Optional fees: Used for school/program specific requirements (such as recorders, yearbooks and gym strip)

The school fees charged per student vary from school to school and parents will receive notice from their school in September of each school year outlining fee amounts and payment options.

There must be provisions at each school to waive fees for students who cannot pay due to financial hardship. These provisions must be communicated clearly and explicitly to parents and students. The CCSD fee management and online payment system is an easy and secure way to pay school fees from the comfort of your home. Payments can be made by credit or debit card. For more information or to pay fees online, please visit www.cssd.ab.ca and click the “Online Fee Payment” icon. Email feeinquiry@cssd.ab.ca for more information.

Fees can also be paid directly to the school by cheque or cash.

In cases of financial hardship, a fee payment plan may be discussed with the school principal or designate. Please contact your school directly.

Lost or Damaged Books

Students are responsible for returning their textbooks and library books. All books must be returned in good condition. Fees may be applied if they are lost or damaged.

Administrative Procedure 505 - School Fees
Administrative Procedure 511 - School Generated Funds Including Fees
www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

Lost or damaged book policy at your school: A fee is charged to the student account for books that are lost or damaged.

School Visitors

Any person in a school other than students and school staff is considered a “visitor.” This includes volunteers, parents, caregivers, district personnel and the public. To ensure a safe learning environment for our students, Occupational Health and Safety regulations require all visitors to report and sign in at the front office upon entering the school.

All volunteers and district personnel are required to wear a name tag while in the school, including those who are at the school on a regular basis.
Volunteers

Volunteers are an important part of our school community. The support of volunteers is beneficial to students and teachers and enables schools to provide opportunities for students that would not be possible otherwise. We value the time and energy you put into supporting our school.

The principal of the school has the responsibility, in consultation with staff, parents, and the community, to determine who will volunteer in the school and what form each school’s volunteer program will take. The principal is guided in all decisions, including those related to volunteers, by the provincial Education Act as well as district policies, regulations and practices. It is expected that all schools will have a volunteer handbook and will ensure all volunteers attend an annual orientation prior to service.

In developing their school specific Volunteer Handbook, principals will use this guideline and attached documents.

Volunteers taking part in overnight field trips and/or volunteer coaching must have a current police security clearance. This must be updated every three years.

If you are interested in volunteering please contact the school administration.

Administrative Procedure 490 - Volunteers in Schools
www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

Volunteer Handbook
www.cssd.ab.ca > Parents > Documents

School Phone Use

Should an emergency occur or an urgent need arise and you wish to contact your child, then we will call your child to the office to speak to you. This way, we are assured that critical messages do not go astray. Should the student have an urgent reason to contact the parent, the teacher and office staff will be happy to facilitate the use of the school telephone. Please note that the school phone is to be used for urgent matters only and is not to be used to arrange playdates or other extracurricular activities. These should be arranged at home between the parents and the students before or after school times.

Lost and Found

Each school has a Lost and Found area where students and parents may find missing items, please contact the office for its location. Students should refrain from bringing valuables, collectibles and large sums of money to school. The school cannot be responsible for lost or stolen items.

Eg. Sweaters, jackets, book bags, lunch kits, etc. may be claimed from the lost and found box. At Christmas, Easter and the end of the year, any unclaimed items will be given to a charitable organization or discarded

Transportation

Students must reside within the school boundaries and live at least 1.8 kilometers from the school to be eligible for charter busing. District policy states that students must have completed a transportation application form and have made arrangements with the school for payment before they will be permitted to ride the bus. Students who reside further than 1.8 kilometers from their designated school must complete a transportation application form. Kindergarten are not required to pay transportation fees.
The school does not have the ability to change routes or create stops. Please contact the school to complete a Transportation Change Request form.

During unpredictable weather conditions please consult the My School Bus APP.

**Junior High/Senior High Students:** Students in the City of Calgary residing 2.4 kilometers or more from their designated school are eligible to receive subsidized bus passes.

**Student Conduct on Buses/Taxis (includes charter services and City Transit)**
Students riding the bus/taxi must remember they are accountable to the driver and through him/her to the principal of the school. Continued violation of any of the rules listed in AP 351 may lead to the loss of riding privileges, loss of bus pass or, suspension from school.

AP 351

Please see AP 560 for further details on students residing in the Rocky View School division, programs of choice or alternative schools, special education students, special circumstances, and payment in lieu of transportation.

Administrative Procedure 560 - Student Transportation
www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

**Parking Drop-off and Pick-up Location**
To ensure student and staff safety, it is imperative that parents follow the directions of the school regarding pick up/drop off and use of staff parking lot.

**Student Recognition**
Lacombe highlights Honor Role quarterly. In June each year, the school hosts an athletic banquet and awards evening.

**SCHOLARSHIPS, BURSARIES AND AWARDS**
Venturing into post-secondary study is an important decision that requires planning. Part of formulating this plan is determining the resources to finance post-secondary education. Rising costs of post-secondary study and related student debt loan are major concerns of all students. Loans, bursaries and scholarships all provide avenues that help make educational opportunities available to Father Lacombe students.

A Scholarship Bulletin is made available to students through T.A.s and the Student Services office. This scholarship and bursary information lists awards for which the guidance office has applications, but is not an exhaustive list. Students are encouraged to do their own research as other awards are available for which the school may not have information. Students may assume that awards are only available to high academic students; however, many are based on athletics, leadership activities, business donations or financial need.

Application deadlines vary according to each scholarship and money is usually allocated in the fall, after verification of registration at a post-secondary institution. There are some Grade 11 awards available; however, money is allocated after Grade 12.

Scholarship/Bursary information meetings are held periodically throughout the school year to assist students with application information.
HONOUR ROLL

Father Lacombe High School is proud to recognize its top academic students in three categories: Honors with Distinction (85%-100%), Honors Standing (80%-84%) and Honorable Mention (75%-79%). Students must be working on a minimum 13 credits per semester and have no course mark below 60%. Exceptions are made for some grade 12 students who meet graduation requirements. These credits may include Distance Learning Courses. A student’s average is calculated based on credit-weight. An Honor Roll is displayed in the main foyer. Major awards are presented at the June Awards Ceremonies.

Lockers

1. The Calgary Catholic School District, through its agent, Father Lacombe High School, provides lockers for student use and convenience. The school owns and controls the lockers. Students are welcome to use the lockers to store items. If possible, lockers will be assigned to students near their teacher advisor’s classroom.
2. The school reserves the right to search a student’s locker when there is reasonable cause to believe that the locker is improperly used for the storage of any substance or object, the possession of which is illegal, or any substance or materials which pose a hazard to the safety and good order of the school.
3. In registering for and using a locker, it is agreed and understood that use of the locker is at the student’s own risk and the district, its administrators, school administrators, teachers and other employees are NOT in any way responsible for loss or theft of any goods or articles stored in the student’s locker.
4. Guarded “school issued” combination locks must be used and the combination must be registered with the appropriate teacher advisor. (All other locks or locks that are not school issued or have not been registered will be cut off.) School locks are provided for Grade 10 students only. This lock is intended for use in Grade 11 and 12 also. Grade 11 or 12 students who a school lock need may purchase one at the Business Office.
5. It is essential that combinations are not shared with anyone. Valuable articles of clothing, possessions or money should not be left in lockers. The school is not responsible for items that are lost, misplaced or stolen.

Learning Commons

The learning commons is a facility conducive to study where students can obtain instruction and guidance in print, audiovisual and computer library research. The Learning Commons provides our staff and students with:
Access to a variety of daily newspapers and weekly and monthly magazines.
Print materials (fiction and non-fiction books) are signed out for a 2-week period.
Reference materials, magazines and newspapers are only to be used in the library.
Students must present their ID cards to borrow library materials.
The networked computer lab accommodates 33 computers for curriculum integration and access to the Internet.
All students are required to follow the rules set out for Computer lab use in the Calgary Catholic School District Acceptable Use Policy for Internet Use and the Father Lacombe High School Computer Use Policy Statement, which are signed at the beginning of the school year.
Hours of operation for the Learning Commons are:
Monday-Thursday: 8:00 a.m. - 4:00 p.m.
Friday: 8:00 a.m. - 3:00 p.m.

Chapel

Father Lacombe High School has a chapel, which is available for staff and students. The chapel is a place of prayer and quiet reflection and is open all day. Liturgies are scheduled in the chapel throughout the year.
Cafeteria

The cafeteria is open before school and at lunch, Monday to Friday. It provides full course meals as well as sandwiches, salads and snacks. Students are requested to clean up after they have finished eating.

Physical Education

Students are expected to be changed into gym strip for physical education class. Students who would like to use the weight room before and after school may purchase a weight room pass or “Toe-Tag” through the business office during their hours of operation. (After completing safety orientation with a P.E. teacher)

Textbooks

Father Lacombe High School students receive textbooks. A current student ID card is required to obtain textbooks from the Laser Shop. Textbooks must be returned promptly at the end of a course.

Textbook Rules

- To request textbooks students must present a valid, scan able ID.
- For identification purposes, please sign your name in the textbook.
- Students are responsible for textbooks assigned to them.
- Textbooks are distributed at the beginning of each semester.
- Books are to be returned the last day of classes or the day of your exam in each semester.
## Graduation Requirements

### ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS

Complete and meet the standards of the following courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 30-1 or 30-2</td>
<td>15</td>
</tr>
<tr>
<td>Social Studies 30-1 or 30-2</td>
<td>15</td>
</tr>
<tr>
<td>Math 20-1, Math 20-2, Math 20-3</td>
<td>10</td>
</tr>
<tr>
<td>Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20 (or any 10 credit combination of Science courses that includes Science 10 or 14)</td>
<td>10</td>
</tr>
<tr>
<td>Physical Education</td>
<td>3</td>
</tr>
<tr>
<td>Career and Life Management</td>
<td>3</td>
</tr>
</tbody>
</table>

Subtotal                                                                | 56      |

10 credits in any combination from:

- Career and Technology Studies or Fine Arts or International Languages or Physical Education 20 and/or 30 level courses or Locally developed Courses or K & E Occupational Courses or RAP |
- 10 credits in any 30-level course in addition to English 30-1 or 30-2 and Social Studies 30-1 or 30-2 |
- Religious Education 15, 25, 35                                        | 10      |
- Other Credits                                                          | 9       |

Total                                                                  | 100     |

The High School diploma represents the mission and values of our school community and our school district. In addition to the Alberta High School Diploma requirements, all Calgary Catholic high school students must complete Religious Education courses in each of their high school years (Religious Education 15, 25, 35). Students who are successful in these requirements are eligible to participate in the graduation exercises.

## Certificate of Achievement

The Certificate of Achievement is awarded to students who complete the Knowledge and Employability (K. & E.) courses. To earn this certificate, students must complete a minimum of 80 credits in designated core and occupational courses.

Students may transfer from the Certificate of Achievement route to the Alberta High School Diploma route. The credits earned in K & E courses may be applied to an Alberta High School Diploma. For more information, please visit the Student Services department.

## Graduation Requirements

1. A potential graduate will successfully complete 9 credits in Religious Studies 15, 25, and 35.
2. A potential graduate will fulfill all the requirements set out by Alberta Education regarding credits in appropriate Core Gr. 12 level subject areas, CTS, and option courses. Students are expected to be
3. passing all their subjects required for the Alberta High School Diploma during their Grade 12 year by the time of the final graduation list posting.
4. Student registered in Distance Learning courses are also expected to be at a passing grade and on schedule for completion.
5. A potential graduate will adhere to the schools’ Student Expectations. (See section: Student Code of Conduct)

Note:
- Administration will make the final decision with regard to graduation candidates.
- The requirements to participate in the graduation banquet and Grade 12 retreat is at the discretion of each high school administrative team.

Three Year High School Program

The Calgary Catholic School District expects that most students complete high school in three years. Students who may require a fourth year of high school may remain at their home school or directed to St. Anne’s Academic Centre depending on programming needs of the student. If students plan to attend St. Anne’s Academic Centre they must set up a registration appointment in June or late August by calling St. Anne Academic Centre (403)500-2012.

DROPPING OF COURSES

Students must select their courses very carefully so they make appropriate choices to fulfill graduation requirements in three years of high school. Parents who wish to have their child not continue in a class are to arrange a meeting with the grade level Vice Principal and Counselor. Students in grade ten are required to carry full course loads unless discussed with Grade level Vice Principal and approved.

Gambling and Games of Chance

Students are reminded that gambling, rolling dice, cards, and other games of chance are strictly prohibited. Students who choose to ignore this rule could face more serious consequences such as suspension.

Visible IDs

It is an expectation that all students carry their ID cards all day and must be able to produce them as requested. This measure has been adopted to ensure safety and security for students and staff. Visible ID is also necessary for book rentals, bus pass purchase, computer use, purchasing supplies, etc.

Students are encouraged to leave their lanyards and ID hanging in their lockers at the end of each school day. Students who lose their ID must purchase new cards for a cost of $3.00. Lanyards may also be purchased at the Business Office.

Parking

There is a designated student parking lot. Students who drive to school must use this parking lot. Do not park anywhere in the surrounding community, in front of the school or on the east side of the school. The parking lot is not an area for social interaction. Students must leave their cars promptly upon arrival and depart promptly when leaving the school. Lunch is not to be eaten in cars, nor is it appropriate to spend study periods in the parking lot. Student vehicles must be registered at the business wicket. Students will receive a parking pass which is to be visible for the SRO and administration to see.
Student Activities

There is a Student Council at Father Lacombe that sponsors a variety of programs that are of high interest to students and aids in the social development of students at Father Lacombe High School.
Father Lacombe High School

2019-20 SPORTS SEASON

TEAM SPORTS SCHEDULE

Pending AHS Guidelines

<table>
<thead>
<tr>
<th>SPORT</th>
<th>PRACTICE STARTS</th>
<th>REGULAR SEASON BEGINS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jr/Sr Football</td>
<td>Aug 2020</td>
<td>Sep 2020</td>
<td></td>
</tr>
<tr>
<td>Jr/Sr Girls Soccer</td>
<td>Aug 2020</td>
<td>Sep 2020</td>
<td></td>
</tr>
<tr>
<td>Cross Country</td>
<td>Aug 2020</td>
<td>Sep 2020</td>
<td></td>
</tr>
<tr>
<td>Boys &amp; Girls Volleyball</td>
<td>Aug 2020</td>
<td>Sep 2020</td>
<td></td>
</tr>
<tr>
<td>Swim/Dive</td>
<td>Oct 2020</td>
<td>Nov 2020</td>
<td></td>
</tr>
<tr>
<td>Boys &amp; Girls Basketball</td>
<td>Nov 2020</td>
<td>Dec 2020</td>
<td></td>
</tr>
<tr>
<td>Girls Rugby</td>
<td>Mar 2021</td>
<td>Apr 2021</td>
<td></td>
</tr>
<tr>
<td>Jr/Sr Boys Soccer</td>
<td>Mar 2021</td>
<td>Apr 2021</td>
<td></td>
</tr>
<tr>
<td>Track &amp; Field</td>
<td>Mar 2021</td>
<td>Apr 2021</td>
<td></td>
</tr>
<tr>
<td>Badminton</td>
<td>Mar 2021</td>
<td>Apr 2021</td>
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</tr>
</tbody>
</table>
Student Assessment

The school year is divided into 2 semesters. At each semester end there is an examination period when final exams are written.

- 1st Semester exams take place in January
- 2nd Semester exams take place in June

3 credit courses are completed in approximately 2 months. The finals for these courses are written in November, January, April and June. Grade 12 students are required to write the Alberta Diploma exam at the end of each core course. These dates are set by Alberta Education.
### Diploma Exam Schedules 2020-21

**August 2020**

Diploma exams must be administered according to the scheduled dates and times.

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, August 4</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>English Language Arts 30–1 Part A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language Arts 30–2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Français 30–1 Partie A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>French Language Arts 30–1 Partie A</td>
</tr>
<tr>
<td>Wednesday, August 5</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Social Studies 30–1 Partie(s) A</td>
</tr>
<tr>
<td></td>
<td>9:00 A.M.–11:30 A.M.</td>
<td>Social Studies 30–2 Partie(s) A</td>
</tr>
<tr>
<td>Thursday, August 6</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Mathematics 30–1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics 30–2</td>
</tr>
<tr>
<td>Friday, August 7</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>English Language Arts 30–1 Part B</td>
</tr>
<tr>
<td></td>
<td>1:00 P.M.–4:00 P.M.</td>
<td>English Language Arts 30–2 Part B</td>
</tr>
<tr>
<td></td>
<td>1:00 P.M.–4:00 P.M.</td>
<td>Français 30–1 Partie B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>French Language Arts 30–1 Partie B</td>
</tr>
<tr>
<td>Tuesday, August 11</td>
<td>9:00 A.M.–11:30 A.M.</td>
<td>Social Studies 30–1 Partie(s) B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Studies 30–2 Partie(s) B</td>
</tr>
<tr>
<td>Wednesday, August 12</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Chemistry 30</td>
</tr>
<tr>
<td></td>
<td>1:00 P.M.–4:00 P.M.</td>
<td>Biology 30</td>
</tr>
<tr>
<td>Thursday, August 13</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Physics 30</td>
</tr>
<tr>
<td></td>
<td>1:00 P.M.–4:00 P.M.</td>
<td>Science 30†</td>
</tr>
</tbody>
</table>
November 2020

Diploma exams must be administered according to the scheduled dates and times.

<table>
<thead>
<tr>
<th>All diploma exams remain secured before, during, and after administration.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, November 2</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Tuesday, November 3</td>
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<td>Wednesday, November 4</td>
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<td>Thursday, November 5</td>
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<tr>
<td>Friday, November 6</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Monday, November 9</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

All students are provided with up to double the official time noted above, if they require it.

When more than one diploma exam is scheduled on one day, principals may decide to start the administration early, provided these rules are followed:

- Diploma exams scheduled in the morning must not be started before 8 A.M. A diploma exam that is scheduled in the afternoon must not be started before noon.
- Students writing morning diploma exams cannot be dismissed until 10:00 A.M. and students writing afternoon diploma exams cannot be dismissed until 2:00 P.M.
- The order of diploma exams that are scheduled on the same day cannot change.
January 2021

Diploma exams **must** be administered according to the scheduled dates and times.

| Monday, January 11 | 9:00 A.M.–12:00 P.M. | English Language Arts 30–1 Part A*  
|                    | 9:00 A.M.–12:00 P.M. | English Language Arts 30–2 Part A*  
| Tuesday, January 12 | 9:00 A.M.–12:00 P.M. | Social Studies 30–1 Part(e) A*  
|                    | 9:00 A.M.–11:30 A.M. | Social Studies 30–2 Part(e) A*  
| Wednesday, January 13 | 9:00 A.M.–12:00 P.M. | Français 30–1 Partie A  
|                    | 9:00 A.M.–12:00 P.M. | French Language Arts 30–1 Partie A*  
| Tuesday, January 19 | 9:00 A.M.–12:00 P.M. | Français 30–1 Partie B  
|                    | 9:00 A.M.–12:00 P.M. | French Language Arts 30–1 Part B  
| Wednesday, January 20 | 9:00 A.M.–12:00 P.M. | Mathematics 30–1  
|                    | 9:00 A.M.–12:00 P.M. | Mathematics 30–2  
| Thursday, January 21 | 9:00 A.M.–12:00 P.M. | English Language Arts 30–1 Part B  
|                    | 9:00 A.M.–12:00 P.M. | English Language Arts 30–2 Part B  
| Friday, January 22 | 9:00 A.M.–11:30 A.M. | Social Studies 30–1 Part(e) B  
|                    | 9:00 A.M.–12:00 P.M. | Social Studies 30–2 Part(e) B  
| Monday, January 25 | 9:00 A.M.–12:00 P.M. | Biology 30  
| Tuesday, January 26 | 9:00 A.M.–12:00 P.M. | Chemistry 30  
| Wednesday, January 27 | 9:00 A.M.–12:00 P.M. | Physics 30  
| Thursday, January 28 | 9:00 A.M.–12:00 P.M. | Science 30†  

Starting in the 2020–2021 school year, Science 30 will be administered in English and in French during the in January writing session.

All students are provided with up to double the official time noted above, if they require it.
April 2021

Diploma exams must be administered according to the scheduled dates and times.

| All diploma exams remain secured before, during, and after administration. |
|-----------------------------------------------|-----------------------------------------------|
| **Monday, April 12**                         | **Tuesday, April 13**                        |
| 9:00 A.M.–12:00 P.M.                        | 9:00 A.M.–12:00 P.M.                        |
| English Language Arts 30–1 Part A           | Social Studies 30–1 Part(e) A                |
| English Language Arts 30–2 Part A           | Social Studies 30–2 Part(e) A                |
| **Wednesday, April 14**                     | **Thursday, April 15**                      |
| 9:00 A.M.–12:00 P.M.                        | 9:00 A.M.–11:30 A.M.                        |
| English Language Arts 30–1 Part B           | Social Studies 30–1 Part(e) B                |
| English Language Arts 30–2 Part B           | Social Studies 30–2 Part(e) B                |
| **Friday, April 16**                        | **Monday, April 19**                        |
| 9:00 A.M.–12:00 P.M.                        | 9:00 A.M.–12:00 P.M.                        |
| 1:00 P.M.–4:00 P.M.                         | 1:00 P.M.–4:00 P.M.                         |
| Mathematics 30–1                            | Chemistry 30                                |
| Mathematics 30–2                            | Science 30†                                 |
| Biology 30                                  |                                               |
| **Tuesday, April 20**                       | **Tuesday, April 20**                       |
| 9:00 A.M.–12:00 P.M.                        | Physics 30                                  |

†Starting in the 2020–2021 school year, Science 30 will be administered in English and in French during the April writing session.

All students are provided with up to double the official time noted above, if they require it.

When more than one diploma exam is scheduled on one day, principals may decide to start the administration early, provided these rules are followed:

- Diploma exams scheduled in the morning must not be started before 8 A.M. A diploma exam that is scheduled in the afternoon must not be started before noon.
- Students writing morning diploma exams cannot be dismissed until 10:00 A.M. and students writing afternoon diploma exams cannot be dismissed until 2:00 P.M.
- The order of diploma exams that are scheduled on the same day cannot change.
June 2021

Diploma exams must be administered according to the scheduled dates and times.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, June 10</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>English Language Arts 30–1 Part A*,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language Arts 30–2 Part A*</td>
</tr>
<tr>
<td>Friday, June 11</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Social Studies 30–1 Part(e) A*</td>
</tr>
<tr>
<td></td>
<td>9:00 A.M.–11:30 A.M.</td>
<td>Social Studies 30–2 Part(e) A*</td>
</tr>
<tr>
<td>Monday, June 14</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Français 30–1 Partie A</td>
</tr>
<tr>
<td></td>
<td>8:00 A.M.–12:00 P.M.</td>
<td>French Language Arts 30–1 Partie A*</td>
</tr>
<tr>
<td>Wednesday, June 16</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Français 30–1 Partie B</td>
</tr>
<tr>
<td></td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>French Language Arts 30–1 Part B</td>
</tr>
<tr>
<td>Thursday, June 17</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Mathematics 30–1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathematics 30–2</td>
</tr>
<tr>
<td>Friday, June 18</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>English Language Arts 30–1 Part B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>English Language Arts 30–2 Part B</td>
</tr>
<tr>
<td>Tuesday, June 22</td>
<td>9:00 A.M.–11:30 A.M.</td>
<td>Social Studies 30–1 Part(e) B</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Social Studies 30–2 Part(e) B</td>
</tr>
<tr>
<td>Wednesday, June 23</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Biology 30</td>
</tr>
<tr>
<td>Thursday, June 24</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Chemistry 30</td>
</tr>
<tr>
<td>Friday, June 25</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Physics 30</td>
</tr>
<tr>
<td>Monday, June 28</td>
<td>9:00 A.M.–12:00 P.M.</td>
<td>Science 30¹</td>
</tr>
</tbody>
</table>

¹Starting in the 2020–2021 school year, Science 30 will be administered in English and in French during the in June writing session.

Monday, June 21, 2021 is National Indigenous Peoples Day—no diploma exams are scheduled.

All students are provided with up to double the official time noted above, if they require it.