



Student Handbook and Registration Guide 2016 - 2017



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INTRODUCTION

This handy reference will provide much of the information you need to make the best possible choices in relation to your educational and career goals while attending LCI. You are encouraged to involve your parents, counsellors, advisor, and teachers in these important decisions. Careful thought and planning will provide for a smooth journey through your high school years. After you have studied this information carefully, make choices that will meet your needs and match your goals. Your advisor, counsellors, teachers, and administration are here to help.

Every effort is made to ensure the accuracy of the information in this guide. However, it is subject to change.

LETHBRIDGE COLLEGIATE INSTITUTE PHILOSOPHY

The Lethbridge Collegiate Institute is a comprehensive high school where staff care about meeting the needs of each and every student. To this end, we offer a wide variety of programs designed to recognize the unique and special abilities of each individual. We believe that students' needs are best met through a close partnership with the school, parents, and community.

In and out of the classroom, we provide numerous opportunities for the development of academic, artistic, and athletic talent. The staff at LCI are committed to fostering healthy social skills and attitudes in a safe and caring environment

LETHBRIDGE COLLEGIATE INSTITUTE MISSION STATEMENT

“The Lethbridge Collegiate Institute exists to provide our students and community with education opportunities, experiences, and challenges through the provision of high quality Academic, Co-Curricular, and Social Programs; in a supportive, caring environment.”

PRINCIPAL'S MESSAGE

Welcome to Lethbridge Collegiate Institute (L.C.I.)!

LCI is an outstanding school with a strong tradition of excellence. The faculty maintain an environment where each student will be challenged to achieve high levels in their academic pursuits and participate in the many co-curricular and extra-curricular activities offered in our school. LCI is an amazing place where you gain more choice, more freedom, and more responsibility. So, get ready to take advantage of all the opportunities our staff work hard to provide. We will do our best to help you make it happen whether you're interested in:

- taking advanced academic courses
 - participating on one (or more) of a multitude of sports teams
 - "walking the boards" in a theatrical production
 - joining a dance show
 - creating beautiful pieces of art
 - singing in a choir (or two, or three)
 - playing in a band (or two, or three)
 - exploring a wide variety of option courses
 - earning apprenticeship hours
 - travelling internationally
 - making a positive difference in our world
- or
- all the above

As Principal, I am proud to work with outstanding teachers and staff who work hard at delivering the best instruction possible to LCI students each and every day.

I wish you much success in the upcoming school year.

Wayne Pallett - Principal LCI

THE ADMIN TEAM

Lethbridge Collegiate Institute's Principal is supported by three Vice Principals. Much of the Vice Principals' time is spent supporting teachers and individual students, and their parents or guardians, achieve our common goal of student success. LCI's Vice Principals welcome the opportunity to consult with students and their parents or guardians at any time. In addition to support students at particular grade levels, each vice-principal oversees certain LCI Programs.

Wayne Pallett	Trish Syme	Rebecca Adamson	Chris Harris
<ul style="list-style-type: none"> ◆ Grade 12 Attendance and Discipline ◆ Oversees: <ul style="list-style-type: none"> ◇ Everything ◆ Played football for Minot State University 	<ul style="list-style-type: none"> ◆ Grade 11 Attendance and Discipline ◆ Oversees: <ul style="list-style-type: none"> ◇ Student Support Services ◇ Foreign and exchange students ◇ Convocation ◆ Survived a hot-air balloon crash landing into Tanzania 	<ul style="list-style-type: none"> ◆ Grade 10 Attendance and Discipline ◆ Oversees: <ul style="list-style-type: none"> ◇ Inclusive Education ◇ Support Staff ◇ French Immersion ◆ Wishes she had something interesting to put here. 	<ul style="list-style-type: none"> ◆ Grade 9 Attendance and Discipline ◆ Athletic Director ◆ Oversees: <ul style="list-style-type: none"> ◇ Athletics ◇ Caretaking ◆ Has a secret desire to be an announcer for WWF

SUPPORTS FOR STUDENTS

STUDENT WELLNESS CENTRE

The Student Wellness Centre is open from **7:45 a.m. to 3:30 p.m., Monday to Thursday; and 7:45 a.m. to 1:00 p.m., on Friday.** Students may make appointments with counsellors for a variety of reasons. **WE CAN HELP YOU WITH:**

- **Educational Counselling** - Guidance in choosing courses and making educational plans and program changes.
- **Personal Counselling** - Discussing personal concerns relating to your academic, social, or family life and referral to community agencies as necessary,
- **Career Counselling** - Assisting in exploring your own interests, abilities, and needs; and in making career decisions.
- **Financial Assistance** - Finding information about scholarships and Student Finance Board loans and grants.
- **Other Information** - Entrance requirements and applications for post-secondary institutions, Diploma Exams, Summer School, study skills, and employment opportunities.

The Student Centre is supported by a number of individuals.

- Our teacher-counsellor supports students with academic advising, registration and course selection, grad checks as well as universal programming, targeted interventions, and intensive supports as required by students.
- Our family school liaison counsellor provides intensive supports for students at LCI. Working closely with administration, district counselling and community resources, the FSLC ensures that students' needs are met.
- Our student support worker's primary responsibility is to establish relationships with students and families. The student support also facilitates the transition from middle school to high school
- Our career practitioner helps students in the post-secondary education information and the career research process.
- Two First Nation Metis and Inuit Liaison Workers offer cultural experiences and opportunities. They work to support students and parents towards student's success in school.
- A school Resource Officer works within the school to offer preventative programming and to deal with matters of concern to the school, students, and community.
- An Alberta Health Services Addictions counsellor is available one 1/2 per week to meet with students who have identified with addiction concerns.

LEARNING COMMONS

Mission Statement:

- To promote literacy, research, and multimedia skills; as well as recreational opportunities with a multimedia format and comprehensive curriculum and recreational reading collection and facility.
- To provide a friendly, supportive, and comfortable environment for student activities and interactions.

The LCI Learning Commons is open continuously through the school day for student and staff access to resources and facilities. We offer reference, fiction, non-fiction, magazines, newspapers, electronic resources, and a library web page to support research, curriculum, personal interest, and recreational activities. We house a lab of 40 on-line computers. Audio-visual equipment and other electronic support resources are also available, making this busy centre the hub of the school. Your Learning Commons Facilitator is available to help students throughout the day.

The Textbook Centre is the place where LCI students check out their textbooks. Students, with their LCI ID cards, come down as a class at the beginning of each semester to pick up textbooks. As well, Grade 9 students renew their textbooks for core courses at the end of Semester I in January. Hours of operation are: Monday to Thursday - 7:50 a.m. to 12:00 p.m.; 1:00 p.m. to 3:10 p.m.; and Friday - 7:50 a.m. to 12:30 p.m.

The Learning Commons will also be the new home of what is currently the SAIC room. This space will be supervised by a Learning Support Teacher and supported with Educational Assistants.

ALTERNATIVE PROGRAMMING OPTIONS

INDEPENDENT LEARNING

Students enroll in independent learning courses for a number of reasons: they have course conflicts, the course isn't available in their timetable, they wish to accelerate a course, they want to earn extra credits, they have extenuating circumstances that make a traditional learning environment not possible, etc.

Independent learning offers many possibilities for students but it also has its challenges. In order to be successful, students must be very disciplined and responsible learners. As with any other class, there is an expectation that they attend their ILC period every day, are punctual and on-task while working on their course. With less teacher-direction and a true student-centered approach, they must have good time management skills to ensure that they will complete their course on time. We feel that an independent learning environment allows many students to flourish and attain skills that will be assets in whatever path they choose in their lives.

Students can also enroll in ADLC (Alberta Distance Learning Centre). With consultation of

Administration and school counsellors, it may be determined that a student would be an ideal candidate for a distance learning course provided by ADLC. A deposit may be required prior to registering a student with ADLC.

KNOWLEDGE AND EMPLOYABILITY (K&E)

Knowledge and Employability programming provides students in Grades 9 to 12, who meet the criteria, with opportunities to experience success and become well-prepared for further studies, employment, citizenship, and lifelong learning. The program goals are to develop students' skills, values, and abilities to prepare them to enter the workforce. Students enrolled in the K & E Program will have the opportunity to enter into supported Work Experience sessions with community employers and obtain an 80-credit K & E Certificate instead of a high school diploma.

SKILL DEVELOPMENT PROGRAM

This program is designed to meet the needs of students with academically, developmentally, or physically delays. The program is staffed by a full-time teacher and a number of assistants. Functional academic, independent living, social, and employment skills are emphasized through a variety of activities within the school and the community. Students in this program will not earn an Alberta Education High School Diploma, but will be issued a Certificate of Program Completion and participate in the LCI Graduation Ceremonies at the completion of their Grade 12 year.

ENGLISH LANGUAGE LEARNERS

ELL students have the opportunity to enroll in one or two ESL courses each semester which helps them improve their oral and written English skills, as well as increase their knowledge about Canadian traditions and customs. They are also enrolled in mainstream courses according to their level of English proficiency and their interests. Additional support for all ELL students will be available for their other core courses through the Learning Commons.

2016-2017 SCHOOL FEE SCHEDULE

As of 2016, Lethbridge School District #51 has eliminated basic school fees at all levels. However, there are compulsory school based fees which are reviewed annually and will be posted once confirmed. They include:

- Students' Union Fee (no photo included) which helps cover the costs of student IDs, locker rental, student council activities, and food services.
- Grad Fee (Grade 12 students only for morning Convocation Ceremonies)

In addition, there are fees associated with student related activities and option courses. They include:

- Yearbook
- Grad Festivities (Grade 12 students only for Grand March and Dance)

- Tri-High Activity Pass
- Most option courses.

All students will have their school picture and ID photo taken at registration. If school picture packages are wanted, they can be purchased individually through Lifetouch at registration time. Cheques, payable to Lifetouch Canada, must be paid once the student has reviewed the proofs and chooses the package. If a student ID card is lost, it can be replaced at a cost of \$5.00.

DEFERRAL OR WAIVER OF FEES

The philosophy of both Lethbridge School District No. 51 is that no student should be denied essential learning materials because of financial disadvantage. For this reason, parents may apply to pay fees on an installment plan because of economic constraints. In exceptional cases, parents may apply to have school fees waived. In either circumstance, the responsibility lies with the parents to approach the school in situations of financial need.

NON-RESIDENTIAL FEES

Students who are not residents of Lethbridge School District No. 51 will be charged special instruction fees determined by their program needs. As well, international visa students, for whom Alberta Education provides no funding, will be charged the full costs of their programs.

ACCESS TO EXCELLENCE

For students who qualify, these programs offer study opportunities that go beyond the regular high school experience. At LCI, we can help students build a program that is unique to their needs and interests. There is ample flexibility to take courses from any or all of the “Access to Excellence” Series.

These opportunities encourage students to explore rigorous and relevant curriculum in new and creative ways. These programs are designed for those students who thrive on being challenged academically and want to take their learning to the highest level. Earning advanced university credit is only the beginning of the potential benefits to students who enroll in these classes. Other more intangible advantages include: developing advanced skills for university such as skills of critical thinking, oral and written communication, and research.

EXCELLENCE IN ACADEMICS:

- Differentiated instruction at all grade levels.
- Academically challenging courses Grades 10 to 12.
- Grade 12 AP courses in Art and French Immersion- Receive advanced credit at post-secondary institutions in 60 countries worldwide
- Accelerated combined courses at the Grade 10 level.
 - Scimatics: a year-long accelerated course through which students earn credit for Math 10, Science 10, and Chem 20)
- Dual Credit High School and University of Lethbridge courses

- Liberal Ed 1000
- Supply Chain Management 1850
- Develop advanced skills for university

EXCELLENCE IN FINE ARTS: Advanced Performance in Dance, Drama, Music, and Studio Art

- Audition spaces available in Chamber Choir, Jazz Choir, Jazz Band, LCI Singers, Performance Dance, Performance Drama, and Wind Ensemble
- Advanced Studio Art courses
- Festival and competition opportunities
- Travel and performance requirements

EXCELLENCE IN CAREER AND TECHNOLOGY STUDIES: Craftsmanship in the Trades

- Teachers are Journeyman certified
- Count hours towards Apprenticeships in Auto Body, and Woodworking.
- Earn credit towards the Lethbridge College Fashion and Culinary Arts Program

EXCELLENCE IN CO-CURRICULAR PROGRAMS:

- LCI encourages all students to become involved in the Co-Curricular portion of the educational program.
- The development of social, artistic, and athletic skills is critical to the total education of the individual.

REGISTRATION INFORMATION

GRADE 9 STUDENTS

Grade 9 students will be registered in a pattern for their core classes including Math, Science, Language Arts, Social Studies, and PE. Option classes will be scheduled with every effort to include those selected during the registration process.

GRADE 9 OPTIONS

ART 9

Art 9 at LCI is a structural presentation of Art topics concentrating on drawing, compositions, and encounters. We will be exploring a variety of media and techniques. This course is intended to give students a brief overview of some of the areas we offer at LCI. There is no prerequisite for this course. There is definite curriculum to follow. Topics covered are sequential. Topics covered will build upon topics covered in previous units. This is an exploratory year and is intended for motivated Grade 9 students to try new things and begin the process of problem solving in Art.

AUTO BODY 9

This course is designed to provide the student an opportunity to explore and acquire basic knowledge and skills related to the Auto Body (Auto Collision) Trade. Students will learn surface preparation theory and skills, and an emphasis will be placed on acquiring appropriate skills with hand and Auto Body specific tools. The students will also acquire basic knowledge and skills in Refinishing, Undercoats, Topcoats, Spraying Techniques, and Special or Custom Paint Application. A small panel project will be completed by the students; and the students will be allowed to bring in sports equipment like bikes, helmets, and other gear to be refinished and painted.

BAND 9

This year-long course is a Music course open to any student with one to three years playing experience on brass, woodwind, or percussion. It is a performance-based course with several public performances per year, as well as Festival performances and a Spring Tour. Grade 9 Instrumental Music students are welcome to play in Stage Band and/or Wind Ensemble, after school on a non-credit basis.

CHOIR 9

This year-long course is designed for both beginner and experienced singers to develop and enhance their singing skills. A variety of styles of Music are performed by this group. We also work on developing theory and sight reading skills. Throughout the year, this group performs at a variety of functions.

DANCE 9

Dance 9 introduces students to Dance as expressed by people all over the world. In Dance 9, students experience the fun, discipline, physical, and creative aspects of Dance. Students will engage in study of Dance forms; such as Jazz, Modern and Cultural, and Hip-Hop. Creative Dance will open students to the creative aspects of Dance and of their own creativity. Students need to come with an open mind, be prepared to work hard physically, and to support classmates' work.

DESIGN STUDIES 9 (DRAFTING)

Every facet of our lives is influenced by Design: consumer products, advertising, our homes, our environment. Design Studies 9 focuses on Design Skills and Processes of Design. Students will be introduced to Graphic Design, Drafting, multi-view drawings, sectional views, pictorial drawings, designing posters, CD covers, and other fun drawing. Students will briefly study the History of Design. Emphasis is on practical work. Drawings, plans, and projects make up most of the final grade. This is an excellent course to be introduced to Drafting and to express creativity.

DRAMA 9

This course is designed to introduce students to Dramatic Arts. From improvisation to scripted

scenes, students are encouraged to express themselves and their views using Drama as the medium. Group work and commitment are hallmarks for this course.

EXERCISE AND CONDITIONING 9

Ever wanted to learn how to get in shape? How to perform basic weightlifting movements? How to improve your ability to recover? The grade 9 Exercise and Conditioning option is an activity-based course that helps prepare individuals for the basics of fitness and athletic conditioning. This course will teach you the components necessary for proper training programs and how to use one of the greatest pieces of exercise equipment ever invented.....the human body. Course material will be split 70% activity-based and 30% academic/classroom based.

FASHION STUDIES 9

The Fashion Studies 9 Program is an exploratory course to introduce the student to a variety of fashion-related activities. The emphasis will be on learning a creative and enjoyable life skill. Students will learn proper use of sewing machines and sergers by making projects; such as shorts, toques, mittens, stuffed animals, book bags, and purses. They will experiment with embellishment techniques; such as stencilling and dyeing, and also may learn crochet and simple quilting, depending on interest and time.

FOOD STUDIES 9

Food Studies 9 introduces students to basic food preparation and nutrition. By developing food skills and knowledge through preparation of a variety of foods, students become more independent and confident. These life skills will prepare students to make better choices in the future. Food Studies 9 starts off with safety, sanitation, measuring, equipment, and tool use to cultural foods.

GUITAR 9

This course is designed for students who have never played guitar or have limited experience in guitar. Topics covered will include: guitar maintenance and tuning, basic chording skills, melody picking, basic tablature skills, basic note-reading skills, chording by ear, a listening survey of great guitarists, and optionally a look into blues and rock chording. Students will be required to supply their own acoustic guitar, either rental or purchase - pretty much any old acoustic guitar will do! This course is NOT for electric guitar, although the skills learned would be very transferable.

JAPANESE 9

Students will enjoy getting into the world of three different writing systems and the world without the sounds of (f, v, th, r) very slowly. This course is offered to anyone who would like to spend three hours a week to learn about Japanese culture/tradition, as well as Japanese language.

MODERN LANGUAGES 9 (SPANISH)

Students will take a look into Spanish-speaking cultures. As well, the students will engage in a number of projects and activities to learn basic and useful phrases! This class will be highly interactive, engaging, and interesting. Students will get an introductory look and be able to decide if they would like to Spanish in Grades 10-12.

WOODWORKING 9

The Woodworking 9 course is an excellent opportunity for students to continue to develop their love of woodworking. It is structured to facilitate a continuing understanding of wood and its uses in modern homes and structures, as well as good furniture design. This course helps students to learn about working with wood with hands-on experience. It teaches correct machine operation and theory. Projects are built to take home and be functional.

YOGA 9

Yoga 9 introduces the physical exercises, poses, and postures of Yoga designed to develop awareness, strength, and flexibility in the individual. Students will engage in the physical discipline of Yoga that encourages proper alignment, use of breath, and correct execution of postures. This course is for the individual interested in focused, careful, correct physical exercise, combined with disciplined breath work with intent to increase concentration, reduce stress, increase circulation, and well-being.

GRADE 10 STUDENTS

Every Grade 10 student must register for the following 5 courses: English, Mathematics, Physical Education, Science, and Social Studies. In English, Mathematics, Social Studies, and Science, there are up to 3 different levels of courses from which to choose. Teachers and counsellors will recommend the level in which the student should register according to their ability and achievement in that subject area. Students are expected to register for the levels that have been recommended as outlined in the flow charts on pages 13-14 in this Guide. Students who wish to register in a course that does not meet the recommended path, must meet with a counsellor or administrator to discuss completing an Against Recommendation Form, which may or may not allow the student to register in the requested course. Within the student's program, there is also room for 3 complementary/option courses, which can be viewed on the LCI web site or in the LCI Registration Guide; bringing the total number of courses to 8.

GRADE 11 STUDENTS

Grade 11 students are expected to carry 8 courses.

Four primary concerns should be considered when selecting your courses:

1. To ensure eligibility for a High School Diploma or Certificate of High School Achievement.
2. To meet entrance requirements for further study at post-secondary institutions.

3. Students who wish to register in a course that does not meet the recommended path as outlined in the flow charts in the LCI Registration Guide must complete an Against Recommendation Form, which may or may not allow the student to register in the requested course.
4. CALM 20 is a required course, which is taken in Grade 10 or Grade 11.

Grade 11 students may select and be admitted to a Grade 10 or 12 course if space permits.

GRADE 12 STUDENTS

Grade 12 students are encouraged to carry a full course load.

Three primary concerns should be considered when selecting your courses:

1. To ensure eligibility for a High School Diploma or Certificate of High School Achievement.
2. To meet entrance requirements for further study at post-secondary institutions.
3. Students who wish to register in a course that does not meet the recommended path as outlined in the flow charts in the LCI Registration Guide must complete an Against Recommendation Form, which may or may not allow the student to register in the requested course.

Students may select and be admitted to a Grade 11 course if space permits. Grade 12 students will not be allowed to take a Grade 10 course.

COURSE INFORMATION BY DEPARTMENT

MATH

You should take **Mathematics -1** (Pre-Calculus) stream if:

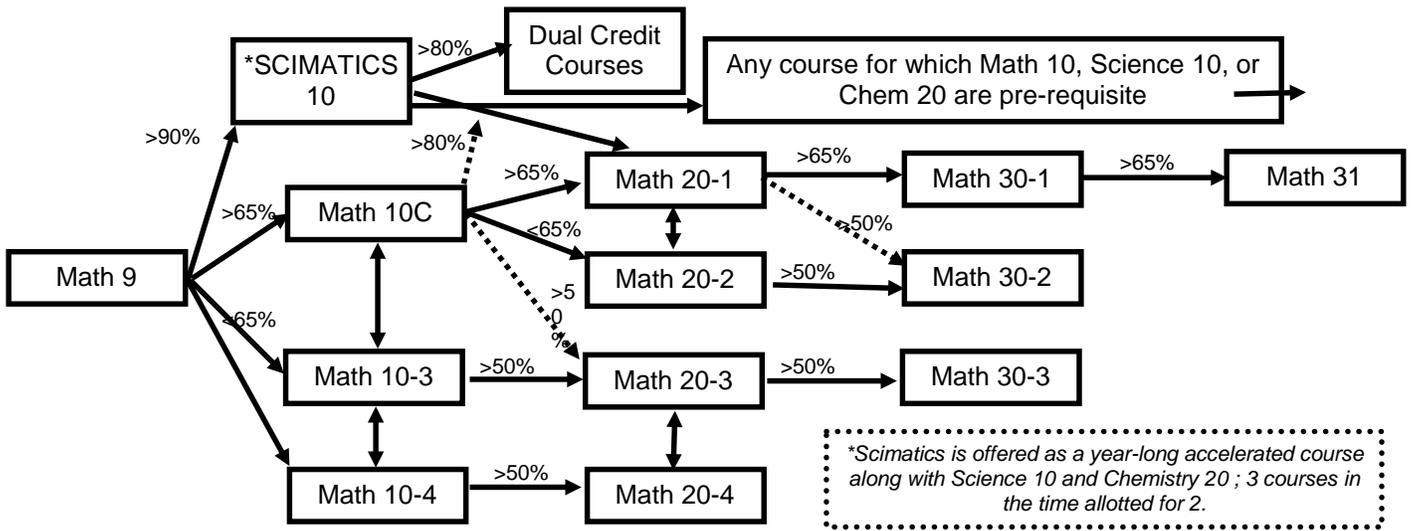
- You want to study Math of Science at university, college, or technical institute and go on to a related career that requires advanced Math skills (i.e., Engineering, Pre-Med, Mathematics, Sciences).
- This stream is intended for students who wish to go on to take Calculus (Math 31).

You should take the **Mathematics -2** stream if:

- You want to attend a university, college, or technical institute after high school, but do not need Calculus skills.
- You wish to study programs such as Arts, some Engineering technologies, Media technologies, Nursing, and some Apprenticeship programs.
- The majority of the students should be in this stream.

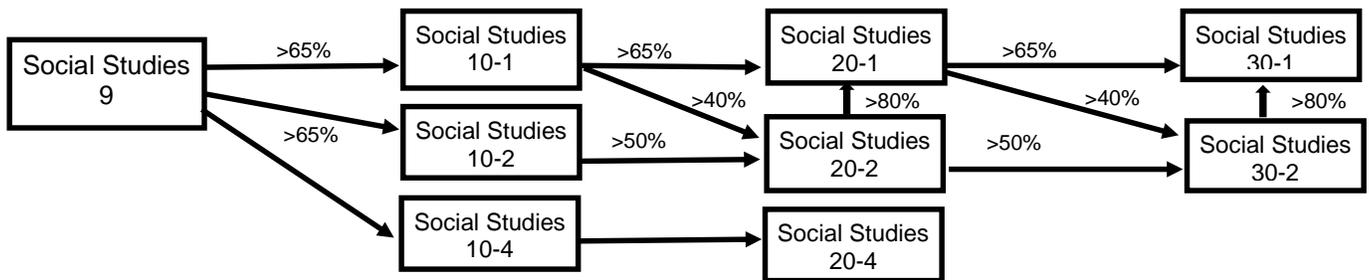
You should take the **Mathematics -3** stream if you are interested in a trade or wish to enter the workforce after high school.

- You only need 10 credits in Math to meet the minimum high school graduation requirements.



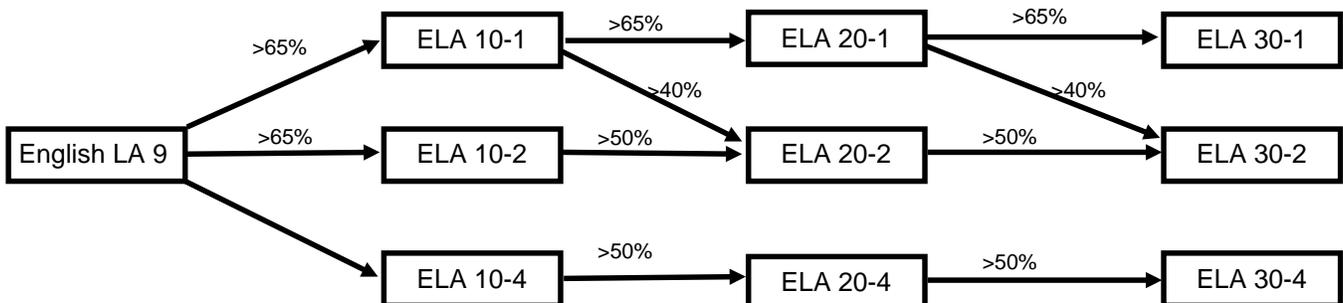
SOCIAL STUDIES

In Grade 9, students will study the topic of “Canada: Opportunities and Challenges”, followed by a focus on “Globalization” at the 10 level. The 20 level introduces the complex forces of “Nationalism”, and the 30 level will explore “Perspectives on Ideologies”. With an emphasis on critical thinking and an exploration of multiple perspectives, the curriculum promises to develop young citizens with the skills necessary to meet the challenges and responsibilities awaiting them after high school.



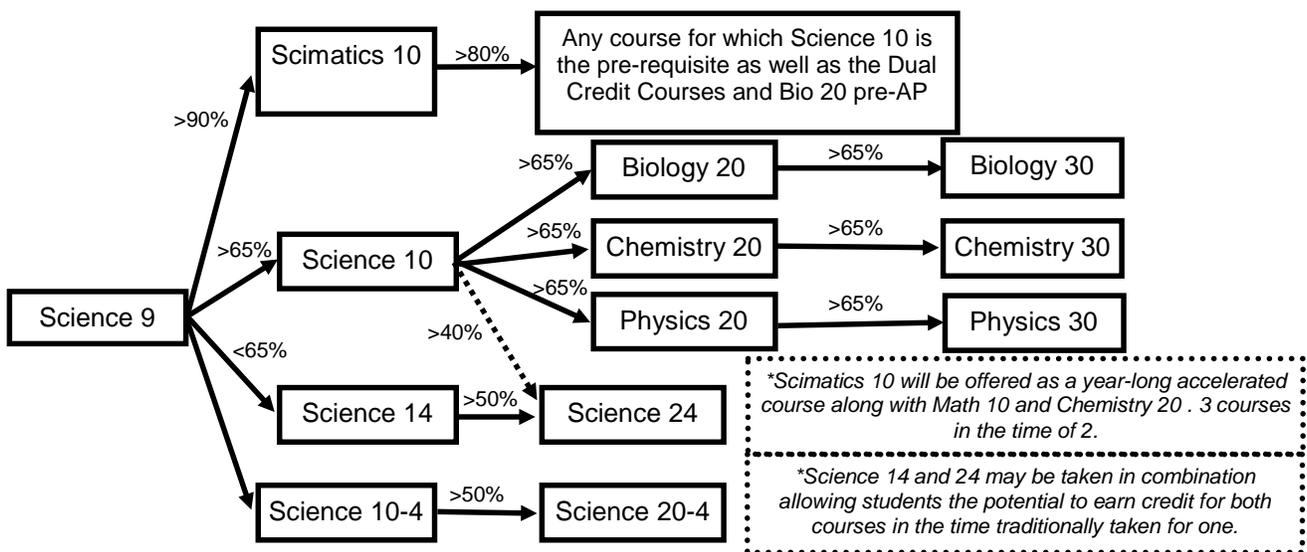
ENGLISH LANGUAGE ARTS

The chart below indicates recommended guidelines for each of the “streams” offered by the department. Generally, if a student has encountered difficulty with reading and writing throughout middle school (a Grade 9 mark below 65%), the student should NOT register in ELA 10-1, but in ELA 10-2. Movement from the 10-2/20-2/30-2 stream is not encouraged - unless a student demonstrates both skill and initiative sufficient to meet the demands of the -1 Academic Program. Very early in the semester, teachers will provide course outlines, teacher expectations, and evaluation procedures for every course offered by the department.



SCIENCE

High school science can take several directions. Students are required to complete 10 science credits for a diploma. However, many post-secondary programs do require 30 level science courses. Students entering grade 10 science have a choice of Science 14 or Science 10. Both are general science courses covering general science topics. Students with less than 65% in Science 9 may be more successful in Science 14. Science 14 leads to science 24, 10 science credits, and a diploma. Students completing Science 10 take specific science disciplines in grade 11 and 12. Students may take Biology, Chemistry, and/or Physics 20 and 30; all separate courses. Diploma exams are written at the completion of each 30 level course. In order that students are successful in the sciences, we recommend following the mark suggestions shown in the science course flow chart. Students not meeting the minimum suggested requirements often are not successful at the next level.



PHYSICAL EDUCATION

Physical Education is offered at each high school level via the course sequence Physical Education 9, 10-20-30. Physical Education 9 and 10 are compulsory courses for all students wishing to graduate with a High School Diploma. Should a student be unable to participate in Physical Education for medical reasons, a course exemption may be granted provided that proper medical documentation is provided. In such cases, credits will not be given, but the student will be eligible to receive a High School Diploma. Grade 10 students may choose from regular PE 10 OR Advanced PE 10 (geared toward competitive athletes) OR Active Living/CALM (designed to promote healthy choices and daily physical activity)

Physical Education 30 can be used as a course towards a High School Diploma.

MODERN LANGUAGES

LCI is very proud to support additional language learning. In addition to our French Immersion

program, there are options in Spanish and Japanese. Each is offered in Grade 9 and at levels 10, 20, and 30. The students interested in these languages are offered exchanges when they are in Grade 11. Please contact the teachers for more information.

LCI also has a French Immersion Program. In Grade 9, four classes are offered: Science, Mathematics, Social Studies, and French Language Arts. In Grades 10, 11, and 12, a French Bilingual Program is offered. The students have one class in French a semester, either Social Studies or French Language Arts. Please contact LCI for more information.

CAREER AND TECHNOLOGY STUDIES

Career and Technology Studies (CTS) courses offered at LCI broaden the general education base and provide a possible career focus for students. CTS programs may lead into various technical post-secondary programs offered throughout Alberta and elsewhere, including Apprenticeship Programs. The range of CTS offerings at LCI is among the very best in Alberta, which allows students to sample a variety of the more 'hands-on' types of courses. With our licensed technicians (Alberta Journeyman certified) students develop much of the knowledge and skills needed to transition in the workforce. Students with aptitudes in CTS types of programs may discover exciting alternatives for their future careers in areas which they might not have considered without such exposures in high school.

Some Career and Technology Studies clusters have linkages to post-secondary programs. A new 'Advanced Placement' opportunity for students focusing on CTS exists through an agreement with the Lethbridge College. For example, LCI students who take programs with a CTS emphasis may be able to earn credit in many Lethbridge College programs while completing high school. Because some of our CTS programs are more technical and align with requirements set out by Alberta Education in conjunction with the Provincial Apprenticeship Board, students taking such programs may receive advanced credit and placement into an Apprenticeship Program. Also, through early planning at the beginning of high school, students may also enter apprenticeships while still in high school via the Registered Apprenticeship Program (RAP). Programs at LCI which have possible apprenticeship linkages with Auto Body Repair. Students should see a counsellor to find out more

FINE ARTS

The Fine Arts (Art, Band, Choir, Drama, and Dance) develop lifetime skills; such as self-discipline, concentration, and abstract and critical thinking. Students are involved as creators, performers, historians, critics, and patrons as they enhance their breadth and depth of expression and intuitive response.

CAREER AND LIFE MANAGEMENT

The compulsory Career and Life Management Program will provide all senior high school students with opportunities to develop and practice communicating and thinking skills in situations that will help them to build confidence in their ability to cope with the stress of growing up and living within a rapidly changing society. It is crucial for the individual to develop and to apply the necessary knowledge and

skills to deal with a wide variety of issues and situations that will be encountered throughout life. As well, it is important to be able to marshal all available resources in order to shape the future.

Students will have the opportunity to:

- Set and plan for realistic personal goals.
- Assess and consider their own abilities.
- Determine how their personal characteristics affect their learning and decision-making processes.
- Trust their ideas and current expectations in a non-judgemental and safe environment.

Students will also complete the following CTS credit modules while taking CALM.

- CTR 1010 - Job Preparation is offered in conjunction with this course, as well as other career transition modules.
- HSC3000 - Workplace Safety Systems

REPEATING, CHANGING, OR DROPPING COURSES

Once students have selected courses, they are expected to remain in and complete those courses. Changes to programs may occur if students have failed a prerequisite course, changed their career choice, or successfully completed a course in an alternate way (i.e., Summer School). Please see a counsellor or administrator if you wish to consider registration for a course above your grade level. It is each student's responsibility to ensure that he or she is on track to meet the Alberta High School Graduation Requirements, which can be found on the LCI web site under High School Grad Requirements and Program Planning, or in this Guide on page 18. Students are encouraged to make regular contact throughout high school with a counsellor, administrator, and student advisor for assistance in planning to meet the graduation requirements. Students are encouraged to make careful, intentional course selection through consultation with school staff and parents, as course changes are difficult to accommodate after the timetable is built.

It is an expectation at LCI that if a student fails a particular course, he/she will retake the course during the next school year or through Summer School, Alberta Distance Learning, or through the Independent Learning Centre (ILC). Credit Recovery may also be an option in consultation with the individual teacher, a counsellor, and administrator. Space permitting, students may only repeat a failed course once at LCI. Grade 12 students may not take a Grade 10 course.

A change may occur only if it is in the student's best interest and if adequate consultation has occurred amongst the student, teacher, counsellor, parent, and administrator. Priority will be given to students who require necessary academic course adjustment. A student's request may be granted if:

1. Moving classes will not overload the size of the new class.
2. Moving classes will not adversely interfere with the rest of the student's timetable.
3. The student maintains enough courses to be a full time student.
4. Changing course will not displace another student.

Course withdrawals can be best avoided through careful, intentional course selection with academic advisor, consistent attendance and sustained effort. If a student must drop a course, it is in their best intention to do so as soon as possible. Waiting too long may result in a failing grade in the course, which will remain on a student's transcript and/or a situation where it is impossible to find a replacement course.

2016-2017 COURSE OFFEREINGS

*Indicates Full Year Course		
LANGUAGE ARTS		
10-1 (>65%)	20-1 (>65%)	30-1 (>65%)
10-2 (<65%)	20-2 (<65%)	30-2 (<65%)
10-4 K&E	20-4 K&E	30-4 K&E
français (FLA) 10	français (FLA) 20	français (FLA) 30/AP
MATH		
10C (>65%)	20-1 (>65%)	31 (>65%)
10-3 (<65%)	20-2 (<65%)	30-1 (>65%)
10-4 K&E	20-3 (>50%)	30-2 (>50%)
SCIMATICS 10 (>85%)	20-4 K&E	30-3 (>50%)
SCIENCE		
Science 10 (>65%)	Biology 20 (>65%)	Biology 30 (>65%)
Science 14/24 combined (<65%)	Chemistry 20 (>65%)	Chemistry 30 (>65%+)
Science 14 (<65%)	Physics 20 (>65%)	Physics 30 (>65%+)
Science 10-4 K&E	Science 24 (>50%)	
	Science 20-4 K&E (>50%)	
SOCIAL STUDIES		
Social 10	Social 20	Social 30
10-4 K&E	20-4 K&E	Études Sociales 30 (Fr. Imm)
Études Sociales 10 (Fr. Imm)	Études Sociales 20 (Fr. Imm)	
PHYSICAL EDUCATION		
PE 10 Active Living/CALM (6 credit)	PE 20	PE 30
PE 10 (5 credit)	CALM 20 (5 credit)	
PE 10 Advanced (5credit)		
Yoga 15	Yoga 25	Yoga 35
Sports Performance 15	Sports Performance 25	
DUAL CREDIT		
	Liberal Ed 1000	Supply Chain Management 1850
FINE ARTS		
Choir 10	Choir 20	Choir 30
Band 10	Band 20	Band 30
Guitar 10	Guitar 20	Guitar 30
Art 10	Art 20	Art 30
Drama 10	Drama 20	Art 35
Dance 15	Dance 25	Art AP (Teacher Approved)
		Drama 30
		Dance 35
MODERN LANGUAGE		
Japanese 10	Japanese 20	Japanese 30
Spanish 10	Spanish 20	Spanish 30
CTS COURSES		
Auto Body 10	Auto Body 20	Auto Body 30
Multimedia 10	Multimedia 20	Multimedia 30
Woodworking 10	Woodworking 20	Woodworking 30
Design Studies 10	Design Studies 20	Design Studies 30
Fashion Studies 10	Fashion Studies 20	Fashion Studies 30
Financial Mgmt 10	Financial Mgmt 20	Financial Mgmt 30
Foods 10	Foods 20	Foods 30
Home & Vehicle Maintenance	General and Personal Psychology	Law 30
ALTERNATIVE PROGRAMS		
ESL/ELL	ESL/ELL	ESL/ELL
Skill Development Program 10	Skill Development Program 20	Skill Development Program 30

ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS

The requirements indicated in this chart are the MINIMUM requirements for a student to attain an Alberta High School Diploma. * *The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.*

100 CREDITS

Including the following:

ENGLISH LANGUAGE ARTS – 30 LEVEL

(15 credits)

(English Language Arts 30-1 or 30-2)

SOCIAL STUDIES – 30 LEVEL

(15 credits)

(Social Studies 30-1 or 30-2)

MATHEMATICS – 20 LEVEL

(10 credits)

(Math 20-1, Math 20-2, Math 20-3)

SCIENCE – 20 LEVEL

(10 credits)

(Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

PHYSICAL EDUCATION 10

(Minimum of 3 credits)

CAREER AND LIFE MANAGEMENT

(Minimum of 3 credits)

10 CREDITS IN ANY COMBINATION FROM:

Career and Technology Studies (CTS)

Fine Arts

Second Languages

Physical Education 20 and/or 30

Locally developed/acquired and locally authorized courses in CTS, Fine Arts, Second Languages, Knowledge and Employability occupational courses or IOP occupational courses

Knowledge and Employability courses

Registered Apprentice Program (RAP) Courses

IN ADDITION TO ENGLISH 30-1 OR 30-2 AND SOCIAL 30-1 or 30-2

ANY COMBINATION OF 10 CREDITS AT THE

30 OR 35 LEVEL FROM THE FOLLOWING COURSES:

Locally Developed/acquired and locally authorized courses

CTS Courses

Work Experience Courses

Knowledge and Employability Courses

Registered Apprentice Program Courses

Green Certificate Specialization courses

Special Projects

Core Classes (e.g., Math, Science, English Language Arts, Social Studies)

K&E CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS

The requirements indicated in this chart are the MINIMUM requirements for a student to attain a Certificate of High School Achievement. * *The requirements for entry into post-secondary institutions and workplaces may require additional and specific courses.*

80 CREDITS¹

Including the following:

ENGLISH LANGUAGE ARTS 20-2 or 30-4

MATHEMATICS 10-3 OR 20-4

SCIENCE 14 or 20-4

SOCIAL STUDIES 20-4

PHYSICAL EDUCATION 10 (3 credits)

CAREER AND LIFE MANAGEMENT (CALM) (3 credits)

5 CREDITS IN

- 30-level Knowledge and Employability Occupational course, or
- 30-level Career and Technology Studies (CTS), or
- 30-level Locally Developed Course with an occupational focus

AND 5 CREDITS IN

- 30-level Knowledge and Employability Workplace Practicum course, or
- 30-level Work Experience course², or
- 30-level Green Certificate course³

OR

5 CREDITS IN

a 30-level Registered Apprenticeship Program (RAP) course⁴

¹ To qualify for a Certificate of High School Achievement, students must be enrolled in a minimum of one academic Knowledge and Employability course.

² Refer to the [Off-Campus Education Handbook](#) for additional information.

³ Refer to the Alberta Education web site for additional [Green Certificate](#) information

⁴ Refer to the [Off-Campus Education Handbook](#) for additional information.

PROTOCOLS, PROCEDURES, AND EXPECTATIONS

ACADEMIC INTEGRITY

At LCI, we take pride in accurately assessing a student's knowledge about a particular curriculum. In order to provide valid assessment of a student's genuine creativity, innovation, and academic progress, honesty is essential. Academic integrity is vital to the educational development and intellectual efforts of our students. **Academic integrity** means that students do their own work, do not attempt to falsify assessment data, through any forms of deceit, and make every effort to cite resources used in order to give credit to those who conceived the original ideas. Cheating is a behaviour and will be treated as such. Because the action of cheating has removed the ability of the classroom teacher to assess curricular outcomes, it necessitates a need to have an opportunity for the teacher to gather adequate information in order to add that lost data. This will occur at the teacher's discretion, preferred time, and chosen method of assessment. This may result in a retest, rewrite, interview, project, or any other method which fairly examines the knowledge the student can demonstrate on that particular group of outcomes. Part of the process of teaching that there are consequences to student actions is the act of redoing the assessment piece. In addition, situations involving academic dishonesty will result in disciplinary measures that may include, but are not limited to: **withholding of overall course mark, removal from the course(s)** in which the violation(s) occurred or **recommendation for expulsion** from the LCI.

ADVISOR

Upon entering LCI, each student is assigned a teacher-advisor who will support their group of advisees throughout their academic programs. The advisor is an advocate for the students and can support the link between home and school. The advisor is a constant in the life of the student over the four years of high school. Consequently, the advisor program is a key part of the LCI experience.

ALCOHOL AND DRUG DISCIPLINE PROTOCOL

Offenders will be dealt with on a situation-by-situation basis and sanctions will vary from an out of school suspension to a referral to the Board of Trustees for an Expulsion.

ATHLETICS

Please refer to the LCI Athletic's Handbook available on our school website. (www.lci.lethsd.ab.ca/)

ATTENDANCE

We recognize how important attendance in class is to student success. All student absences are considered unexcused until the parent of the student informs the school that the absence should be excused. An absence can be excused by phoning the school at 403-328-9606 and either speaking to school staff or by leaving a message on our 24-hour answering machine. **Please be sure to speak**

clearly and leave the first and last name of the student and parent. A parent may also excuse the absence by sending a note to the school with the student upon their return following an absence with the understanding that the student must turn the note in to the office. Regardless of the method used to excuse the absence, it is important to recognize that the responsibility to excuse an absence lies solely with the parent.

Grade level administrators will work to follow up on unexcused absences in a timely fashion, usually the next day whenever possible. This typically includes calling students with unexcused absences down to the office to discuss their whereabouts as well as a phone call to parents for confirmation.

When a student is absent for 5 classes, the teacher should be in contact with parents to discuss the impact the absences are having. After 10 absences, the student's advisor will be notified. After 15 absences, the student will be referred to the Admin team for possible removal from the class.

In addition, students are expected to be on time for all classes. Arriving late is often a significant disruption to the teaching and learning in the classroom. Students who are persistently late may be referred to the Admin Team for a behaviour contract.

AUTOMATED TELEPHONE CALLING SYSTEM - SYNERVOICE

At LCI, we have an automated phone system which will contact the home on the days that a student misses a class. The automated phone system is intended to complement the communication between the school and the home. Parents are encouraged to discuss attendance and academic concerns with their student's advisor and/or teachers. If you do not wish to receive communication with regard to your child's attendance, please advise the school in writing so that we might make the necessary modifications to the computer program.

HOME LOGIC

Beginning in September of 2016, the school will be using a new Student Information Management System. Check back with us in the fall to learn how to check your child's attendance (and marks) on line.

CHANGE OF ADDRESS OR TELEPHONE

In order to keep up-to-date information about students, any change of address and/or telephone number is to be reported immediately to the office so that contact with the home can be made when necessary, as in the case of emergencies.

BEHAVIOUR AND DISCIPLINE

The essential expectation for student behaviour is that students conduct themselves in a mature, responsible manner at all times. Behaviour which infringes on a student's right to learn, or threatens the general welfare of others or the school will not be accepted. In addition, excessive public displays

of affection are not appropriate for a school environment. These expectations for acceptable behaviour apply, not only to normal activities during the school day, but also to co-curricular activities that may take place outside the school or the school day. The school discipline policy is based on the principle that the home and the school share responsibility for teaching appropriate behaviour. Working together, we can help students develop accountability, responsibility, respect for others, and most important, respect for themselves. In all discipline matters, the principal shall have the final decision. Students, however, will always have the right to be heard and to appeal a decision, first to the principal, and subsequently to the Superintendent of Schools and the Board of Trustees. In accordance with Lethbridge School District #51 Board Policies 500.1, 502.1, 502.2, 502.3, and 502.4. For complete policy details please see the Lethbridge School District No. 51 website at:

BELL TIMES

Monday-Thursday		Friday
Period 1	8:00 – 9:13	8:00 – 8:48
Period 2	9:17 – 10:30	8:52 – 9:40
Period 3	10:34 – 11:47	9:44 – 10:32
Advisor (T/TH only)	11:47 – 12:02	
Lunch	12:02 – 12:32	
Period 4	12:32 – 1:45	10:50 – 11:38
Period 5	1:49 – 3:02	11:42 – 12:30

BUS PASS POLICY

Students living more than 2.4 km from their neighbourhood school are eligible for either a City Bus pass to a school that is not their neighbourhood school or a yellow bus service to their neighbourhood school. Student's living withing 2.4 km are expected to find their own way.

CELL PHONES/ELECTRONIC DEVICES

Students must adhere to the following guidelines:

- Cell phones/devices must be turned off and out of sight during instructional time, regardless of the location of the instruction, unless permission has been granted by a teacher/supervisor.
- Cell phones/devices may not be used in any manner that will cause disruption to the educational environment.
- The use of camera phones is strictly forbidden in private areas, such as, locker rooms, washrooms, dressing areas, classrooms, and offices. Such use may also be in violation of the criminal code.

There is a phone in the office for student's to use to contact home.

DRESS

Students should dress in a manner appropriate for school. Clothing which is overly revealing, or which displays unacceptable language or images will be considered inappropriate for a school setting. Through the School Act, school personnel are given the authority to determine the acceptability of student dress. Students with unacceptable dress will be asked to change their dress,

acceptably alter their dress or will be sent home.

EXAMS

Diploma and Provincial Achievement Exams are scheduled in accordance with Alberta Learning. The dates, times, and locations will be posted on our school website and outside the office door. For all other exams, please refer to the posted exam schedule which will be posted to our website well in advance of exam weeks.

EXPECTATIONS OF STUDENTS NOT IN CLASS

Students who are not in class because of a spare in their timetable are expected to spend their time in the cafeteria, the Learning Commons, the library, outside, or off school property. Loitering in hallways can be disruptive to on-going classes and students will be told to move to a more appropriate location.

FIRE DRILLS AND CRISIS RESPONSE PLANS

A minimum of six fire drills are conducted each year, three each semester. Fire drill response is monitored closely to ensure that procedures and practices protect the safety of students and staff. The school has a Crisis Response Plan in place, should the need arise. Schools will also conduct two practice lockdowns.

FAIR NOTICE OF THREAT/RISK ASSESSMENT

Our School District believes in creating safe and caring environments for students and staff. Any incident where a student engages in behaviour which threatens or appears to threaten the safety of others will be investigated. Administrators can implement a Risk Assessment for behaviours that are worrisome including writing or drawings with violent themes; references to or involvement in violent activity at school; or an increased interest in activities that are deemed as dangerous to the safety of others. A Threat Assessment is implemented when a student threatens to kill or injure others, brings a weapon to school, or makes direct verbal or written violent threats to others. The Threat/Risk Assessment regulations are outlined in Policy 504.9 available in the School District Policy Handbook available at www.new.lethsd.ab.ca

IMPORTANT DATES

Every effort is made to ensure our website calendar is comprehensive and up to date on all school based activities. Please visit lci.lethsd.ab.ca and click on the calendar link up top for what's going on with the Ramily!

LOCKERS

All students will be issued a locker with a combination lock. Parents and students should note that lockers are provided as a service, and School District No. 51 policy authorizes school officials to enter lockers at any time. Students are not permitted to change lockers/locks or share their locker with other students without permission from school Administration. We strongly suggest that students not share their combination with other students as most locker intrusion incidents are committed by students who have been previously provided knowledge of the combination. Students should contact

the office if they lose their combination number or experience other difficulties with their lockers. At year-end, damage or graffiti on lockers will be charged to the student.

MOTOR VEHICLE AND PARKING

Students are to operate their vehicles in a safe, responsible manner at all times. Authority to govern such use is included in the School Act of Alberta. Students who use their vehicles to transport themselves and/or others on school-sanctioned activities must submit a waiver form signed by a parent. Parents of passengers must also complete a waiver form before this passenger may accompany a student driver. These forms may be obtained from the office. Students are cautioned not to park in staff designated parking spaces in the back parking lot.

REPORT CARDS AND PARENT/ADVISOR CONFERENCES

Each semester parents will be contacted through a phone home contact, two on-line report cards (the 1st being based solely on learner and behaviour characteristics) and a scheduled parent-teacher conference. The dates for each will be listed on our website's calendar. * Please note report cards will be available online. If you do not have internet access please contact the school to make other arrangements.

TOBACCO USE

The Lethbridge Public School District has a "Tobacco-Free Campus Policy." The use of any tobacco or electronic smoking products is not permitted in any buildings or on any properties of the school district. Students violating the policy shall be subject to the following disciplinary action:

- 1st offense: Suspension from school.
- 2nd offense: Suspension from school, and possible police action of a \$115 fine (for students under 18).
- Further offenses: Suspension from school and for students under 18 years of age, school administration will strongly recommend that the student be levied a \$115 fine by Lethbridge Police Services

School personnel have been directed by the school board to confiscate and destroy any tobacco products seen on school property.

WITHDRAWAL FROM A CLASS OR SCHOOL

A student who is considering withdrawal from a class school must consult with our teacher-counselor or Administration and parents. If after consultation, the student wishes to withdraw, he/she should complete the following steps:

1. Obtain a Withdrawal Form from the Main Office or Counselling Office
2. Obtain the signature of his/her teacher.
3. Return all library materials.
4. Return all learning materials to the Textbook Centre and obtain the signature of the Textbook Centre assistant.
5. Finally, the student should take the completed withdrawal form to the office for Admin to sign.

In the case of a student withdrawing from school, the above steps need to be followed as well as the student removing all items from his/her locker.

- Items left in lockers will be retained for a period of 30 days, as required by Board policy. After this period they will be donated to charity.
- A student will not be accepted to attend any other Lethbridge School District No. 51 school without first completing the withdrawal process at their current school.