

Lucky Lake School Community Handbook



"CITIZENS UNDER CONSTRUCTION"

WELCOME TO OUR SCHOOL COMMUNITY

The students, parents/caregivers, and staff of Lucky Lake School have worked collaboratively to shape the foundations of this *School Community Handbook*. Its purpose is to foster a healthy, respectful school culture where all learners can thrive academically, socially, and emotionally within a safe and caring environment.

At Lucky Lake School, we believe that every individual has the right to be treated with dignity and respect, and we all share the responsibility to ensure our school is a place where everyone feels safe, valued, and supported.

This handbook outlines the shared expectations, routines, and procedures that guide our daily interactions. All policies and practices included here are in alignment with Saskatchewan legislation, the Sun West School Division's Administrative Procedures, practices from our regional schools, and our school's core values—respect, responsibility, inclusion, and student success.

We take a proactive and educational approach to supporting positive behaviour. Staff and educational assistants receive professional learning in inclusive and restorative practices that guide their work with students. Teachers provide direct instruction in areas such as social-emotional learning, digital citizenship, and conflict resolution. Programs and practices—such as Restorative Conversations, school-wide Proactive Response to Behaviour Interventions and Supports, and a commitment to Indigenous education and the Truth and Reconciliation Calls to Action—help create a safe, respectful, and equitable school community.

Concerns brought forward by students or parents/caregivers are always taken seriously and investigated thoughtfully by school staff or administration. If inappropriate behaviour occurs, responses are individualized, supportive, and rooted in student learning. Restitution, collaborative problem-solving, parent meetings, and when necessary, further interventions or consequences may be applied, always guided by our commitment to student growth and a positive school culture.

Together, through communication, shared responsibility, and care, we will continue to build a school community where all members feel a sense of belonging and purpose.

ABOUT LUCKY LAKE SCHOOL

Lucky Lake School proudly serves a diverse and vibrant learning community of 250 local residents and 140 residents in the surrounding area, spread across approximately 1300 square kilometres in the heart of the Sun West School Division. Our students and staff work collaboratively to foster a school environment where learning is engaging, meaningful, and inclusive. We encourage all students to set ambitious goals, work with perseverance, celebrate their achievements, and enjoy the journey along the way.

We are the Lucky Lake A's: which stands for **Academics, Athletics, Art, and Attitude**. Student pride in themselves and their school is reflected daily in the care they show for their learning environment and each other. Contributions to the school through the Industrial Arts Shop, Home Economics Lab, and School Leadership Team demonstrate our students' commitment to continuous improvement and shared responsibility.

Lucky Lake graduates have a strong tradition of success across a wide range of post-secondary programs, careers, and technical pathways. We are proud of their accomplishments and the community of learners they represent.

MISSION STATEMENT

Through use of the LLS Code of Conduct, students will be respectful, responsible, safe, supportive, and caring. These virtue building blocks will help us develop a strong foundation for our blueprint for student success.

CODE OF CONDUCT

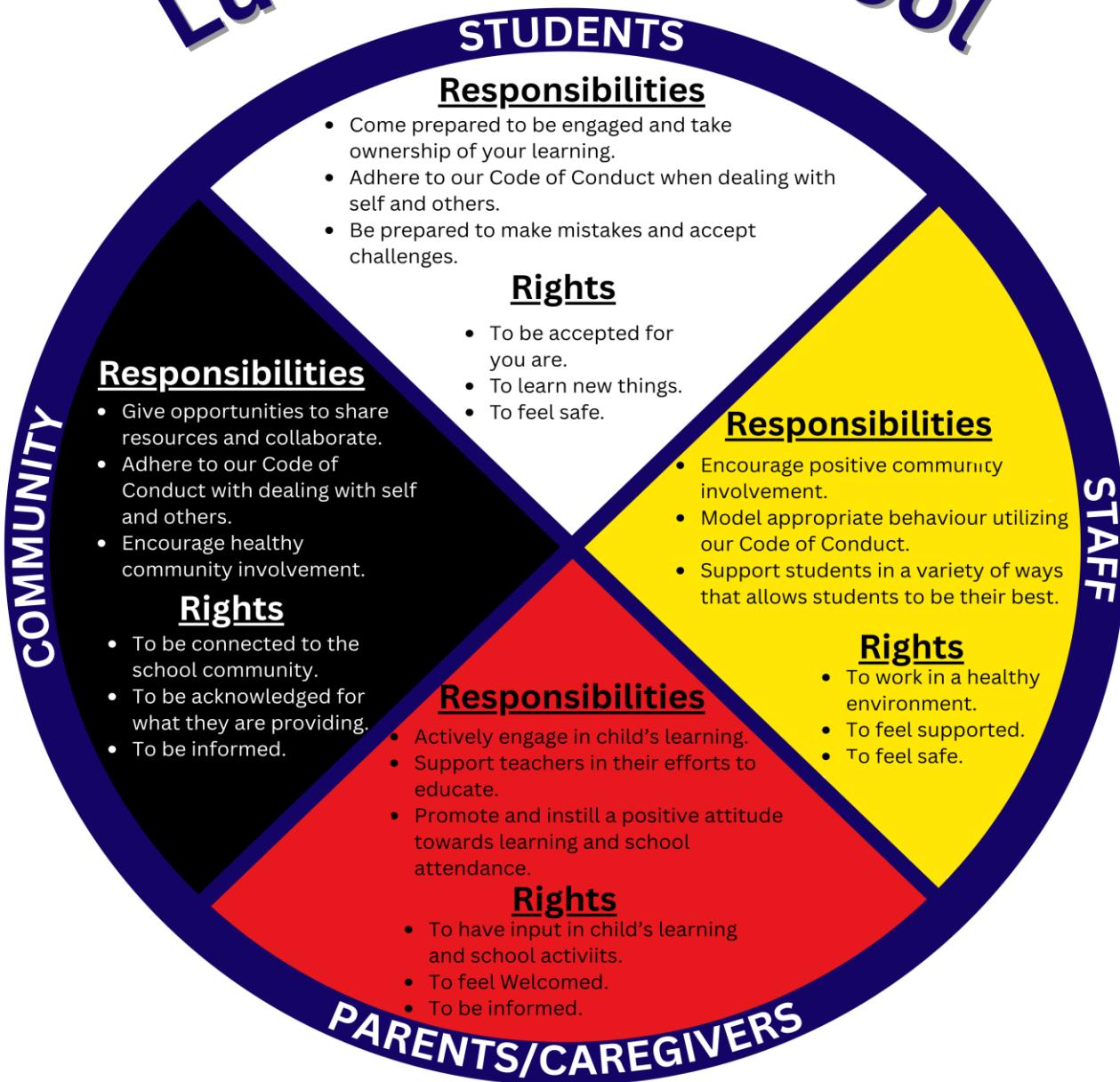
The Lucky Lake School community follows a values-based Code of Conduct that reflects our commitment to:

- **Respect** – for self, others, and our environment
- **Responsibility** – for choices and actions
- **Safety** – physical, emotional, and digital
- **Support** – for one another's learning and growth
- **Care** – through empathy, honesty, and kindness

We commit to:

1. Taking ownership of our attitude, choices, and actions
2. Valuing diversity and being inclusive in our language and behaviour
3. Supporting others' ideas, goals, and achievements
4. Acting in ways that promote physical and emotional safety
5. Building relationships that respect individual identity and experience

Lucky Lake School



In keeping with Lucky Lake School's commitment to build an Indigenous-inclusive education system, this is an alternative representation of our school communities' responsibilities and rights, reflected in a medicine wheel. These commitments will foster a sense of belonging in all learners so that they feel they can succeed, take responsibility, find their purpose in life, and achieve The Good Life/*Mino-pimatisiwin* (Ininew)/ *Mino Bimaadiziwin* (Anishinabemowin)/*honso aynai* (Dene)/ *tokatakiya wichoni washte* (Dakota)/ *minopipattheewin* (Anisininimowin)/Δ^a·ɔr^b·b^c·d^c·s^b (Inuktitut)/ *Miyo-pimatishiwin* (Michif).

OUR COMMITMENT TO INDIGENOUS-INCLUSIVE EDUCATION

Indigenous Education is a priority in the province of Saskatchewan, Lucky Lake School, and in Sun West School Division. We are committed to deepening understanding, respect, and relationships with Indigenous Peoples, cultures, and histories.

Our school is located on Treaty 6 territory, and we honour the treaty obligations that guide our shared responsibilities. As part of our commitment to reconciliation, we incorporate Indigenous perspectives across the curriculum in alignment with the Saskatchewan Ministry of Education's mandate and the **Truth and Reconciliation Commission's 94 Calls to Action**.

When possible, our school makes financial contributions to the **National Centre for Truth and Reconciliation**, located in Treaty 1 territory in Winnipeg, Manitoba, to support education, remembrance, and the preservation of survivors' stories.

Through this work, we strive to create a school environment where all students learn the truth of our shared history and take meaningful steps toward reconciliation.

GENERAL PROGRAM INFORMATION

Early Years (Kindergarten to Grade 4)

The Early Years focus on building foundational literacy, numeracy, and social-emotional skills through engaging, hands-on, and inclusive learning experiences. Kindergarten provides a play-based and inquiry-driven environment that supports the transition to formal schooling. Students in Grades 1 to 4 receive instruction in core subjects—English Language Arts, Mathematics, Science, Social Studies, Health, Arts Education, and Physical Education—supported by technology and collaborative learning strategies.

Middle Years (Grades 5 to 8)

Middle Years education emphasizes critical thinking, independence, and the development of strong academic and interpersonal skills. Students continue with core curriculum subjects while exploring additional opportunities in Practical and Applied Arts (PAA), such as Home Economics, Industrial Arts, and Career Education. Instruction is increasingly project-based and integrates digital literacy to prepare students for the transition to high school.

Senior Years (Grades 9 to 12)

Grade 9 is a transitional year where students begin to explore credit-based courses and prepare for graduation pathways. Students may earn their first high school credits and begin to tailor their programming based on future goals.

In Grades 10 to 12, students pursue specific academic and career pathways while meeting Saskatchewan Ministry of Education graduation requirements. To graduate with a **Grade 12 standing**, students must earn a **minimum of 24 credits**. The table below provides an overview of what you need to graduate in the 24 credit program types (effective since the 2024-25 school year, this applies to Graduates of 2027 and beyond):

(See next page)

Area of Study	Minimum Number of Credits Required for SK Regular Program
ELA	3
Mathematics	2
Science	2
Social Studies	2
Health Education/Physical Education	1
Arts Education/ PAA	2
Financial Literacy	1
Sub-Total	13
Electives	11
Total	24

Graduates of 2026 are still to follow the old graduation requirements which are outlined below:

Area of Study	Minimum Number of Credits Required for OLD Regular Program
ELA	5
Mathematics	2
Science	2
Social Studies	3
Health Education/Physical Education	1
Arts Education/ PAA	2
Sub-Total	15
Electives	9
Total	24

Required courses are compulsory and all prerequisites must be met. There are still choices within required courses. For example, Mathematics has three pathways – Apprenticeship and Workplace Math, Foundations of Math, and Pre-calculus. Ms. Dansereau or Ms. Richardson can help students with course planning.

Elective course credits are chosen based on your interests and abilities as well as course availability at your school. To meet the credit requirements for graduation, students are required to take six to nine elective courses at the secondary level depending on your program. These courses include at least six courses at Grade 11 or 12 (level 20 or 30).

Students may select from a variety of electives, including Industrial Arts, Food Studies, and other Home Economics modules. Distance Learning opportunities are also available in both digital and print formats.

Students wishing to drop a course must do so within the first month of the semester. Courses that are not dropped by the designated date may remain on the student's transcript.

Students are not limited to course offerings at Lucky Lake School. Distance Learning students are assigned a designated workspace and are expected to use the time productively. If a student wishes to have accommodation for where DLC courses are completed, please speak to Ms. Inverarity.

Student support services, including the Learning Support Teacher, Educational Assistants, and Divisional Consultants and Clinicians, ensure all learners have access to inclusive, personalized programming.

SCHEDULE

Our school follows a 6-day cycle with 6 periods in Elementary, Middle, and Senior years programming. The bell schedule is outlined below:

Senior Years		Elementary and Middle Years	
8:50	Morning Warning Bell	8:50	Morning Warning Bell
8:55 - 9:48	Period 1	8:55 - 9:47	Period 1
9:48 - 9:55	Transition Break	9:47 - 10:39	Period 2
9:55 - 10:48	Period 2	10:39 - 10:54	Recess
10:48 - 10:55	Transition Break	10:54 - 11:49	Period 3
10:55 - 11:48	Period 3	11:49 - 12:35	Lunch Break & Recess
11:48 - 12:35	Lunch Break	12:35 - 1:27	Period 4
		1:27 - 2:19	Period 5
12:35 - 1:27	Period 4	2:19 - 2:34	Recess
1:27 - 1:35	Transition Break	2:34 - 3:26	Period 6
1:35 - 2:28	Period 5		
2:28 - 2:35	Transition Break		
2:35 - 3:26	Period 6		

SCHOOL COMMUNITY TEAM

Administrative and Instructional Staff:

Jennifer Young, Principal

Lisa Richardson, Learning Support Teacher

Leanne Heath, Home Economics & Complex Classroom Teacher

Char Dansereau, Career and Workplace Teacher

Aaron Beeson, Industrial Arts Teacher and Senior Humanities/English Teacher

Shuyu (Vikki) Chen, Senior Sciences and Mathematics Teacher

Aaron Bourassa, Physical Education and Health Teacher

Ashton Buhr, Kindergarten Homeroom

Dawn Hastings, Grades 1 and 2 Homeroom

Shelby Ayers, Grades 3 and 4 Homeroom

Jesse Siemens, Grades 5 and 6 Homeroom

Ellie Hart, Grade 7 and 8 Homeroom

School Support Staff:

Shanna Wandler, Administrative Assistant and Educational Assistant

Heather Jessiman, Administrative Assistant and Educational Assistant

Robin Galambos, Child and Youth Councillor

Deenna Nelson, Librarian

Chantra Inverarity, SaskDLC Online Learning Facilitator and Educational Assistant

Chantelle Cheremkora, Educational Assistant

Cathy Smith, Educational Assistant

Judith Settler, Educational Assistant

Patricia (Trish) Williams, Educational Assistant

Vicki Ylioja, Educational Assistant

Corrie Petrie, Custodian

STUDENT-LED CONFERENCES & REPORT CARDS

At Lucky Lake School, we are committed to fostering strong school-family partnerships and supporting student growth through clear, purposeful communication. Two of the primary tools we use to support this are **student-led conferences** and **report cards**.

Student-Led Conferences: Purpose & Intention

Student-led conferences are held twice each school year and serve as a powerful opportunity for students to take ownership of their learning. During these conferences, students reflect on their progress, share accomplishments, and identify areas for continued growth. These conversations provide students with a meaningful platform to communicate directly with their families about their learning journey, with the support of their teacher.

To support this process, report cards are intentionally published *after* the student-led conference. This timing allows students to lead the conversation and provide personal context before formal assessment is shared. By hosting the conference first, we keep the focus on student voice and celebration, rather than on grades. It also allows students to frame their learning journey in their own words, helping families better understand the teacher's report when it is shared.

Following the conference, a report card will be distributed in print (sent home with the student) and published online through Edsby. This ensures that families have both a meaningful conversation and a formal record of their child's academic progress.

Student-led conferences will take place on **November 4–5, 2025** and **March 10–11, 2026**, from **4:00 PM to 7:00 PM**. Conference times will be scheduled by the office and shared with families through a school memo. If you need to reschedule your time, please contact the classroom teacher or the school office directly.

We understand that arranging childcare during conferences can be a challenge for many families. To help support families, we will be offering volunteer babysitting from **3:30 PM to 7:00 PM** on conference days. Students who normally travel home by bus are welcome to remain at the school for babysitting until their parent or caregiver arrives for the conference.

Reading Report Cards: Purpose & Intention

Report cards provide formal feedback on student achievement and learning behaviours. They are designed to communicate information clearly, consistently, and constructively, in alignment with provincial expectations. The goal is to celebrate student strengths, identify challenges, and offer clear next steps for learning.

Structure:

- Teachers provide comments that typically follow a clear pattern:
 1. **Strengths** – What is the student doing well?
 2. **Challenges** – Where is support or improvement needed?
 3. **Next Steps** – What strategies can help the student move forward?
- At all levels, report card comments are personalized, constructive, and designed to promote ongoing learning.

Frequency:

- **Kindergarten** receives report cards twice a year (March and June).
- **Grades 1–9** receive report cards three times per year (November, March, and June). However, if the student is enrolled in a credit course, they will be reported on in accordance with the Gr.10-12 schedule.
- **Grades 10–12** receive report cards four times per year (at the midterm and end of each semester).

Student Achievement Scale (Grades 1–12):

Ordinal Grade (Gr. 1–9)	Percentage (Gr. 10–12)	Description
4	80–100%	<i>Very good to excellent</i> understanding and application of concepts and skills. Thorough, consistent, and often applied creatively.
3	70–79%	<i>Good</i> understanding and application. Demonstrates most concepts and makes connections with support.
2	60–69%	<i>Basic</i> understanding. Can apply key concepts with some assistance and makes occasional connections.
1	50–59%	<i>Limited</i> understanding. Rarely makes connections. Requires support.
ND	< 50%	<i>Not yet demonstrating</i> the required understanding. Student is not currently meeting outcomes.

Other codes:

- **NA** – Not Applicable
- **IN** – Incomplete; not enough evidence to determine achievement

SCHOOL COMMUNITY COUNCIL (SCC) 2025-2026

The School Community Council (SCC) plays a vital role in strengthening the connection between our school and the community it serves. The SCC is a group made up of parents, caregivers, community members, school staff, and the principal, all working together to support student learning and wellbeing.

Role and Responsibilities of the SCC:

- **Advisory Role:** The SCC works in an advisory capacity with the school administration and division, offering input and feedback on school goals, initiatives, and plans that affect student learning.
- **Community Engagement:** The council helps foster meaningful partnerships between families, the school, and the broader community.
- **Support for Learning:** The SCC supports the development and implementation of the school's Learning Improvement Plan and may assist in organizing or promoting educational events and initiatives.
- **Advocacy:** Members advocate for a positive, inclusive school environment and ensure diverse voices are heard in decision-making.
- **Communication Link:** The SCC acts as a bridge for communication between the school and the community, helping to share information and gather feedback from families.

Our SCC is a committed group of volunteers who believe in the power of collaboration to enhance education. All parents, caregivers, and school community members are welcome to attend SCC meetings or express interest in becoming involved.

We thank our SCC members for their time, leadership, and dedication to the success of our students and school community.

The SCC will hold a General Business Meeting monthly between September and May. An Annual General Meeting will be held in the spring to elect the Council for the 2026 -2027 school year. Meeting dates are communicated in the school newsletter and calendar.

Roles:

Kendra Siemens, Chairperson
Jody Ylioja, Vice-Chairperson

Deenna Nelson, Secretary
Melanie Dyck, Treasurer
Alicia Ylioja, Member-at-Large
Angie Lowe, Member-at-Large
Megan Erixon, Member-at-Large
Jesse Siemens, Teacher Representative
Aaron Beeson, Teacher Representative
Lydia Ylioja, SLT (Student) Representative
Jennifer Young, Administrative Representative

ANNOUNCEMENTS OF UPCOMING EVENTS

School Community Announcements are shared in a variety of ways. Students and their families can access information through:

- School and Classroom Memos/Letters
- School Messenger (email)
- Edsby
- Monthly School Newsletter: Lucky Lake A-List
- School Facebook Page
- Visual Screen (outside the office)
- Student Agenda
- Morning announcements
- School's website
- School Community Council (meetings, minutes, and members)
- Monthly Community Newsletter by the SCC: Lucky Lake Local ^{*new}

THE LUCKY LAKE A-LIST NEWSLETTER

The *Lucky Lake A-List* is our monthly school newsletter, celebrating the many achievements and activities happening throughout the school community. Each issue features highlights of student success in academics, athletics, the arts, and leadership—spotlighting students who demonstrate outstanding effort and positive attitude.

The newsletter also includes:

- Updates and meeting highlights from our School Community Council (SCC)
- Highlights from the Sun West School Division Board
- A calendar snapshot of the month's key events and activities

The *A-List* is distributed in both print and digital formats. Physical copies are shared through family representatives, with extras available at the school and the local post office. Families may also request a digital version by contacting the school office.

We invite all families to stay connected and informed through this valuable communication tool.

LUCKY LAKE LOCAL NEWSLETTER

Published monthly by the School Community Council (SCC), the *Lucky Lake Local Newsletter* showcases the heart of our community. Each issue features updates on upcoming events, highlights local businesses and services, and celebrates the people and accomplishments that make Lucky Lake a wonderful place to live, learn, and grow.

To purchase advertising space in the newsletter, please contact the SCC directly.

STUDENT AGENDA

All students will be provided with a school agenda (day planner). It is expected that all **students will use the agenda** as a tool to organize and prioritize tasks, write announcements, and other daily messages shared by teachers. Parents or caregivers are asked to **check the agenda daily** as part of the family routine at home. Replacement agendas can be purchased from the school for \$10.

STUDENT RE-ENTRY AND NEW REGISTRATION TRANSITION PERIOD

When a student is newly registered or reregistered with our school during the school year, it is important to ensure that the appropriate supports and planning are in place for a successful transition. Teachers may require additional time (up to **two weeks**) from the date of registration to prepare for the student's arrival. This transition period allows staff to:

- Review or develop student-specific plans (e.g., Individualized Education Plans, Proactive Response Plans/Behaviour Support Plans, Medical Protocols)
- Collaborate with learning support staff and school administration
- Develop appropriate educational materials and adaptations as needed
- Arrange for classroom integration and peer support as needed

During this time, communication will be maintained with the student's family, and the school will ensure a welcoming and supportive environment as the student begins their reintegration or entry into the school community.

This practice supports the development of a thoughtful and inclusive transition plan that promotes student success.

SCHOOL SERVICES

Child and Youth Councillor

The Sun West School Division has arranged for a Child and Youth Counsellor to make regular visits to school to meet the needs of our students. Arrangements are made through the office. Parents may call the office to enquire about the availability of this resource.

Clinical Support

The Sun West School Division has contracted speech and language pathology, school psychology, and occupational therapy services. Referrals or request for services are made through the school. Parents may call the office to enquire about the availability of this resource.

Athletic Services

Lucky Lake School recognizes the importance of mental health and wellbeing, which is extended to physical fitness. We meet these needs through a Physical Education programming for fitness and skill instruction.

Recreational sports are coordinated by our Athletic Director, Mr. Bourassa. Our school may offer noon hour intramurals and extra-curricular sports. We compete at the junior and senior school level through a variety of competitive teams. We try to establish a balance between competitiveness and participation at this level. These activities are provided by staff and community volunteers and are a privilege.

Lucky Lake School Athletic Philosophy:

Lucky Lake School athletics aims to grow life-long participants in physical activity as we provide a supportive opportunity for participation in a wide variety of extra-curricular sport. Through

our athletic program, we hope to empower students to pursue excellence and reach their full potential while learning valuable lessons in sportsmanship, teamwork and integrity. Academic integrity influences participation in sports.

EXTRA-CURRICULAR TRAVEL

Lucky Lake School offers a variety of opportunities outside of the classroom. It is expected that parents will drive students to events that take place outside of Lucky Lake.

All drivers must fill out the Authorized Driver Form which will be made available through the coach. A current Criminal Records Check is required for all drivers. “Current” means that the volunteer must have had a criminal records check done the first year they began volunteering at the school. All vehicles used to transport students must carry \$2 million liability insurance. This insurance costs less than \$60 per year.

SCHOOL LEADERSHIP TEAM (SLT)

The **School Leadership Team (SLT)** is the representative body of students from middle and senior years (Grades 7–12) at Lucky Lake School. This team plays a vital role in shaping school culture by initiating, supporting, and coordinating student-led activities that promote inclusion, spirit, and a sense of community.

SLT members organize fundraisers, plan team-building opportunities, and host school spirit events throughout the year. In addition to promoting fun and belonging, the SLT sets annual goals to support the broader school community and is responsible for managing and reporting on its budget.

The SLT is supported by staff advisors, but the leadership and direction of the team come from the students themselves.

SLT members are encouraged to apply to the Sun West School Division Student Leadership Team who offer a variety of leadership opportunities including the coordination of an annual SLT conference.

Roles and Responsibilities

Each year, students can run for specific SLT leadership roles. These roles are as follows:

- **President:** Typically, a student in Grade 12 who oversees all SLT operations, chairs meetings, ensures initiatives are on track, and serves as the main spokesperson for the team.
- **Vice-President:** Assists the President and steps in when the President is unavailable. Helps coordinate committees and supports all SLT projects.
- **Secretary:** Takes detailed minutes at meetings, maintains attendance records, and helps communicate event information to the student body.
- **Treasurer:** Tracks income and expenses from fundraisers, ensures proper documentation, and prepares brief monthly budget updates for the team.
- **Communications Coordinator:** Creates posters, newsletter articles, announcements, and social media content. Ensures school-wide awareness of SLT events and initiatives.
- **SCC SLT Representative:** Attends monthly School Community Council (SCC) meetings from **September to May** as the student voice. Shares student updates and brings back relevant information from SCC meetings to the SLT. *This position requires confidence in speaking to adults and the ability to represent student perspectives respectfully and clearly.*

Elections and Appointments

SLT elections are held during the **month of September**. All students in Grades 7–12 are eligible to run and vote. The process is as follows:

1. Interested students must submit their names and the position they wish to run for prior to the election meeting.
2. During the election meeting, each candidate will be invited to give a short speech (1–2 minutes) outlining their interest and qualifications.
3. Voting will take place by secret ballot.
4. Staff advisors will count the ballots, and successful candidates will be announced at the end of the meeting.

If a position **does not receive a nomination**, it will remain vacant until the **October SLT meeting**, at which time a student will be **appointed to the position** by the SLT with the support of the staff advisor. Preference will be given to students who have shown commitment through volunteering or active participation in school events.

NUTRITION AT SCHOOL

At Lucky Lake School, we know that healthy food helps students learn and feel their best. Through community support, donations, and grants, we aim to provide supplemental nutrition to all students in the morning. We encourage students to make good choices when it comes to what they eat and drink.

To support a healthy school environment:

- We promote snacks like fruits, vegetables, and water throughout the day.
- We offer nutritious choices through our canteen, vending machine, and any food sales.
- At least half of all food and drink options offered through the school will meet healthy nutrition guidelines.
- Energy drinks and caffeinated soft drinks (like Rockstar, Monster, Celsius, Ghost, Bang, Alani, Noss, Red Bull, and similar products) are **not allowed at school**.

Together, we can help students build strong minds and healthy habits!

ATTENDANCE AND PUNCTUALITY

Students are expected to be in their classrooms, ready to learn, when each class begins. If arriving late, students must check in at the office.

All late arrivals are tracked, and patterns will be addressed through a supportive and restorative approach in collaboration with classroom teachers and school administration.

If a student must leave during the day due to illness or another reason, they must report to the office before leaving. This ensures accurate attendance and safety.

- **Severe absenteeism** is defined as missing 10% or more of instructional time in the Early and Middle Years or missing 10 periods in a specific course in the Senior Years.
- **Chronic severe absenteeism** occurs when a student has missed 20% or more of instructional time in the Early and Middle Years or 20 periods in a Senior Years course.

In both cases, the student and their parents/caregivers will be invited to participate in developing a student-specific support plan. This plan will focus on improving attendance, promoting engagement, and identifying any barriers to regular school participation.

LATE AND MISSING ASSIGNMENTS

We understand that students work at different paces and face various challenges. Our goal is to support timely and successful completion of all assignments. Teachers will provide clear expectations and due dates.

If a student is struggling, support may include:

- Teacher check-ins or reminders
- Parent communication
- Scheduled work periods or academic supports (e.g. lunch-hour work time)

A flexible approach will be used to support learning while fostering responsibility. Consistently late or missing work may trigger a restorative meeting to create a plan for improvement.

ACADEMIC INTEGRITY AND AI USE

Cheating - including plagiarism or unauthorized assistance is a serious offence. This includes the unapproved use of AI tools (e.g. ChatGPT, Snapchat AI, CoPilot, GrammarlyGO).

If AI is misused:

- The student will be asked to redo the assignment in their own words by a set deadline
- If not completed, a mark of zero may be assigned
- Repeat offences may lead to further consequences, including in-school suspension

When used appropriately with teacher permission, AI tools may be used to support—not replace—student thinking.

SENIOR OPEN CAMPUS POLICY (GRADES 9–12)

Senior students in Grades 9–12 may leave campus during lunch with a signed parental consent form on file. Students are not permitted to leave campus during other breaks or spares without parental consent provided to the office in advance.

Expectations:

- Students must conduct themselves safely and respectfully off-campus
- Students are expected to return to class on time and ready to learn
- Driving is a privilege and parents assume full responsibility for students operating vehicles.
- Vehicles must be parked properly and locked in the designated lot

Grades K–8 do not have open campus privileges. Students in these grades may leave at noon if:

- They have signed permission to visit the Wheatland Library.
- They are picked up by a parent/caregiver or leave under the care of an older sibling, with parent contact made to the office.

Students are expected to use unscheduled time productively in designated spaces like the library, workout room, or supervised classrooms. **Loitering in hallways is not permitted.**

INCLUSIVE AND EQUITABLE DRESS GUIDELINES

We are committed to fostering a respectful and inclusive environment where students feel comfortable, supported, and free to express themselves. Our dress guidelines aim to balance personal expression with safety, practicality, and a focus on learning.

Guidelines:

- Clothing must adequately cover undergarments and private areas at all times.
- Students are expected to dress appropriately for the learning experience or activity. For example, Physical Education typically requires athletic footwear, socks, elastic-waist shorts, and a t-shirt. Personal items should be stored securely in student lockers.
- Clothing must not display messages or images that promote hate, violence, discrimination, or the use of alcohol, drugs, or other harmful substances.
- Cultural and religious headwear is always permitted
- Hats and hoods may be worn in the senior years except where safety or visibility is a concern (e.g., labs, gym) and at the discretion of the classroom teacher. In early and middle years, hats are not permitted during instructional time.

All conversations regarding dress will be conducted privately, respectfully, and with a focus on care—not control.

BUS TRANSPORTATION

At Lucky Lake School, we are committed to ensuring that all students travel to and from school safely and respectfully. As part of the **Sun West School Division**, we follow the guidelines set out in Administrative Procedure 550 – Transportation of Students on a School Bus. Below are the expectations and important information for all student bus riders:

Eligibility

- Bus transportation is provided for students registered in Kindergarten to Grade 12 within their designated attendance area.
- Only registered bus riders may use regular transportation services. Special requests must go through the **Guest Rider Program** (see below).

Student Responsibilities

- Students must be ready to board immediately when the bus arrives. Buses will not wait for late students.
- Student conduct on the bus must align with school-wide behaviour expectations (Code of Conduct) and Sun West's AP 350 – Student Conduct.
- Disruptive or unsafe behaviour may result in disciplinary action, including the loss of bus privileges.

Parent/Caregiver Responsibilities

- Parents are responsible for ensuring that students are prepared and waiting at their designated stop on time.
- If you have concerns about a bus, you are encouraged to contact the Sun West Transportation Supervisor directly.
- If you have concerns about rider behaviours, you are encouraged to contact the bus driver directly.
- In cases where a bus cannot operate due to mechanical issues or driver availability, parents are responsible for providing transportation.
 - If the bus is out of service for three or more consecutive days, families may apply for mileage reimbursement using Form 550-4.
 - This does not apply to weather-related cancellations.

Bus Schedule Guidelines

- The first pick-up on any route will not occur before 7:30 AM
- Buses aim to arrive at school no earlier than 8:40 AM
- Bus drivers must follow the designated route and schedule.

Guest Rider Program

The Guest Rider Program allows occasional alternate travel arrangements under special circumstances.

To qualify:

- The student must already be a registered rider.
- The request must involve an existing bus stop.
- The Form 550-5 Guest Rider Request must be submitted at least 48 hours in advance.

Limitations:

- A maximum of 2 guest riders per bus per day (exceptions: sibling groups up to 4).
- The program is not meant for more than 10 consecutive school days.
- Only students from Lucky Lake School may participate.

Safety First

The safety of students is always a top priority. If road conditions or weather create unsafe travel conditions, buses may be delayed or cancelled. Parents should refer to Administrative Procedure 125 – Severe Weather and monitor division communications for updates.

If you have any questions about bus transportation or expectations, please contact the school or the Sun West School Division Transportation Department. Working together, we can ensure a safe and respectful bus riding experience for all students.

STUDENT PROPERTY – CARS, BIKES AND PERSONAL ITEMS

Students are responsible for their personal belongings. Cars must be parked in designated lot, not blocking the sidewalk or pathway, and locked. Bikes must be parked in the racks and should be locked. Students may not borrow or ride another student's bike or car.

Although lockers are provided to students, if a student would like to borrow a lock from the office or bring their own lock, the expectation is that they provide the code to the office.

SAFE SCHOOL ENVIRONMENT

Lucky Lake School is committed to ensuring a safe and caring environment for all students, staff, and visitors. To support this, the possession of weapons on school property is strictly prohibited.

Weapons include but are not limited to:

- Firearms
- Knives of any kind, including pocketknives
- Any object intended to cause harm or perceived as threatening

Procedures and Consequences:

- Any student who brings a prohibited item such as a pocketknife to school will have the item immediately confiscated and secured in the school office.
- A parent or caregivers will be required to retrieve the item.
- On the first offense, the student and parent will be reminded of the school policy.
- On a second offense, the student may be suspended from regular programming. A support plan will be developed to help the student learn strategies for self-monitoring, regulation, and personal responsibility.
- Additional consequences or supports may be assigned in accordance with Sun West School Division's Safe and Caring Schools framework.

This policy is part of our broader commitment to promoting student wellbeing and preventing harm in our school community.

RESTORATIVE JUSTICE AND DISCIPLINE

We believe discipline should be educational and supportive. Our four-stage response system reflects principles of restorative justice and progressive discipline.

Stage 1 – Minor Infractions: Handled by the teacher or referred to the principal for follow-up. Restitution or reflection may be required.

Stage 2 – Repeated or Disruptive Behaviour: May include an in-school suspension from regular programming and a restorative conference involving student, parents/caregivers, and school staff.

Stage 3 – Major Infractions: Involves school administration and may include the superintendent. Suspensions (1–3 days) or student support plans may be implemented.

Stage 4 – Chronic or Severe Infractions: Referral to the school division’s clinical team. Long-term suspension, alternate placement, or expulsion may be considered.

In-School Suspensions offer a supported, structured setting for students to complete academic work while reflecting on behaviour and strategies to promote self-regulation.

Out-of-School Suspensions provide time and space for both the student and school team to reset, reflect, and prepare for a successful return. A **Return to School Meeting** is required before reentry. Parents or caregivers are expected to attend this meeting with the student, during which a student-specific reentry plan will be developed, reviewed, and signed by all parties involved.

GRADUATION ELIGIBILITY

To participate in the Graduation Banquet and Exercises, students must be in good standing and meet all academic, behavioural, and credit requirements.

As outlined above, a minimum of **24 credits** is required to graduate from high school in Saskatchewan. All potential graduates must be passing the required courses by the eligibility review date—**one month prior to the graduation exercises**—in order to participate in both the banquet and graduation exercises. Exceptions to this will be determined by the principal and based on the student’s pathway to completing high school, such as the Adult 12 program.

Good standing also requires that students:

- Maintain a passing grade (minimum 50%)
- Sustain their academic standing through to the date of the graduation exercises
- Sustain behaviour expectations

It is each student’s responsibility to ensure that they are on track to graduate and are maintaining eligibility. This requirement helps ensure that all students recognized on stage are positioned to successfully complete their Grade 12 education by the end of June.

The **2026 Graduation Banquet and Exercises** will be held on **June 19, 2026**. The banquet will be held at the **Lucky Lake Community Center Hall** and will commence at 5:30 PM. The graduation exercise will be held in the **school gymnasium** and will commence at 7:00 PM. (This may be subject to change with appropriate notice.)

The Valedictorian will be selected at the end of the first semester based on the highest academic average. This will be calculated using the highest achieving grade from one English Language Arts course, one Sciences course, one Social Studies course, and one Mathematics course.

A graduation committee will be established by October 1st. The committee will include at least one student representative, a parent/caregiver representative, a teacher representative, and the principal. The role of the committee is to gather information from the graduates and their families to determine a theme for the celebration, a budget with funding plans (fees or fundraising), and coordinate responsibilities.

TECHNOLOGY USE

Technology use at school is a privilege. All students must sign the Sun West Acceptable Use of Technology Agreement.

Expectations:

- Devices may be used only with teacher permission
- Headphones must be removed when addressed by staff
- Technology must support—not distract from—learning
- Damage must be reported to the classroom teacher

Repeated misuse may result in suspension of tech privileges. When a device is damaged, the school will have private conversation with the parents/caregivers to determine the responsibility of the repair or replacement.

SEVERE WEATHER

During Saskatchewan winters, severe weather is a part of life. Severe weather may include very cold temperatures and wind chills, blizzards, heavy snowfall and ice storms.

Lucky Lake School's guidelines state that students are to stay inside the school with the temperature with the wind chill is minus 30 degrees Celsius. This means students stay indoors during recess and the noon hour for those students who stay for lunch.

When the wind chill is above minus 30, students are expected to dress warmly and go outside during recess and noon hour for fresh air and exercise. Fresh air and exercise provide energy for the rest of the day, and we are working hard to ensure our staff and students remain in motion!

School staff monitors the wind chill and temperatures throughout the day as the safety of both students and staff remains a priority on very cold days.

Parents and guardians are reminded to ensure their children are dressed appropriately for the weather. Whether children are walking to school, taking the school bus or being dropped off at school in a vehicle, it's very important to check they are wearing mittens, a scarf, warm coat, boots and a warm toque or hood. On high wind chill days, all exposed skin should be covered. Parents are encouraged to make decisions about their child's attendance at school based on current weather conditions and safe transportation to and from school.

As primary caregivers, parents and guardians need to decide what is best for their children. The option to keep children at home when weather conditions are extreme is at the parents or caregivers' discretion. As a school division, we have responsibility to educate your child. We work very hard to minimize any interruptions to your child's education. Classes are interrupted only on rare occasions.

TOBACCO, VAPING, AND SUBSTANCE USE

Lucky Lake School is a tobacco-free, vape-free, and substance-free environment. This includes school grounds, parking lots, and all school-sanctioned events, regardless of location.

Use or possession of tobacco, vape products, cannabis, or alcohol will result in disciplinary action, including potential suspension and involvement of parents/caregivers and support staff.

ALLERGY ALERT – PEANUT, FISH & SEAFOOD AWARENESS

Lucky Lake School is a nut, fish, and seafood alert school. We have students with life-threatening allergies to nuts, peanuts, and various types of fish and shellfish.

Please check all labels when packing lunches and snacks. Products containing nuts, peanuts, or fish/seafood should not be sent to school under any circumstances.

Your attention to these precautions helps us maintain a safe and inclusive environment for all students.

FAMILY- SCHOOL COMMUNICATION

At Lucky Lake School, we value strong, open communication between families and the school. We encourage parents and caregivers to reach out to us by phone, email, or in person to share updates, ask questions, or discuss any challenges their child may be experiencing. Positive collaboration between home and school helps us create a supportive and inclusive learning environment for every student.

We aim to regularly share good news about your child's growth and accomplishments. When concerns arise—academic or behavioural—we will also communicate with families in a timely and respectful manner, typically through phone or email.

While texting may seem convenient, generally, staff do not have access to their personal cell phones during instructional hours. For attendance updates, questions, or concerns, we ask parents and caregivers to use the appropriate communication channels and contact the office. Classroom-related concerns should be directed to your child's teacher. For broader school matters, please contact the principal. This ensures timely, relevant responses and appropriate follow-up.

If an issue requires deeper discussion, we may invite you to meet in person so we can work together in the best interests of your child. We believe that thoughtful, respectful communication is key to every student's success.

We understand that questions or concerns may arise at any time. However, we ask that non-urgent emails or messages be sent **before 4:30 PM**, when possible. Emails received **after 4:30 PM** may be responded to on the following school day. This helps our staff maintain healthy boundaries between work and personal time.

If you have a concern to raise, we encourage you to follow this communication path to ensure it is addressed promptly and constructively:

1. **Classroom Teacher**
2. **Principal – Jennifer Young**
3. **Superintendent of School Operations – Kim Fick**
4. **Sun West School Division Board of Education – Terry Hall**

TELEPHONES AND CELL PHONE USE

Students requiring assistance calling home may do so through the office. In an effort to reduce the

number of disruptions in our students' learning, parents are encouraged to leave a message with the office for their students when they are in class.

In alignment with the provincial directive introduced in 2024, student cell phone usage policy is outlined below:

- **In Classrooms:** Cell phones must be turned off and handed in to the designated teacher, typically this occurs during the first period or during the student's first class of the school day. The teacher will securely hold the cell phones until they are returned to students at lunch, at the end of the day or when the student is leaving the school grounds. This measure is in place to maintain a focused learning environment and prevent disruptions. If a teacher wishes to use cell phones as a learning tool during a lesson, the lesson plan must be approved by the principal in advance.
- **During Lunch:** Students may use their cell phones in **the Learning Lounge, gym, or supervised classrooms** within the school. Using phones in hallways and bathrooms are not permitted. Taking pictures or videos in the school or on the grounds, including the parking lot is not permitted. Cell phones are not permitted outside. If students have permission to leave the school grounds during lunch, they may take their cell phones with them. However, once classes resume, the phones must be turned in to the designated teacher. We encourage responsible use to ensure that cell phones do not interfere with social interactions or school activities.
- **Emergency Situations:** If a student needs to contact a parent or caregiver, they may do so through the main office or classroom telephone. We are committed to handling any urgent communication promptly and appropriately.
- **Discipline:**
 - **1st Offense:** The teacher will confiscate the cell phone until the end of the day.
 - **2nd Offense:** The principal will confiscate the cell phone until the end of the day.
 - **3rd Offense:** The principal will confiscate the cell phone, and a parent or caregiver will need to pick it up from the office.
 - **4th Offense:** Suspension from regular programming.

We believe that this policy will help our students engage more fully in their education and interact more meaningfully with their peers. Should a student refuse to comply with the policy, a suspension from school will result. We appreciate your support and cooperation in reinforcing these expectations at home.

VISITORS

All visitors to the school are required to check at the main office upon arrival at the school. A visitor is defined as any person who is not a student at the school.

When students wish to bring a guest(s) to school during the school day, permission is required from the principal.

When students and families wish to bring animal visitors to the school, permission is required from the principal.

CANTEEN AND VENDING MACHINE USE

The school canteen, also known as **Haapala's Hut**, will be open occasionally throughout the school year. While there may not always be advance notice, students are welcome to access the canteen **during the lunch break only** when it is open.

Vending machines are located outside of the canteen and are available for student use according to the following guidelines:

- **Grades 7–12** may access the vending machines during **scheduled breaks** on any school day.

- **Grades K–6** may use the vending machines **on Fridays only, and only during recess**. If there is no school on Friday, then students can access the vending machines on Thursday.

Students are expected to use the canteen and vending machines respectfully and responsibly. Misuse may result in a loss of privileges.

SASKDLC EXPECTATIONS

Senior students are to be enrolled in Distance Learning Courses (DLC) to meet specific academic needs or to access courses not offered in-person at the school. These courses require a high level of independence, responsibility, and time management. Students are expected to meet the following expectations to be successful:

1. Attendance and Punctuality

- Students must attend all scheduled DLC periods and treat them as they would any in-person class.
- Regular attendance will be monitored, and absences must be excused following school policy.

2. Work Completion and Deadlines

- Students are expected to complete and submit assignments, quizzes, and exams by the deadlines set by the DLC teacher.
- Procrastination can lead to falling behind. Students must stay on track with the course pacing guide.

3. Communication

- Students should check their DLC platform and email regularly.
- Communication with the DLC teacher is the student's responsibility. Students must reach out promptly if they have questions, need help, or encounter technical issues.

4. Behaviour and Academic Integrity

- DLC work must reflect the student's own learning and effort. Cheating, plagiarism, or having others complete work on a student's behalf is strictly prohibited.
- Respectful and appropriate communication must be maintained in all digital interactions.

5. Use of Time and Resources

- Students must use their DLC time productively and avoid distractions (e.g., games, social media, videos not related to coursework).
- Students are expected to bring necessary materials (notebooks, headphones, pens, etc.) and manage their learning environment responsibly.

6. Supervision and Accountability

- Ms. Inverarity is assigned to supervise students during DLC periods. Students are expected to follow instructions and report to the designated room on time.
- Progress will be reviewed regularly. Lack of engagement may result in intervention, parent contact, or removal from the course.