

INTRODUCTION

This handbook provides you with some of the policies and procedures at Lakeview Elementary School. Should you have any questions or concerns, please feel free to drop into the school, phone (403) 328-5454, or e-mail us at lv@lethsd.ab.ca. Our administrators are Dawn Walmsley (principal) and Melanie McMurray (vice principal).



GOALS OF EDUCATION

- Lethbridge School District No. 51

- * Learn to respect and get along with people with whom we work and live.
- * Develop a desire for learning now and in the future.
- * Develop pride in work and a feeling of self-worth.
- * Learn how to examine and use information.
- * Identify their value system and recognize the value system of others.
- * Develop skills in computation and the ability to apply these skills.
- * Learn how to use leisure time.
- * Practice and understand the idea of health and fitness
- * Appreciate and experience the fine arts.

SCHOOL PHILOSOPHY

Working within the framework of the District's Goals of Education, as a staff and parents, we will do all we can to discover and cultivate the talents and capabilities of each student and to assist in his/her growth toward becoming a mature, creative and responsible adult. To accomplish this task all available resources will be tapped. Lakeview School will constantly endeavour to provide the most nourishing environment attainable by integrating the positive influences of all its communities: education, community and home.

As teachers and parents we believe children learn best when:

- ◆ children feel safe, secure and accepted
- ◆ children experience success
- ◆ children are actively involved
- ◆ things are meaningful to children
- ◆ trial and error are acceptable
- ◆ children interact positively
- ◆ children are communicating
- ◆ children are challenged
- ◆ children feel encouraged
- ◆ children encounter positive modelling
- ◆ children's physical and emotional needs at home are met
- ◆ school and parents work in partnership



SCHOOL VISION

'LIVING TO LEARN – LEARNING TO LIVE' is our school's statement about the future. It is used regularly by all members of the Lakeview staff as they plan programs and work with our students.

SCHOOL MISSION

The Lakeview School Community is committed to providing a positive learning environment that promotes the development of responsible, productive citizens.

SCHOOL COUNCIL

The Lakeview School Council is a collective association of parents, teachers, and administration who work together to promote the well-being and effectiveness of all stakeholders in the school community and thereby enhance student learning.

Our School Council is a means to facilitate collaboration among all education partners in Lakeview School.

The purpose of our council is to provide the structure through which all stakeholders come together to talk about the education of our students.

Our council has an elected executive but all stakeholders are welcome to attend monthly meetings to discuss and vote on issues and topics concerning the school.

The Annual General Meeting will be held in September of each year.

SCHOOL COUNCIL MISSION STATEMENT

The Mission of the Lakeview Elementary School Council:

- ⇒ To advocate for our children's needs in the school;
- ⇒ To facilitate communication among all stakeholders;
- ⇒ To encourage full parental involvement and support in the governance and delivery of our children's education;
- ⇒ To actively promote Lakeview Elementary School.

VOLUNTEERS AT LAKEVIEW

At Lakeview Elementary School we truly appreciate when parents and community members volunteer their time and talents to enrich our students' learning opportunities.

School council, home reading, field trip assistance, and general classroom helpers are ways to get involved in your child's education. If you are interested in volunteering at Lakeview you may connect with your child's teacher or get in contact with school council members. Volunteer forms may be found at the front office



LUNCH SUPERVISION

There are no fees for lunch supervision. Lunch supervision will be provided by the school.

All lunches must be able to be eaten without being heated up. **Students do not have access to microwaves.**



NOON RECESS AND LUNCH BREAK CHANGES

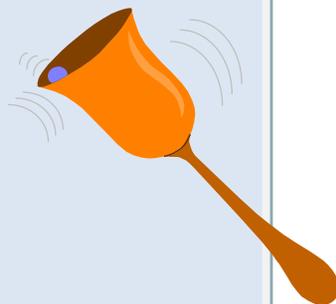
Starting in the **September of 2019**, we will be adjusting our recess and lunch break times.

The noon bell will ring at 12:00 and students will go outside for recess first until 12:30. At 12:30, they will re-enter the school and begin their lunch. Changing the order will help address issues of students rushing through lunch in order to get outside, and having food be wasted, and trash on the school grounds. It will also allow a smooth transition to work time for the afternoon.

As the students will be eating lunch later in the day, it will be important for them to have an adequate recess snack for the morning break at 10:15 Monday-Thursday.

BELL TIMES

8:15 am	- Staff Supervision Begins
8:22am	- Morning Kindergarten Begins
8:27 am	- Warning Bell – Students Enter School
8:30 am	- Classes Begin
10:15-10:29	- Recess (Monday-Thursday)
10:00-10:15	- Recess (Friday)
11:36 am	- Kindergarten Dismissal
11:45 am	- Dismissal on Fridays – Gr. 1-5
12:00 pm	- Lunch
12:16 pm	- Afternoon Kindergarten Begins
12:43 pm	- Warning Bell
12:45 pm	- Classes Resume
2:15-2:26	- Recess
3:30 pm	- End of School Day (Monday - Thursday)



NEWSLETTERS AND ANNOUNCEMENTS

We will send out a paperless newsletter. A copy of our newsletter will be posted on our web site at the beginning of each month. Please check this for information, activities and calendar dates. Paper copies will be available in the office upon request.



PUNCTUALITY

Regular, punctual attendance is a key factor in your child's success with the Alberta School Curriculum as well as his/her enjoyment of the school years.

For safety reasons please ADVISE THE SCHOOL WHEN IT IS NECESSARY FOR YOUR CHILD TO BE ABSENT for any reason.

STUDENT ARRIVAL AND DEPARTURE

The school playground and building have adults on supervision before each morning and afternoon bell times, during recess and during all school sponsored activities. Students should not arrive before 8:15 am.

FRIDAY EARLY DISMISSALS

Students are dismissed early on Fridays. Elementary students will be dismissed every Friday at 11:45 am.

LEAVING THE SCHOOL GROUNDS

Children are expected to remain on the school grounds throughout the school day except those children going home during the lunch hour. Permission to leave the school grounds must be approved by the proper school official.

OFFICE HOURS

Lakeview office hours are Monday-Thursday 8:00 am to 4:00 pm and Fridays 8:00 am to 1:00 pm.

KINDERGARTEN

Our kindergarten program uses the Kindergarten Program of Studies provided by Alberta Education.

Monday to Thursday

Morning Class – 8:22 AM– 11:36 AM
Afternoon Class – 12:16 PM – 3:30 PM

SCHOOL FEES

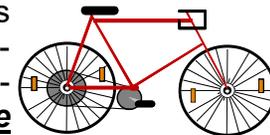
In Lethbridge School District #51 all basic annual school fees for elementary schools have been eliminated. At Lakeview, we have several classrooms who choose to use an agenda as a means of communication with home. Those student who will use an agenda in their classroom will be charged a fee of \$10.00 to cover the cost of purchasing their agendas.

SENDING CHILDREN HOME

In case of illness or forgotten books, etc. students are not sent home unless parents have been contacted to ensure that someone is home or that it is safe. In the case of an accident, the student will be checked over by a teacher, principal or certified first aid person, and if deemed necessary parents will be notified. Please ensure that we have work phone numbers or an alternate name and phone number in case of an emergency.

BICYCLES

Bicycles and scooters are not to be ridden on the school grounds. Students are to walk their bicycles on the school playground. Students are requested to lock their bikes to the racks provided. **Helmets are mandatory by law. The school cannot be responsible for missing bicycles or bicycle accessories.**



RECESS

During extreme cold (-20°C) or rainy weather, children are given an indoor recess. Most days, children are expected to go outside for some fresh air and hopefully some exercise.

MEDICATION

All medication that students require must be stored in the office in a container from a pharmacy with the child's name on it, the prescription and prescribed amount. If a student requires ongoing medication a Medication/Personal Care Request Authorization (form 504.1.3.1) must be filled out and signed by a doctor (please see the office for the form). Staff will administer and record the medication given on an ongoing basis. If a student requires temporary prescribed medication a doctor's note indicating the type of medication and the dosage must accompany the medication with a Medication/Personal Care Request Authorization (form 504.1.3.1) Non-prescription medication requires a Medication/Personal Care Request Authorization (form 504.1.3.1) to be completed by the parent/guardian.



504.1.3.1 Medication/Personal Care Request and Authorization Forms can be picked up from the school office.

SCHOOL NURSE

A nurse from the Public Health Unit visits the school regularly for consultation on health concerns. In addition, the nurse carries out a number of screening programs (vision, etc.) as well as immunization.



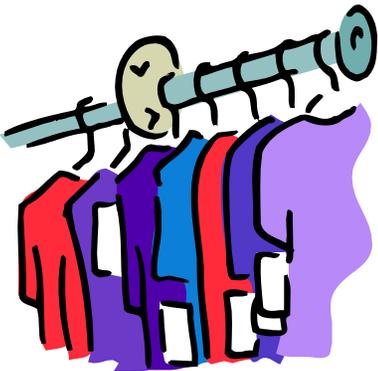
APPROPRIATE DRESS FOR SCHOOL

Although the school does not have a strict dress code, parents are urged to see that children dress appropriately and tastefully for school. Beach wear and T-shirts with offensive lettering are considered inappropriate and in poor taste. Also, what may be acceptable for younger students may not be for older students: halter tops, tank tops, short shorts, mesh shirts, etc.

It is important that students wear footwear at all times at school. Parents are urged to provide their child with a second pair of shoes (need not be new) that can be kept for indoor use. Children will be asked to remove wet footwear upon entering the building.

LABELLING BELONGINGS/LOST AND FOUND

Parents are urged to label all articles of clothing and school supplies belonging to their child. Each year we accumulate a large number of excellent pieces of clothing, footwear, etc. because no one claims them. We have a designated lost and found area. Please feel free to check this box when you are at school. Unclaimed items are donated to the other organizations or individuals in need at the end of the school year.



SCHOOL PHOTOS

Each fall the school contracts a photographer to take individual pictures. Purchase of the pictures is optional. A classroom photo will be taken in the spring.



LEARNING SUPPORTS

Individual programs will be developed for students with identified needs. When possible and appropriate, students may receive instruction in a targeted program.

Targeted programs include: **Literacy/Numeracy Support and Early Literacy, for those students requiring extra support in reading, writing and/or spelling, and Gifted and Talented**, for those students who demonstrate superior talent/ability.

Students cannot be admitted to these programs without parent approval.

Parents who are not satisfied with decisions made related to their child's educational programming are asked to follow the appeal process outlined on page 9.

Learning Commons

We have a well-equipped and well-stocked learning commons. Each year students at all grade levels are involved in activities that help them learn how to use the time. Students are encouraged to use the area during the day and after school until 4:00 pm.



Books are normally loaned for a period of two weeks. Students failing to return overdue materials have restricted borrowing privileges and are billed for books after a period of time.

STUDENT EVALUATION/ASSESSMENT



The Elementary Report Card is designed to communicate the learner's progress and achievement. It is organised by subject as defined by the Elementary Curriculum outlining expectations for student learning. These expectations indicate what a student needs to know and will be able to do in order to proceed from one level of the curriculum to another.

REPORTING PERIODS

Informal Contact
by September 27, 2019

Report Card #1
November 18, 2019

Interviews
November 20 & 21, 2019(kindergarten)
November 21, 2019 (grades 1-5)

Report Card #2
March 6, 2020

Interviews
March 18 & 19, 2020(kindergarten)
March 19, 2020(grades 1-5)

Report Card #3
June 25, 2020

SPECIAL SCHOOL PROGRAMS

University of Lethbridge - The University's student teacher program places student teachers in classrooms. These teachers often provide small group instruction, whole class instruction and assistance monitored by the regular teacher. Lakeview School supports the University of Lethbridge teacher preparation programs.

Field Trips- Teachers are encouraged to supplement grade level curriculum with appropriate field trips. Unfortunately, these valuable learning situations are greatly influenced by transportation costs. Fund-raising programs have to be undertaken in order for field trips to take place.

Human Sexuality of the Elementary Health Curriculum – This program for grades 4-5 deals with human sexuality – the basic life cycle and physical changes that occur in the early teens. Teachers are specially trained to teach these lessons. Parents will receive prior notice, may attend lesson presentations, or may request their child be excluded.

Kids in the Know – *Kids in the Know* is the Canadian Centre for Child Protection's national safety education program. The program engages students with interactive activities to help build skills that increase their personal safety and reduce their risk of victimization online and in the real world. All kindergarten through Grade 8 students in Lethbridge School District #51 will be using this program. The core foundation of *Kids in the Know* is based on the *Seven Root Safety Strategies*. These root safety principles are protective factors for kids to incorporate into their daily lives to increase internet, street, home, and public place safety. Together with families, we seek to reduce child victimization and empower students by teaching effective personal strategies.

Making Connections – Lakeview has a part-time Making Connections staff member. Her role is to support families that are having difficulty getting children to school, with making ends meet, or with any urgent family issues that may arise.

SPECIAL SCHOOL PROGRAMS cont.

FNMI Liaison – We are fortunate to have a part-time First Nation Metis Inuit School Liaison Worker scheduled to be in our school. She organizes activities that bring native students together during this time. She works on both academic and cultural activities. She is also available to work in classrooms with all students and with the school as a whole to enhance our First Nations, Metis, Inuit (FNMI) programming.

School Counsellor – We are very fortunate at Lakeview School to have the services of an Elementary Counsellor. She is assigned to our school for approximately 50% of her time. She can be contacted by phoning the school office.

Co-Curricular – This refers to school sponsored activities that take place outside the regular instruction time. The activities are optional and vary each year in accordance with leader availability and expertise. Some examples have been: choir, hand bells, gr 5 basketball, running club and leadership. Students are informed of the activities through letters home, bulletin board and P.A. announcements.

Fundraising – Although school budgets are adequate to cover the regular operational costs, occasions do arise when our school likes to provide educationally valuable enrichment activities or purchase additional equipment. Some of these activities or purchases require additional funds. In all cases parents are informed via the newsletters of the purpose for which the funds are to be used. PARTICIPATION IS STRICTLY VOLUNTARY.

Other Special Programs – During every school year there are many activities, both annual and single occasions that add to the regular program. Some examples are: Christmas Concerts, Fun Activity Days, School Spirit Days, assemblies, co-curricular groups or guest performers; Feed-the-Bug, Poster and Writing contests, Music Festival, Halloween Activity and many others.



RESPONSIBLE USE OF TECHNOLOGY

Policy

The Board is committed to providing and maintaining safe, caring and respectful digital environments conducive to learning and working. The Board is committed to preparing students for success in a future infused with technology. Fundamental to such success is the ability to use technology responsibly for the purpose of gathering, evaluating, creating, and sharing knowledge.

Definition

Digital Citizenship – the norms of appropriate, responsible behavior with regard to technology use.

Regulations

The Board provides users with access to technology to support teaching and learning, and to enable effective Board administration and communication. Technology, including personally owned devices, must be used appropriately in accordance with District Codes of Conduct.

1. All users (including volunteers, school councils, and societies conducting business and communication associated with the school) are responsible for:
 - 1.1. familiarizing themselves with this policy and its procedures and abiding by the expectations and restrictions;
 - 1.2. respecting District technology through proper use and care of equipment and resources;
 - 1.3. using technology in a way that does not disrupt other users nor compromise the functionality of the network;
 - 1.4. using technology in a lawful, respectful, and ethical manner;
 - 1.5. their District-provided network login and password; it should not be shared with anyone other than a parent/guardian; and
 - 1.6. demonstrating digital citizenship through the appropriate use of technology in the forum of social media.

RESPONSIBLE USE OF TECHNOLOGY cont.

2. Teachers are responsible for:

- 2.1. the supervision of student use of technology;
- 2.2. ensuring that use of technology for teaching and learning is in accordance with the Teaching Quality Standard;
- 2.3. instructing and modeling digital citizenship; and
- 2.4. determining when and where students are able to access Board technology or personally owned devices.

3. Students are responsible for:

- 3.1. using Board technology only for curriculum-related/educational purposes;
- 3.2. using personally owned technology for only curriculum-related/educational purposes while in an instructional setting;
- 3.3. demonstrating digital citizenship through the appropriate use of technology;
- 3.4. reporting any inappropriate use of email, data or unauthorized technology to a teacher or administrator immediately; and
- 3.5. the care, maintenance and security of their personal devices; the Board is not responsible for the replacement of lost, stolen or damaged items.

4. Schools are responsible for:

- 4.1. creating and enforcing expectations for use of technology within the school, at school events, and in situations where its use may adversely affect the school culture, regardless of where the use takes place.

5. In keeping with the Freedom of Information and Protection of Privacy (FOIP) Act, unauthorized video or audio recording on school grounds for any purpose is prohibited. Further, the taking of photos, filming or recording while at school or at a school related is prohibited unless approved by Lethbridge School District staff. In particular, taking photos, filming and/or recording is

strictly prohibited in washrooms and change rooms. However, this is not intended to prohibit sanctioned recording of activities at events open to the general public.

6. Failure to use technology responsibly as outlined in this policy, may result in consequences as outlined in the District Codes of Conduct and/or loss of privileges.

The Board delegates to the Superintendent the authority to develop the procedures necessary to implement this policy.

Check out our website:

<http://lv.lethsd.ab.ca/>

Elementary School Student Code of Conduct

Purpose

In order to establish and maintain a welcoming, caring, respectful, and safe learning environment, this Student Code of Conduct establishes expectations and consequences for student behaviour while at school, at school sponsored activities, or while engaging in other non-school activities that have a direct influence on maintaining a welcoming, caring, respectful, and safe learning environment in the school.

The Student Code of Conduct is intended to establish and maintain an appropriate balance between individual and collective rights, freedoms, and responsibilities in the school community.

The Student Code of Conduct is also intended to help students learn how to address issues of dispute, develop empathy, and become good citizens within and outside the school community.

Definitions

1. Bullying: The School Act defines bullying as “repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more individuals in the school community, including psychological harm or harm to an individual’s reputation.” Bullying behavior also includes behavior that targets a student because of the actual or perceived sexual orientation, gender identity or gender expression or parents or other family members

2. Discrimination: The denial of individual rights and freedoms in a manner which contravenes the Canadian Charter of Rights and Freedoms and/or the Alberta Human Rights Act (AHRA). Discrimination on the basis of race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, creed, sexual orientation, and citizenship is prohibited.

3. Harassment: Any behaviour that in effect or intent

disparages, humiliates, or harms another person or class of persons. Harassment may include, but is not limited to, references related to race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, or sexual orientation. Sexual harassment is any unwelcome behavior that is sexual in nature. Such behaviour may directly or indirectly affect or threaten to affect in an adverse manner a student’s well-being and/or learning environment.

The behaviour does not need to be intended as harassing to be considered as personal harassment. It is sufficient that one knows, or ought reasonably to know, that his/her behaviour is offensive and unwelcome. Harassment is not a relationship of mutual consent. It is any action including, but not limited to, verbal, physical, written and cyber messaging that is unwelcome or intimidating and denies individual dignity and respect.

4. Suspension: A suspension is defined as a temporary prohibition, instituted by a principal or a teacher under section 24 of the School Act, of a student from attending a class, course, school activity, school, or from riding on school authorized transit for a period of 5 school days or less. Refer to Lethbridge School District No. 51 policy 502.3 Suspensions and Expulsions.

5. Expulsion: An expulsion is defined as a prohibition, instituted by the Board in accordance with section 25 of the School Act, of a student from a class, course, educational program, school, school activity or from riding school authorized transit for more than 10 days. Refer to Lethbridge School District No. 51 policy 502.3 Suspensions and Expulsions.

Procedures

1. The District and school’s Student Codes of Conduct, and their enforcement through consequences, shall apply to students:



Elementary School Code of Conduct Continued...

- 1.1 in school;
 - 1.2 on the school grounds;
 - 1.3 during any recess or lunch periods on or off school property;
 - 1.4 at school sponsored or authorized activities;
 - 1.5 on school busses or other forms of approved transportation;
 - 1.6 when the student's conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school(s) regardless of where that conduct occurs.
- 2 Any form of bullying, discrimination or harassment as defined above is unacceptable, whether or not it occurs within the school building, during the day or by electronic means.
- 3 The school encourages compliance with the following behavioural expectation examples, realizing this is not an exhaustive list:
- 3.1 respect yourself and the rights of others in the school;
 - 3.2 make sure your conduct contributes to a welcoming, caring, respectful, and safe learning environment in the school that respects yourself, the rights of others, diversity and fosters a sense of belonging of others in your school;
 - 3.3 refrain from, report, and refuse to tolerate bullying or bullying behaviour, even if it happens outside of the school or school hours, or digitally;
 - 3.4 inform an adult you trust in a timely manner of incidents of bullying, harassment, intimidation, or other safety concerns in the school;
 - 3.5 act in ways that honour and appropriately represent you and your school;
 - 3.6 attend school regularly and punctually;
 - 3.7 be ready to learn and actively engage in, and diligently pursue, your education;
 - 3.8 know and comply with the rules of your school;
 - 3.9 cooperate fully with everyone authorized by the Board to provide education programs and services;
 - 3.10 be accountable for your behaviour to your teachers and other staff;
 - 3.11 contribute positively to your school and community; and

- 3.12 be a responsible digital citizen (See Policy 607.4)
- 4 Examples of unacceptable behaviours include, but are not limited to:
- 4.1 behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;
 - 4.2 acts of bullying, harassment, discrimination, coercion, or intimidation;
 - 4.3 physical violence;
 - 4.4 retribution against any person in the school who has intervened to prevent or report bullying or any other incident of safety concern;
 - 4.5 illegal activity such as:
 - 4.5.1 possession, use or distribution of illegal or restricted substances;
 - 4.5.2 possession or use of weapons;
 - 4.5.3 theft or damage to property;
 - 4.5.4 contravention of District policies and regulations;
 - 4.5.5 willful disobedience and/or open opposition to authority;
 - 4.5.6 use or display of improper or profane language;
 - 4.5.7 interfering with the orderly conduct of class(es) or the school;
 - 4.6 Contravention of the Student Code of Conduct as set out in the School Act, Section 12;
 - 4.7 Contravention of the provisions of Section 27 of the School Act related to trespassing, loitering, and causing a disturbance;
 - 4.8 Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate.
- 5 Rules governing student conduct while being transported on school busses or other approved transport, shall be developed by the District in consultation with the school administration and/or transit provider.
- 6 The following consequences of unacceptable behaviour shall apply taking into account the severity and magnitude of the incident(s) and the student's age, maturity, and individual circumstances:
- 6.1 supports, interventions and/or consequences include but

Elementary School Code of Conduct Continued...

are not limited to parent phone calls, student conferencing, counselling, assessments, positive behaviour plans and/or contracts, team meetings, conflict resolution, involvement of School Resource Officer;

6.2 suspension;

6.3 expulsion;

6.4 involvement of police authorities.

7 Parents and guardians play a vital role in developing student behavior and conduct. It is the District's expectation that a parent or guardian has the responsibility:

7.1 to take an active role in the student's educational success, including assisting the student in complying with Regulation 3 of this policy;

7.2 to ensure that the parent or guardian's conduct contributes to a welcoming, caring, respectful and safe learning environment;

7.3 to co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student;

7.4 to encourage, foster and advance collaborative, positive and respectful relationships with students, teachers, principals, other school staff and professionals providing supports and services in the school;

7.5 to engage in the student's school community.

8 The school shall provide support for students who are impacted by inappropriate behaviour. Schools may consult with District Instructional Services for determining support mechanisms.

9 Procedures for lodging a complaint or concern.

9.1 Should a student be subject to or witness of: bullying, harassment, discrimination, unwanted behaviors as described in procedure 4, or conduct that interferes with maintaining a welcoming, caring, respectful, and safe learning environment in the school, that student should contact a classroom teacher, their advisor, school counsellor, or any other staff member with whom they feel comfortable. A parent or guardian may make contact regarding a complaint or concern.

9.2 All complaints of discriminatory, harassing, and bullying language and behaviours are taken seriously, documented,

and dealt with in a timely manner..

9.3 Confidentiality regarding the complaint shall be maintained by all parties as agreed relative to further action.

9.4 A complaint or concern may be communicated informally through oral communication or formally in writing with a professional staff member or principal. Where possible, the complaint should clearly outline the cause for complaint or issue, as well as a description of the specific incident or incidents, the dates, and names of any witnesses.

9.5 Complaints shall follow the channels of communication as outlined in Policy 1003.1 Channels of Communication and Dispute Resolution, Regulation # 11 (start with closest source such as teacher or counsellor, to school administrator with principal the highest school level, to Associate Superintendent, to Superintendent, to Board). Policy 505.0 Appeals can be followed if a student or Parent/guardian is dissatisfied with the decision at the level of the school principal.

9.6 The professional staff member or principal will investigate the complaint and apply the appropriate consequences As delineated in number (6) including the School's Student Code of Conduct.

9.7 The principal will determine whether the level of seriousness requires an investigation and/or police involvement, Policy 504.8 Involvement with Authorized Agencies will be followed.

9.8 The professional staff member and/or school administrator and/or District administrator will document the investigation and outcome, including any disciplinary action and supports as described in number (8). Policy 609.5 Student Records applies for record retention and disposition.

9.9 Retaliation. No member of Lethbridge School District No. 51 school community, including students, staff, parents/guardians, and/or volunteers, shall take retaliatory action with the intent of dissuading or punishing an individual for participating in the complaint resolution process. Individuals who retaliate may be subject to discipline and/or legal action.