

# Holy Cross Elementary School

## Staff Handbook

### 2026-2027

At Holy Cross School our students are preparing for a changing world by: Learning to value, Learning to follow  
Jesus and  
Learning how to learn. We make a difference for life.



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*This handbook supports, but does not replace, official LCSD Administrative Procedures.*

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# 1. Welcome, Purpose, and Shared Commitments

The Holy Cross Staff Handbook provides common expectations, procedures, and reference points for staff. It is designed to support a school culture where students experience consistency, care, safety, strong instruction, and the daily witness of Catholic faith in action. The handbook does not replace Lakeland Catholic School Division Administrative Procedures, collective agreements, legislation, professional standards, or direction from school administration. When there is any uncertainty, staff should consult the official Division Administrative Procedures webpage and speak with administration before proceeding.

## Pastoral Foundation

At Holy Cross, procedures are not simply rules to follow. They are ways we protect dignity, support learning, build trust with families, and create a school where every child is known, loved, and called to grow.

## Shared Staff Commitments

We place Christ at the centre of our work and seek to model faith, hope, charity, humility, and forgiveness. We protect instructional time and use every minute in ways that support learning, structure, and belonging. We use common language, consistent expectations, and fair responses so students experience predictability across the school. We communicate professionally, promptly, and pastorally with students, families, colleagues, and community partners. We honour First Nations, Metis, and Inuit histories, cultures, and perspectives as part of our Catholic commitment to human dignity, reconciliation, and right relationships. We seek support early when student, safety, supervision, family, or professional concerns arise.

## Quick Reference

[Administrative Procedures provide the operational direction that guides how staff carry out their work within Lakeland Catholic School Division. The official Division webpage should be treated as the source of truth because procedures may be updated periodically. LCSD Administrative Procedures A complete categorized list of school forms, local documents, and supporting resources is provided in Appendix D.](#)

## PART I: WHO WE ARE

# 2. Catholic Identity and School Culture

## Called By God - Coyote Calling

A school-wide Behaviour Matrix provides a shared understanding of what respectful behaviour looks like across the school. At Holy Cross, the Called By God - Coyote Calling matrix identifies common expectations for respect for self, respect for others, and respect for the environment. It then shows what those expectations look like in specific settings such as classrooms, hallways, washrooms, playgrounds, entrances, assemblies, and other shared spaces. The matrix helps students understand that expectations are not random and are not dependent on the adult supervising them. They are part of a consistent school culture rooted in dignity, safety, responsibility, and care for the common good. The Behaviour Matrix is especially important because it was co-created by staff. This means the expectations reflect the collective knowledge, experience, and professional judgment of the people who work with students each day. Because staff helped build the matrix together, it must be used communally and consistently by all adults in the building. Reference the hyperlinked document for specific expectations.

- Teach the matrix explicitly at the beginning of the year and reteach expectations after long weekends, holidays, breaks, or when data shows a need. Use common language from the matrix when redirecting students or recognizing positive behaviour.
- Connect behaviour conversations to respect for self, respect for others, and respect for the environment. Use the matrix as a teaching tool, not only as a consequence tool.
- Document repeated or serious concerns in PowerSchool or through the established office referral process.

### Pastoral Foundation

A behaviour matrix is most effective when it helps students return to the community, repair harm, and learn what to do next. We correct behaviour while continuing to protect dignity. This must be foundational in all conversations with students.

**Related resource:** [HCE Behaviour Matrix French Matrice du comportement](#) + [Coyote Calling K-6 Folders](#)

## Prayer Tables and Faith-Filled Spaces

Prayer tables and faith-filled classroom spaces help make our Catholic identity visible and accessible to students. Each classroom and common space should include a prayer table or sacred space that is cared for intentionally and updated through the liturgical year. Include a Bible, cross or crucifix, cloth colour connected to the liturgical season, prayer prompts, and student-friendly faith visuals. Use the space for classroom prayer, reflection, Religion instruction, and moments of calm.

- Update prayer spaces for Advent, Christmas, Ordinary Time, Lent, Easter, Marian devotion, Catholic Education Week, and local school faith celebrations. Reference the hyperlinked document for specific expectations.
- [Related resource: Class/Common Space Prayer Table/Posters Expectations](#)

## First Nations, Métis, and Inuit Education, CTQS/TQS Competency 6

As a Catholic school, we are called to honour the dignity of every person, build right relationships, and participate meaningfully in the work of truth and reconciliation. Indigenous learning is not separate from our Catholic mission. It is one way we live Catholic Social Teaching, especially human dignity, solidarity, the common good, and reconciliation.

Staff are expected to approach First Nations, Metis, and Inuit learning with openness, humility, reverence, and professionalism. It is understood that some staff may feel uncertain or may still be developing confidence. The expectation is not immediate expertise. The expectation is willingness to learn, avoid dismissive language, and support a respectful school environment where Indigenous students, families, Elders, Knowledge Keepers, and traditions are honoured.

## Smudging and Catholic Faith

Smudging is voluntary. Smudging is a sacred Indigenous cultural and spiritual practice that may involve the burning of traditional medicines such as sage, sweetgrass, cedar, or other medicines. It is often used for prayer, purification, grounding, gratitude, and preparation. In our Catholic school context, smudging does not replace Catholic prayer, the Mass, the sacraments, or our belief in Jesus Christ. When offered appropriately and respectfully by an Elder, Knowledge Keeper, or appropriate Indigenous community member, it provides an opportunity to honour Indigenous culture, deepen understanding, and respond to the Church's call to

[reconciliation. As always, smudging is optional. For more details, see Appendix B. Related Resource: Smudge Poster 2026 and Smudging Pastoral Foundation - Language matters It is okay for something to feel unfamiliar. It is not okay to speak about someone's sacred practice in a disrespectful way. Staff should model respectful language and gently help students reframe comments when needed.](#)

## 3. School Improvement, Collaboration, and Shared Responsibility

### Holy Cross Assurance Plan

The Holy Cross Assurance Plan guides school improvement, accountability, transparency, and shared responsibility. In Lakeland Catholic School Division, assurance is more than a yearly document. It is a living process rooted in faith, evidence, engagement, and continuous improvement. Our Assurance process reflects the division's mission: Christ Our Model. Children Our Focus. We listen to the story told by our data, prayerfully discern what God is calling us to do, and respond with intentional action in service of students and families. Each school's annual Assurance Plan aligns with the LCSD 2026–2030 Division Education Assurance Plan while also responding to the local needs of the school community.

### Data-Informed Planning

The Assurance process follows a cycle of continuous improvement:

1. Focus on what matters most.
2. Collect Data from multiple sources.
3. Analyze strengths, trends, gaps, and needs.
4. Plan school-specific goals and strategies.
5. Reflect on impact and adjust as needed.

Evidence may include survey data, academic results, literacy and numeracy screeners, attendance data, behaviour data, PowerSchool information, CTM and Collaborative Response evidence, parent feedback, student voice, staff input, and faith life indicators.

### Staff Role in the Assurance Process

Every staff member should be able to see themselves in the Assurance Plan. The plan is connected to the daily work of teaching, learning, faith formation, student support, supervision, communication, and inclusion. Staff contribute by: Providing strong instruction and assessment.

- Supporting literacy, numeracy, wellness, inclusion, and faith development.
- Participating in CTMs and Collaborative Response processes.
- Reviewing data and identifying student needs.
- Communicating with families.
- Engaging in professional learning.
- Sharing feedback during assurance planning.
- Collecting and using evidence of student growth.

### Stakeholder Engagement

Stakeholder voice is an important part of the Assurance process. Feedback from staff, students, parents, School Council, and community partners helps identify strengths, areas for growth, and priorities for the next school year. This engagement may take place through staff meetings, School Council discussions, surveys, student voice activities, and conversations with community or Indigenous partners.

### Annual Assurance Cycle

January to February LCSD and Alberta Education Assurance Surveys are completed.

- Staff continue monitoring progress toward current school goals.
- March Division and school data are reviewed.
- Staff and School Council provide input on strengths, concerns, and priorities.
- April Feedback is summarized.
- School plans are drafted in alignment with the Division Assurance Plan.

- Schools identify goals, strategies, measures, and evidence sources.
- May School Assurance Plans are finalized and presented to Senior Administration.
- Final plans are published by May 31.
- June Staff review year-end evidence, celebrate growth, and identify needs for the next year.
- September to December Staff review the school plan and begin implementation.
- Goals are connected to staff meetings, CTMs, Collaborative Response, professional learning, and classroom practice. Each January, Holy Cross will complete a mid-year review of the current Assurance Plan. This review helps determine what is working well, what needs to be adjusted, and what supports or professional learning may be needed for the remainder of the year.

The January update may include a review of academic, attendance, behaviour, wellness, engagement, and faith life evidence. Key updates may be shared with staff and, where appropriate, School Council or families. The Assurance Plan should be visible in daily school life. It should guide decisions about instruction, assessment, intervention, behaviour supports, faith formation, communication, budgeting, and partnerships. When assurance is lived well, it helps us listen carefully, respond intentionally, and work together in service of students and families.

## **PART II: HOW WE TEACH AND ASSESS**

# **4. Teaching and Learning**

## **Protecting Instructional Time**

Every instructional day matters. Staff are expected to maintain strong routines, high expectations, and purposeful learning from the first day of school to the last. This includes the weeks before holidays, long weekends, and the final weeks of the year. Begin learning promptly and use transitions intentionally.

- Resist the temptation to end instruction early or release students from learning routines before scheduled times. Maintain clear learning goals, success criteria, and opportunities for students to demonstrate understanding. Support students with consistent structure after weekends, long breaks, disruptions, and special events. Keep faith formation, literacy, numeracy, wellness, and student engagement central throughout the year.

## **Announcements During the Day**

At Holy Cross, we believe that every instructional minute matters. Protected learning time helps students remain focused, supports strong classroom routines, and allows teachers to provide consistent, uninterrupted instruction. To reinforce the importance of instructional time and minimize disruptions to learning, non-essential school announcements will not be made during instructional class time. Announcements during the day should be limited to:

- Regular morning announcements;
- Safety procedures;
- Emergency communication; or
- Urgent information that cannot reasonably wait.
- All other reminders, updates, or general information should be communicated through classroom-based communication, email, the Week at a Glance, Google Calendar, or another appropriate channel. This practice reflects our shared commitment to strong routines, student engagement, and respect for the learning environment. Staff are asked to plan ahead whenever possible so that announcements and reminders do not interrupt classroom instruction.

### **Pastoral Foundation**

At Holy Cross, protecting instructional time is one way we honour the dignity and potential of every student. When we use each day well, we provide the structure, care, and meaningful learning students need to grow academically, socially, and spiritually.

## **School Timetable and Instructional Blocks**

The school timetable should protect uninterrupted literacy and numeracy learning while balancing Physical Education, Music, French Immersion, Religion, wellness, intervention, supervision, and shared-space needs.

This handbook supports, but does not replace, official LCSD Administrative Procedures.

- K-2 English literacy blocks should provide approximately 90 minutes of protected literacy instruction each day.
- Grades 3-6 English literacy blocks should provide approximately 60 to 90 minutes of protected literacy instruction each day depending on the grade level requirements as per Ab Ed. Structured numeracy instruction should occur consistently across the cycle and reflect school expectations for Thinking Classrooms, small group instruction, and consolidation. Specialist schedules should be considered carefully so core learning blocks remain protected.
- Reference the hyperlinked document for specific expectations and breakdowns.

Related Resources: [Kindergarten English Example.png](#) + [Literacy block Grades 1-2](#) + [Literacy Block Grades 3-6](#)

## Long-Range Planning

Long-range planning (year plans) helps ensure that curriculum, instruction, assessment, and reporting are organized intentionally across the school year.

Teachers are expected to submit a long-range plan aligned with the current Alberta curriculum. Plans should include:

### Curriculum outcomes and KUSPs to be addressed.

- Key Learning Outcomes, KLOs connected to report cards.
- Approximate timelines for major units or areas of learning.
- Major assessments and evidence of learning connected to curriculum outcomes.
- Reporting periods, ensuring sufficient evidence is gathered before January and June report cards.
- Required school or Division programming, where applicable.
- Cross-curricular and faith connections, where appropriate.
- Long-range plans are working documents and may be adjusted throughout the year in response to student needs, assessment data, school events, or changes in pacing in consultation with the principal.

## Submission

### Long-range plans are due to the Principal via email by the last day of classes in September.

- Teachers may use any clear and practical format, provided the required components are included.
- Teachers sharing a grade or subject are encouraged to collaborate to support consistency.
- Administration may provide feedback or request clarification where needed.

### Pastoral Foundation

Thoughtful long-range planning is one way we honour the students entrusted to our care. It helps us use instructional time responsibly, provide meaningful opportunities for learning, and respond when students need additional time or support. Strong planning provides direction while still allowing teachers to respond to the individual needs and God-given potential of each learner.

## Learning Goals, Success Criteria, and Responsive Instruction

Assessment should help teachers understand where students are, what they need next, and how instruction should respond. Assessment should also help students understand the learning goal, success criteria, and their own next steps.

- Use a variety of assessment methods, including conversation, observation, products, performance tasks, screeners, benchmarks, and formative checks. Make learning goals and I can statements visible and understandable for students.
- Co-create or clearly teach success criteria so students know what quality work looks like.
- Use assessment information to plan whole-group instruction, small-group instruction, intervention, and enrichment.

Begin building age-appropriate test-taking skills early, with more intentional preparation beginning in

- Grade 4 and leading into PAT readiness. See “Unit Test Procedures” below for more information.

## Structured Literacy

Structured literacy is a school priority. Staff are expected to implement literacy blocks with fidelity while using data to respond to student needs. The goal is not simply to complete a program, but to ensure that students receive explicit, systematic, responsive instruction in foundational skills, language comprehension, vocabulary, morphology, fluency, writing, and meaning-making.

- Heggerty is used as a Tier 1 phonological awareness support in Kindergarten and Grade 1, and in Grade 2 where data indicates need. Teachers should not be playing Heggerty videos for students. The teachers are the experts, not the videos. The videos are intended to support teacher understanding before they teach the lesson themselves. Reference the hyperlinked document for specific expectations.
- UFLI is used in Kindergarten to Grade 2. Kindergarten implementation begins immediately in September.
- Bug Club morphology begins in Grade 3 at the beginning of the year unless different approved morphology resource is selected with the Principals input.
- Teachers use screening and classroom data to identify Tier 2 and Tier 3 supports.
- Teachers are expected to follow the structured literacy blocks linked below
- [Related Resource: Kindergarten English Example.png](#) [Related Resource: Literacy block Grades 1-2](#) [Related Resource: Literacy Block Grades 3-6](#)

## Structured Numeracy

At Holy Cross, math instruction reflects the practices of Thinking Classrooms and is supported by structured routines, explicit teaching, rich tasks, formative assessment, and data-informed small groups. 60-minute math block for each grade at least three days in a four-day cycle where scheduling allows.

- Begin with a 5 to 10 minute math starter such as a number talk or a Thinking Classrooms activity
- followed up by the learning goal for the lesson. Use a thinking task or problem-solving opportunity for approximately 20 minutes.
- Provide explicit whole-group instruction for approximately 10 to 15 minutes.
- Use a 15-minute data-informed small group, while other students engage in purposeful practice.
- End with consolidation, assessment, and a return to the learning goal or success criteria.
- [Related resource: Number Talk Resource](#)

## Programming Expectations and Approved Resources

Division Approved Master List: . The below information MASTER LIST - School Learning Resources builds on this.

The Second Step program is used to support Wellness, social-emotional learning, and respectful relationships. It is expected to be the primary resource in PEW. Completion of the entire program by the school year's end is required.

Growing in Faith, Growing in Christ is the primary Religion resource and should be used with fidelity to support Catholic faith formation. Progression according to the program is expected. The only other approved Religion resource is Blessed & Beloved.

UFLI: The UFLI program will be used at the tier 1 level in Kindergarten - Grade 2 English classes. The grade 3 English teacher will teach UFLI until Christmas break. Heggerty: This resource will be used at the tier 1 level in Kindergarten and Grade 1 English classes. The resource will be used at the tier 2 level as needed after this.

Bug Club Morphology: Bug Club morphology will be the primary ELAL resource for Grades 4-6 ELAL classes. Teachers are expected to progress through the entire program by years end. Plan for Bug Club three times a week. Grade 3 teachers will begin Bug Club in January.

EDWIN: This is the primary resource for Social Studies in both English and French for graded 4-6.

- EAL Benchmarks should be used to understand language development and plan appropriate supports.
- Teacher Time Machine.
- Thinking Classrooms.
- For additional resources, speak with the principal.
- Teachers should connect programming decisions to data, student need, professional learning, and Division direction. Related resources: Division Approved Master List - School Learning Resources; Growing in Faith, Growing in Christ login information; UFLI Foundations Toolbox; Second Step login webpage.

## 5. Assessment, Evaluation, and Reporting

### Assessment, Evaluation, Reporting, and Exam-Ready Learners

At Holy Cross, assessment, evaluation, and reporting are rooted in our Catholic vision of education. Every child is a unique reflection of God and is worthy of dignity, respect, opportunity, and hope. Assessment should support growth, guide instruction, promote engagement, and help each student work toward their God-given potential. Assessment practices must align with Administrative Procedure 360: Student Assessment, Evaluation and Reporting and the Lakeland Catholic assessment and reporting guidance. Academic marks must reflect student achievement of curricular outcomes. They must not be raised or lowered because of attendance, effort, behaviour, compliance, participation, or lateness. A key goal at Holy Cross is to build exam-ready learners. This does not mean teaching only for tests. It means helping students develop the knowledge, confidence, stamina, independence, study habits, and assessment skills needed to demonstrate learning successfully in varied settings.

### Assessment, Evaluation, and Reporting

AP 360 - Student Assessment, Evaluation and Reporting Academic marks reflect achievement of curricular outcomes, not attendance, effort, behaviour, compliance, or lateness. Late penalties that reduce academic marks are not used. Missing evidence is addressed through support, accountability, communication, supervised completion, reteaching, and additional opportunities to demonstrate learning. A zero is not used as the default response to missing work or as a final grade without sufficient opportunities and support to obtain valid evidence. Professional judgment should be based on a body of evidence, with appropriate emphasis on the most consistent and most recent evidence of learning.

### Purpose and Principles of Assessment

The primary purpose of assessment is to improve student learning. Assessment should help teachers understand what students know, what they are still learning, and what supports or next steps are needed.

- Ground assessment in curricular outcomes, clear learning goals, and success criteria.
- Use multiple sources of evidence and professional judgment.
- Provide fair, equitable, responsive, and developmentally appropriate opportunities to demonstrate learning.
- Use evidence to guide instruction, intervention, enrichment, and Collaborative Response.
- Communicate progress clearly and pastorally to students and families.
- **Base reporting decisions on the most consistent and most recent evidence of learning, while considering the body of evidence over time.**

### Pastoral Foundation

Assessment is not simply about producing a mark. It is one way we recognize the dignity and potential of each learner, name growth truthfully, and determine what support or challenge comes next.

## Building Exam-Ready Learners

Building exam-ready learners is a shared responsibility across grade levels. Students become exam-ready when they are explicitly taught how to prepare, think, persist, and demonstrate what they know under assessment conditions.

- Teach students how to study effectively and review key concepts and vocabulary.
- Help students understand learning goals and success criteria.
- Teach age-appropriate test-taking strategies and provide practice with different question types.
- Support students in reading questions carefully, explaining and checking answers, and managing time.
- Build stamina for longer tasks and assessments.
- Encourage students to learn from mistakes and feedback and reflect on preparation and performance. Exam readiness should be developed gradually and intentionally. Students should have repeated, supported opportunities to practise these skills before major assessments.

## Formative and Summative Assessment

Formative assessment is assessment for learning. It occurs throughout the learning process, provides feedback, and helps teachers adjust instruction and students identify next steps. Examples may include observations, conversations, exit slips, drafts, practice tasks, quizzes, small-group work, self-assessment, teacher feedback, check-ins, whiteboard or oral responses, and practice questions. Summative assessment is assessment of learning. It occurs after students have received instruction, practice, feedback, and appropriate opportunities to improve. It is used to determine achievement in relation to curricular outcomes. Examples may include unit tests, projects, written responses, performance tasks, presentations, portfolios, and other major demonstrations of learning. Summative assessments must be connected to curriculum outcomes, learning goals, and success criteria. Students should know what is being assessed and what successful learning looks like.

## Assessment as Learning

Students should also be supported to understand learning goals, use success criteria, reflect on feedback, set goals, identify strengths and areas for growth, take responsibility for next steps, and consider which preparation strategies helped them succeed.

## Balanced Assessment and Professional Judgment

Teachers should gather a body of evidence over time using observations, conversations, products, performance tasks, and other valid evidence. A single test or task should not normally be the sole basis for determining achievement. When evidence changes over time, teachers use professional judgment to determine the level of achievement that best reflects the student's current learning. The most consistent and most recent evidence should carry particular weight when it represents authentic and sufficient evidence of the curricular outcomes. Growth as a learner, including effort, organization, perseverance, responsibility, participation, and preparedness, should be communicated separately from academic achievement and must not be used to raise or lower academic marks.

## Academic Integrity

Students are expected to complete work honestly and authentically. Academic integrity includes submitting original work, using approved supports appropriately, and giving credit when required. Concerns may include plagiarism, unauthorized use of artificial intelligence, copying from another student, submitting work completed by someone else, cheating or misconduct during an assessment, or using unauthorized resources. When academic integrity concerns arise, the response should be fair, instructional, and developmentally appropriate. If the evidence is no longer valid because the work is not authentic, the teacher should re-establish valid evidence of learning through a new or supervised opportunity, rather than using an academic mark as a behavioural consequence.

- Clarify what occurred and protect the integrity of the assessment evidence.
- Reteach expectations for honesty, attribution, responsible use of technology, and assessment conduct.
- Provide an appropriate opportunity for the student to demonstrate the affected curricular outcomes authentically.
- Use behavioural or disciplinary responses separately from the academic mark when consequences are warranted.
- Consult administration when concerns are serious, repeated, or may affect reporting.

**Pastoral Foundation**

Academic integrity is about forming students in honesty and responsibility. Our response should protect valid assessment evidence while helping the student understand the impact of the choice, repair what can be repaired, and practise a better decision next time.

**Unit Testing Procedures - Exam-Ready Learners**

Unit tests must be used regularly in Grades 4-6 as part of a broader body of evidence. They should also be used intentionally to develop preparation, review, time management, question analysis, careful reading, and checking strategies.

**Before a unit test, teachers should ensure that:**

- Students have received instruction connected to the assessed outcomes.
- Students have had time to practise and receive feedback.
- Students understand the learning goals and success criteria.
- Students have opportunities to ask questions, review, and practise similar question formats where appropriate.
- Approved accommodations and IPP supports are provided.
- The assessment reflects what was taught and is appropriate for the grade level and student needs. After a unit test, teachers should review results to determine next steps. When evidence shows a common misunderstanding, reteaching, small-group support, or additional formative assessment should occur before moving forward.

**Reassessment and Additional Opportunities to Demonstrate Learning**

Reassessment supports learning, growth, responsibility, and accurate reporting of achievement. It should occur when additional evidence is needed or when a student has engaged in further learning and is ready to provide updated evidence of curricular outcomes. Teachers may ask students to engage in reasonable learning steps before reassessment, such as test corrections, review questions, a teacher-student conference, small-group reteaching, additional practice, completion of prerequisite learning, or reflection on misunderstandings. These steps are intended to prepare the student to demonstrate learning, not to create a barrier to assessment. A reassessment does not need to reproduce the original task. Teachers may collect new evidence through conversation, observation, product, performance, or another appropriate method, provided the evidence is valid and aligned with the outcome.

**Pastoral Foundation**

A student's first attempt does not have to define what they are ultimately able to know, understand, or do. Relearning and reassessment reflect both accountability and hope. Students are expected to engage meaningfully in the learning needed to move forward.

**Updating Marks After New Evidence**

When a student provides updated evidence, the teacher should determine the mark that best reflects the student's current and most accurate level of achievement. Updated evidence should not simply be averaged with earlier evidence when doing so would distort what the student now knows, understands, and can do.

- Consider the curricular outcome and quality of the new evidence.
- Consider the student's current understanding and the body of evidence gathered over time.
- Give appropriate weight to the most consistent and most recent valid evidence.
- Ensure the evidence is authentic and completed with integrity.

## Missing, Incomplete, or Late Work

Students remain responsible for engaging in learning, meeting communicated deadlines, completing essential tasks, and seeking support when needed. At the same time, academic marks must reflect achievement of curricular outcomes, not compliance with deadlines. Late penalties that reduce academic marks are not aligned with AP 360. A zero should not be used as the default response to missing work or as a final grade without sufficient opportunities and support for the student to demonstrate learning. When work is missing, incomplete, or late, teachers should respond through support and accountability. Depending on the student and circumstances, this may include:

- Speaking with the student to identify barriers and clarify the essential learning that remains incomplete.
- Providing reasonable and clearly communicated opportunities for completion.
- Using supervised completion or re-engagement time when appropriate.
- Providing reteaching, clarification, additional practice, or another opportunity to demonstrate learning.
- Contacting parents or guardians when patterns emerge or concerns are significant.
- Collaborating with the CST, classroom complexity teacher, EAs, or other support staff when appropriate.
- Informing administration when insufficient evidence significantly affects the teacher's ability to determine achievement. Where a task is no longer the most appropriate way to obtain valid evidence, the teacher may use another assessment method aligned with the same curricular outcomes. The goal is to obtain sufficient, authentic evidence while continuing to build student responsibility and follow-through.

### Pastoral Foundation

When work is missing, our response combines accountability with curiosity and support. We ask both, "What is expected of this student?" and "What is preventing success?" Our goal is to re-engage the learner, obtain valid evidence, and help the student grow in responsibility.

## Communication and Reporting

Teachers should communicate assessment expectations, missing evidence, reassessment plans, and significant concerns with students and families in a timely, professional manner. PowerSchool should provide an accurate picture of current progress, while report card decisions remain based on professional judgment and the most consistent and most recent evidence of achievement. Related governing procedure: AP 360 - Student Assessment, Evaluation and Reporting, through the LCSD Administrative Procedures directory.

## Assessment for Students with Diverse Learning Needs

Assessment should support diverse learning needs and reflect equity. Students with accommodations, adapted programming, modified programming, IPPs, BSPs, or EAL supports must be assessed in ways that align with their documented needs and programming. Teachers should ensure that: Approved accommodations are provided.

- IPPs and support plans are followed.
- Assessment methods are fair and appropriate.
- Students have access to the supports they require.
- Learning support teams are consulted when needed.
- Families are kept informed of progress and concerns.
- Students are gradually supported in building independence where appropriate.
- Students should be assessed on the appropriate learning expectations based on their programming. Exam readiness for students with diverse learning needs includes helping them understand and use their accommodations appropriately, practise assessment routines, and develop confidence in demonstrating their learning.

### Pastoral Foundation

Equity does not mean giving every student exactly the same thing. It means recognizing the dignity, gifts, and needs of each learner and providing what is reasonably necessary for that student to participate, learn, and grow. Accommodations are not advantages. They are one way we remove unnecessary barriers so that students can more fully demonstrate their God-given abilities.

## Provincial Achievement Tests

Provincial Achievement Tests are an important part of the provincial assessment process. While PATs are written by specific grade levels, they reflect the collective work of the school over time. All staff play a role in supporting a calm, respectful, and focused testing environment. Preparing students for PATs should occur through strong

instruction, regular review, effective assessment practices, and opportunities to practise exam-ready skills throughout the year. PAT preparation should not replace rich instruction. Instead, it should help students learn how to apply what they know in a formal assessment setting. During PATs, staff are expected to follow all provincial and division testing procedures. This includes maintaining test security, following the testing schedule, providing approved accommodations, and ensuring that students have an appropriate environment to complete the assessment. During PAT writing times: Hallways should remain quiet.

- Announcements and bells should be limited or paused where possible.
- Classes moving through the school should do so quietly.
- Students should not be sent to the office unless necessary.
- Staff should avoid interrupting classrooms where testing is taking place.
- Approved accommodations must be followed as documented.
- Test materials must be handled securely and professionally.
- Teachers administering PATs should review all testing procedures before the assessment date and seek clarification from administration if unsure.

### **Student Absences During School Assessments or Provincial Assessments (PATs)**

If a student is absent for a classroom assessment, the teacher should arrange a reasonable opportunity for the student to complete the assessment. The make-up assessment should occur as soon as practical after the student returns. Administration should be informed so that next steps can be determined.

### **Provincial Screeners, Benchmarks, and Beginning-of-Year Assessments**

Screeners and benchmarks are used to identify student strengths, needs, and next steps. Staff are expected to complete required assessments within communicated timelines and use results to inform instruction, grouping, intervention, and Collaborative Response conversations. Follow Division and school assessment calendars.

- Enter or share results according to school procedures.
- Use assessment information to plan Tier 1 instruction, Tier 2 support, and Tier 3 intervention.
- Bring relevant data to CTMs, CRMs, and student support conversations.
- Communicate results to families in clear, supportive language when required.

### **Reporting Student Learning**

Reporting is the communication of student progress and achievement to students and families. Lakeland Catholic uses a comprehensive communication approach that includes report cards, ongoing PowerSchool updates, Evidence of Learning portfolios, Three-Way Conferences, and regular communication with families. Teachers are expected to keep PowerSchool updated so that students and families have an accurate picture of current progress. PowerSchool should be understood as a live progress report. Marks and comments should be entered in a timely and professional manner. Report cards will be shared in January and June. Report card comments should highlight student strengths, areas for growth, and next steps. Ongoing communication with families may include: PowerSchool updates.

- Emails.
- Phone calls.
- Meetings.
- Evidence of Learning portfolios.
- Three-Way Conferences.
- Student goal-setting conversations.
- When communicating about assessment, teachers should help families understand both achievement and growth. Where appropriate, teachers may also communicate how students are developing the habits needed to be successful on assessments, such as preparation, responsibility, perseverance, organization, and independence.

### **Growth as a Learner**

Growth as a Learner should be reported separately from academic achievement. It reflects learning behaviours and habits that support student success. This may include: Effort.

- Responsibility.

- Collaboration.
- Initiative.
- Organization.
- Participation.
- Perseverance.
- Respectful learning habits.
- Preparedness for assessments.
- Ability to use feedback.
- Independence during learning tasks.
- Growth as a Learner should not be used to raise or lower academic marks. Academic marks should reflect achievement of curricular outcomes.

## Report Cards

Report cards should provide families with clear, evidence-based, and professional communication about student learning. Comments should avoid vague praise or restating outcomes without evidence. They should help families understand strengths, growth, and next steps. Report cards are due to the administration two weeks before they are sent home, unless otherwise

- communicated. At this time, comments must be completed and all marks must be assigned. If a mark needs to be adjusted based on recent assessments, you may still do so. Term summary comments, ELAL, FILAL and Math must be at least five sentences and should speak to
- strengths, growth, and next steps. Comments will include concrete evidence of learning and progression over time.
- Comments will be written in professional, parent-friendly language.
- Reference the hyperlinked document for specific expectations.
- Teachers will review school examples and report card professional learning materials before submission.
- [Related resource: HCE Report Card Comment Examples Teacher Professional Learning: Report Cards](#)

## Students on IPPs, Accommodated, Adapted, and Modified Programming

Some students receive accommodations such as assistive technology, additional time, alternate formats, reduced distractions, visual supports, or other access supports. These supports allow students to access grade-level curriculum outcomes without changing what is being taught or assessed. Accommodations should be noted in subject comments where relevant. When a student is working on adapted programming at a different grade level, this must be clearly noted in the comment section for Math, ELAL, and the check box on the first page of the report card needs to be checked. The exact learning outcomes should be pulled directly from the appropriate grade-level report card or approved programming documents. When programming is modified, staff must ensure that comments and reporting language accurately reflect the student's individualized learning goals and current programming plan. If unsure, consult the CST before finalizing comments and submitting to administration for review.

### Pastoral Foundation

At Holy Cross, report cards are one way we live out the Catholic Social Teaching of the dignity of the human person. By communicating each student's strengths, growth, next steps, and supports with honesty and care, we help families see their child as a capable learner who is known, valued, and able to grow with dignity and confidence.

## Evidence of Learning

Evidence of Learning Nights are an opportunity for students to share their learning, reflect on growth, and help parents understand grade-level expectations. It should be student-centred, organized, and connected to I can statements, success criteria, and meaningful evidence. Dates will be coordinated with other schools to minimize family conflicts and may change from year to

- year. Typical timing is early-November and late March, unless otherwise communicated. See the school
- Google Calendar for specific dates. Student learning portfolios must include evidence of progression in the core learning areas. Reference
- the hyperlinked document for specific expectations. Students should be prepared to explain what they learned, how they know they are successful, and what

- they are working on next. Teachers should provide a welcoming structure for families, including optional teacher conferences [when scheduled](#).

[Related resource: Evidence of Learning Requirements, HCE](#)

## Teacher Files and Assessment Records

Teachers must maintain organized assessment records and keep a variety of student assessment evidence for at least one year. These records support reporting, instructional planning, parent communication, transitions between grades, and professional conversations about student growth. Additionally, if a student's mark is challenged, the school must be able to provide evidence that supports their decision. The documents may be physical or digital but must be available upon request.

### PART III: SUPPORTING EVERY STUDENT

## 6. Inclusion and Collaborative Response

### Flexible Pathways

[Flexible pathways are one of the concrete ways Lakeland Catholic lives its call to provide Christ-centred, high-quality, inclusive education for students with complex needs, while honoring the dignity and gifts of each learner. Lakeland Catholic's Flexible Pathways programming is a concrete expression of our assurance commitments. It advances equity through a clear learner profile and collaborative inquiry process that match supports to need, not noise. It deepens inclusion and student wellness by providing intensive, dignified support so students with complex needs can participate safely and meaningfully in school life. It promotes student success by centering comprehensive literacy, numeracy, communication, and life skills, monitored through strong IPP practices. Above all, Flexible Pathways flows from our Catholic Christian identity: believing that each student is a vital member of the Body of Christ, created in the image of God, and deserving of an education that honours their unique gifts and potential. Related resource: Flexible Pathways](#)

### Collaborative Response

Collaborative Response is a school-wide process for ensuring that student needs are noticed early, discussed professionally, and supported through intentional action. It helps move student support from isolated problem-solving to shared responsibility. Use CTMs to discuss class profiles, trends, universal supports, assessment data, and instructional planning. Use Collaborative Team Planning, or CTP, when teams need protected planning time to design common supports, interventions, assessments, or programming adjustments. Use Collaborative Response Meetings, or CRMs, for students requiring more targeted or intensive problem-solving. Bring current data, intervention notes, parent communication, and relevant observations to collaborative meetings. No meeting is to occur without data. Leave meetings with clear next steps, timelines, responsibilities, and evidence to review.

### Difference Between CTM and CTP

Process Purpose Typical Evidence or Product Ongoing team discussion about Updated class profile, intervention student learning, class profiles, CTM - Collaborative Team Meeting notes, assessment trends, action common needs, and instructional items. response. Protected planning time to build Lesson sequence, small-group plan, lessons, groups, interventions, CTP - Collaborative Team Planning intervention schedule, assessment common assessments, or support tool, common resource. materials.

### Pastoral Foundation

No child belongs to one teacher alone. Collaborative Response reflects our belief that we are a community with shared responsibility for every student. When a learner struggles, we bring our collective knowledge, evidence, experience, and care together rather than leaving one person to solve the problem in isolation. Collaboration is one way we ensure that students are known, supported, and surrounded by adults who believe in their capacity to grow.

### Inclusive Education

Inclusive Education supports students with diverse strengths, needs, identities, and learning profiles. The goal is meaningful access, belonging, independence, growth, and participation in the life of the school. Use IPPs, accommodations, adaptations, behaviour plans, medical plans, and professional

- recommendations to guide programming. Reference the IPP Requirements Document and connect with the CST if you have questions.

- Teachers will share the IPP parent guide with parents once a year at the initial IPP signing date.
- Ensure paraprofessionals understand the student's goals, routines, and supports.
- Provide regular feedback cycles between teacher, CST, inclusive education staff, and student assistants.
- Focus on student independence, dignity, and participation, not only task completion.
- Consult with the CST or administration when programming, safety, behaviour, or family concerns arise.
- [Related resource: IPP Requirements Document IPP Parent Guide](#)

## SLP, OT, and Other Referral Processes

Referrals should be grounded in classroom evidence, documented strategies already attempted, and clear communication with parents or guardians. Staff should consult the CST before beginning referral processes. SLP Flowchart 2024-25 (1).docx Gather observations, student work, assessment data, and notes about strategies already tried.

- Discuss concerns with the CST and administration as appropriate.
- Communicate with parents or guardians in a supportive, non-alarming manner.
- Complete required forms and follow Division referral timelines.
- Continue classroom supports while waiting for consultation or service.
- [Related resource: SLP Referral Flowchart](#)

## Student Referrals and SST Process

When student needs exceed what can reasonably be addressed through classroom-level supports alone, staff should use the school referral process. Referrals should be specific, evidence-based, and connected to clear questions or requested supports. Describe the concern using observable evidence.

- List strategies already attempted and the impact of those strategies.
- Include relevant assessment, attendance, behaviour, or family communication information.
- Identify the type of support requested, such as academic, behaviour, wellness, EAL, SLP, OT, or inclusive education consultation.
- **Send the above information to the CST to complete the SST referral process**

## English as an Additional Language

EAL Benchmarks help staff understand a student's English language development and plan instruction that is accessible, respectful, and appropriately challenging. Benchmark information should be used to support classroom planning, family communication, and student progress monitoring.

## New Student Entry and Transition

New students and families should be welcomed with warmth, clarity, and organization. The office and administration will lead registration procedures, while classroom staff support transition, belonging, and communication.

- Review student records, programming information, medical alerts, and family contacts as provided.
- Prepare the class to welcome the student in a respectful and age-appropriate way.
- Connect early with parents or guardians to establish a positive home-school relationship.
- Monitor adjustment and share concerns through the Collaborative Response process when needed. Related resource: New Student Procedure, HCE Jan 2026

## PART IV: STUDENT WELLNESS, BEHAVIOUR, AND SAFETY

# 7. Student Behaviour, Belonging, and Attendance

## Student Code of Conduct and Pastoral Approach

Holy Cross follows Administrative Procedure 323: Student Code of Conduct - Student Charter of Christ-Centered Excellence as the governing Division procedure. The school handbook provides school-specific expectations and supports and does not reproduce the full Division procedure. Staff should use the current official Division version whenever questions arise. Our work begins with the truth that every person is created in the image and likeness of God and must be treated with dignity, respect, compassion, and care. Holy Cross is committed to providing a safe and caring environment that fosters and maintains respectful and responsible behaviours. Our approach holds together safety, belonging, accountability, reconciliation, restoration, and growth.

- **Dignity of the Human Person:** every student is sacred and worthy of respect.
- **Common Good:** we build a community where everyone can learn and thrive.
- **Solidarity:** we stand with those who are harmed, marginalized, or in need of support. Staff respond to behaviour in ways that are fair, timely, developmentally appropriate, and responsive to the student's age, maturity, circumstances, and the nature and severity of the behaviour. Consequences may occur at any stage when immediate action is required for safety.

### Pastoral Foundation

Discipline is both corrective and formative. We protect safety and dignity, name harm clearly, hold students accountable, and seek opportunities for reconciliation, restoration, and successful re-entry when safe and appropriate.

## Student Responsibilities and Violence Prevention

Students are expected to contribute to a safe and caring environment that fosters and maintains respectful and responsible behaviours. Staff should explicitly teach and reinforce that students are responsible for treating others with dignity, respecting safety and property, supporting the learning environment, and refraining from harmful conduct. Students must refrain from violence and assist in preventing violence through safe and appropriate actions, including:

- Reporting threats, weapons, harmful online activity, violence, bullying, or other safety concerns to a trusted adult as soon as possible.
- Seeking help for themselves or others when they are worried about safety or well-being.
- Following school safety procedures and the direction of staff.
- Contributing to a respectful, peaceful school community and living Gospel values in daily words and actions. Students are not expected to physically intervene in a situation that may place themselves or others at risk. Assisting in violence prevention means getting help and taking safe, appropriate steps.

## Unacceptable and Harmful Behaviour

Holy Cross will respond clearly and consistently to behaviour that causes or risks harm, interferes with learning or safety, damages property, or compromises the dignity and well-being of others. This includes conduct at school, during school-related activities, while travelling to or from school where it affects the school community, and through electronic means where the conduct affects the school community.

- **Violence, fighting, assault, intentional injury, threats, or conduct that exposes others to danger.**
- **Bullying, harassment, intimidation, discrimination, racism, abuse, or humiliation.**
- **Weapons or dangerous items, including possession, use, threats involving such items, or conduct that compromises safety.**
- **Harmful online conduct, including threatening, harassing, discriminatory, humiliating, or harmful messages, images, videos, posts, or other digital communication.**
- Extortion, theft, vandalism, damage to property, or other unlawful or unacceptable conduct. Bullying includes repeated hostile or demeaning behaviour intended to cause harm, fear, distress, psychological harm, or harm to a person's reputation. It may be physical, verbal, social, psychological, sexual, or electronic. Students should report concerns to a trusted adult and seek support rather than placing themselves in harm's way.

## Racism and Discrimination

Racist or discriminatory words, “jokes,” messages, images, online conduct, or actions are not acceptable at Holy Cross. Such behaviour is a serious harm to human dignity and belonging and will receive a timely, proportionate response. Depending on the circumstances, responses may include restorative learning, parent communication, safety planning, loss of privileges, suspension, referral to supports, or other consequences permitted by Division procedure and the Education Act.

In keeping with the [Lakeland Catholic Charter of Christ-Centred Excellence](#) and our [Catholic approach to safety and belonging](#), every student in our school has the right to feel safe, seen, and treated with dignity as a child of God. Any racist language, ‘jokes,’ comments, or actions are completely incompatible with who we are as a Catholic community and will not be accepted in any form. Racism is never harmless and will always be taken seriously; all incidents will result in significant consequences, including suspension or more serious measures, depending on severity and repetition. In every case, our response will be both firm and formative: students will participate in mandatory learning and restorative follow-up that includes prayer, reflection, and guided opportunities to seek forgiveness, repair harm, and grow in love, respect, and solidarity with others.

## Supports, Restoration, and Re-entry

Support must be considered both for students who have been harmed and for students who engage in harmful behaviour. Responses should address immediate safety while also supporting healing, accountability, learning, and successful participation in the school community. Supports may include:

- Check-ins with teachers, administration, counsellors, Family Outreach Workers, Indigenous liaisons, or other appropriate personnel.
- Counselling, mentoring, safety planning, and connections to external supports when appropriate.
- Restorative processes, conflict resolution, reconciliation, relationship repair, and re-entry planning when safe and appropriate.
- Academic, behavioural, social-emotional, and mental-health supports.
- Communication and collaboration with parents or guardians, as appropriate.

## Suspension and Reintegration

Suspensions and reintegration are governed by Division procedures and the Education Act. When a serious incident occurs, administration will gather information, provide the student an opportunity to explain their behaviour, communicate with the parent or guardian, and determine an appropriate response. When a suspension is issued, directly affected staff will receive the information needed to support learning continuity, supervision, and safety. Before a student returns from suspension, a reintegration meeting will be scheduled with the student, parent or guardian, and school administration. The purpose is to review expectations, identify supports and safety needs, repair harm where appropriate, and support a dignified and successful return.

## Attendance and Re-engagement

Holy Cross follows Administrative Procedure 330: Student Attendance and the Division Student Attendance Continuum of Supports. Attendance communication should be supportive, caring, and rooted in belonging. The goal is early partnership with families, not blame. AP 330 - Student Attendance Governs school responses to attendance concerns. Holy Cross also uses the Division Student Attendance Continuum of Supports to guide early family contact, re-engagement, escalating supports, and documentation.

- Teachers monitor attendance patterns and begin supportive family contact when concerns emerge.
- When a student reaches 5% absences for the year (9 days total), the teacher makes or already has made contact with the parents regarding attendance and logs the communication.
- Document multiple points of contact when attendance concerns persist.
- Administration will use the Division continuum to guide escalating supports, re-engagement meetings, letters, and community partnerships as appropriate.
- [Attendance, punctuality, or missed work must not be used to reduce academic marks. Academic achievement is reported separately from attendance and learning behaviours. Related resources: AP 330 - Student](#)

[Attendance through the LCSD Administrative Procedures directory; Lakeland Student Attendance Continuum of Supports.](#)

- **Related Resources:** [Lakeland Catholic Attendance Continuum](#)

## 8. Student and School Safety

### Emergency Procedures

Preparedness is one of the best ways to protect students and staff during an emergency. Holy Cross conducts regular emergency drills, including fire drills, lockdown, hold and secure, and shelter in place, according to Division and school expectations.

- Staff must be familiar with school emergency procedures and include or reference them in substitute plans.
- Teach drill expectations calmly and in age-appropriate ways.
- During an emergency, follow direction from administration, emergency services, and established procedures.

### Spirit Team and Non-Violent Crisis Intervention

The Spirit Team supports situations requiring a coordinated response to student dysregulation, safety concerns, or significant behavioural escalation. Members include the principal, vice-principal, CST, and at least two other trained staff as determined by the principal. To access the Spirit Team, call the office and support will respond.

Safety and dignity are the first priorities.

- Staff should use prevention, co-regulation, calm voice, space, and de-escalation strategies before a crisis escalates. Only trained staff should use NVCI strategies within the scope of their training and school procedures.
- Administration should be informed of significant incidents, patterns, and any use of crisis response procedures. Consider school-level NVCI professional learning when staff training needs are identified.
- If a restraint is necessary the team will debrief within 2 school days using the NVCI Debrief protocol
- [Related resource: NVCI Debrief Protocol](#)

### Supervision

Supervision is a shared responsibility and is essential to student safety, behaviour support, and a caring school climate. Staff are expected to be on time, active, visible, and attentive during all assigned supervision duties. Arrive promptly to assigned supervision locations and remain until coverage is complete.

- Actively scan, circulate, and engage rather than standing in one place or using personal devices.
- Use common Behaviour Matrix language and reteach expectations when needed.
- Pay close attention to higher-risk areas, including playground structures, soccer zones, entrances and kindergarten zones. Attempt to solve behavioural concerns during supervision.
- Arrange coverage in advance when absent or unable to complete an assigned duty.

### Lunch and Playground Expectations

Students should be supervised actively during eating and outdoor play times.

- Lunch supervision should include calm routines, cleanliness, safe eating, allergy awareness, and respectful behaviour. Playground supervision should focus on safe play, inclusion, respectful conflict resolution, and timely
- intervention. Soccer and high-energy games require clear expectations, boundaries, and adult visibility. INSERT
- **INSERT THE SOCCER MAP!!!!!!**

#### Pastoral Foundation

Supervision is more than a duty on a schedule. When we arrive on time, remain visible, actively engage with students, and respond when concerns emerge, we communicate that their safety and well-being matter to us. Active supervision is one of the everyday ways we live our responsibility to protect the dignity and care of the children entrusted to us.

### Inclement Weather

Inclement weather procedures support student safety, consistent supervision, and clear communication with families. Indoor or modified recess decisions will be made by administration or designate based on weather

conditions, safety, and Division guidance. Staff should ensure students are dressed appropriately for weather conditions.

- Use indoor recess expectations when weather prevents safe outdoor play.
- Maintain supervision routines during indoor recess, including active monitoring and calm activities.
- Use approved communication templates when families need reminders that every instructional day matters.  
APPROVED TEMPLATES: Every Instructional Day Matters Template 2025
- [Related resource: Every Instructional Day Matters Template](#)

## PART V: DAILY SCHOOL OPERATIONS

# 9. Communication and Daily Operations

## Week at a Glance and Google Calendar

Staff are expected to regularly review and action the information provided in the weekly Week at a Glance and to stay current with the school Google Calendar. These tools are primary methods of communication for upcoming events, supervision changes, professional learning, assemblies, liturgies, field trips, meetings, deadlines, and other school operations. Read the Week at a Glance promptly and note any items requiring action.

- Check the Google Calendar regularly throughout the week, as updates may occur after the Week at a Glance is shared. Transfer relevant dates, duties, and deadlines into personal planning systems.
- Ask for clarification early when a calendar item, duty, or deadline is unclear.
- Ensure substitute plans reflect any major events, supervision changes, assemblies, or altered schedules.

## Administrative Procedures

Staff are expected to be familiar with Administrative Procedures that apply to their role and to follow them in daily work. Procedures support consistency, compliance, safety, communication, student conduct, inclusion, supervision, field trips, technology use, and professional responsibilities. Official AP webpage: [Our Administrative Procedures | Lakeland Catholic School Division](#) Because Administrative Procedures are updated periodically, staff should rely on the official Division webpage rather than saved or printed copies. When questions arise, staff should speak with administration for clarification before proceeding. Related resource: [LCSD Administrative Procedures](#)

## PowerSchool

PowerSchool is used for attendance, student information, parent and guardian contact details, log entries, and documentation related to student support and behaviour. Staff are expected to use PowerSchool accurately and professionally. Take attendance according to school timelines and correct errors promptly.

- Use parent and guardian contact information from PowerSchool when communicating with families.
- Enter factual, professional log entries when documentation is required.
- Avoid opinion-based, informal, or emotionally charged language in student records.
- Seek office or administrative support if unsure how to enter or access information.

## Staff Absence and Coverage

When a staff member is absent, the priority is student safety, continuity of learning, supervision coverage, and clear communication. Planned absences should be organized well in advance whenever possible. For a planned absence, Teachers are responsible for emailing the principal and the assistant secretary.

- Once the absence has been approved, the absence must be entered on Atrieve. Teachers are responsible for preparing appropriate plans and coordinating absence coverage according
- to school and Division procedures. Teachers must ensure that supervision duties, field trip responsibilities, special events, and
- student-specific needs are clearly communicated in sub plan (see “Substitute Plans” below). For an unplanned absence, contact the Principal on the Principal cellphone - 780-207-5391 via call or
- text. After this, the absence must be entered on Atrieve. If a teacher cannot coordinate part of the absence coverage due to an emergency, they should notify
- administration or office staff immediately.

Staff should avoid assuming that coverage has been arranged unless confirmation has been received.

## Substitute Plans

Teachers are expected to provide clear, detailed substitute plans whenever a planned absence requires a substitute teacher. Plans should support continuity of learning, smooth classroom operation, student safety, and continued faith-filled practices. Daily schedule and timetable.

- Seating plan and class list.
- Attendance procedures.
- Classroom routines and behaviour expectations.
- Supervision duties and coverage notes.
- Key student information, medical needs, learning needs, and safety plans.
- Faith or prayer components.
- Detailed lesson activities for each subject or period.
- Emergency procedures and nearby colleagues who can provide support.
- Insert direct link to Teacher Sub Plan Requirements.

### Pastoral Foundation

At Holy Cross, thoughtful substitute plans help ensure students continue to feel safe, cared for, and ready to learn when their teacher is away. Clear plans honour the work of the substitute teacher, protect classroom routines, and help maintain the faith-filled learning environment our students need.

[Related resource: Teacher Sub Plan Requirements](#)

## Emergency Substitute Plans

Teachers are expected to prepare and submit emergency substitute plans at the beginning of the school year so that learning, routines, supervision, safety procedures, and faith-filled classroom practices can continue smoothly in the event of an unexpected absence. Emergency plans should include ready-to-use learning activities that can be used with little preparation.

- Plans should include student needs, medical or support considerations, routines, supervision duties, faith/prayer components, behaviour expectations, emergency procedures, and nearby staff contacts. Emergency plans should be reviewed and updated at least twice per year, in September and January.
- Emergency sub plans are due to the Vice-Principal by the last day of classes in September.
- [Related resource: Teacher Emergency Sub Plans](#)

## Field Trips and Excursions

Related AP folder: AP 260, Field Trips and Excursions, in Block 200 Teachers planning field trips must follow the Lakeland Catholic Field Trip Manual and relevant Administrative Procedures to ensure trips are safe, well-planned, educationally meaningful, inclusive, and properly approved. Before discussing a trip with students, families, or booking buses, the supervising teacher must

- complete the appropriate Field Trip Proposal Form and receive principal approval. Field trip planning must include curriculum connection, risk assessment, supervision requirements,
- transportation details, parent consent, emergency preparedness, student medical or support needs, and required documentation. Supervising teachers are responsible for ensuring that students, volunteers, and parents understand
- expectations. All required forms must be submitted within the correct timelines.
- A field trip kit must be prepared and brought on the trip.
- Following the trip, required follow-up documentation, including the Post Field Trip Report Form, must
- be submitted as outlined in the manual.

Absence coverage connected to field trips is the responsibility of the supervising teacher to coordinate

- [in advance, in consultation with administration. Related resource: AP 260 - Field Trips and Excursions Field Trip Manual](#)

## Field Trip Documents

### [Field Trip Proposal Form](#)

- [Parent Consent Form](#)
- [Passenger Manifest Form](#)

### Pastoral Foundation

Field trips extend learning beyond the walls of the classroom and allow students to experience creation, community, culture, and new opportunities. Careful planning is therefore an act of stewardship. By anticipating risks, planning for individual needs, communicating clearly with families, and supervising attentively, we make meaningful experiences accessible while honouring our responsibility for every student entrusted to our care.

## Parking, Entrances, and Traffic Flow

Staff parking practices should support student safety, bus access, emergency access, and respectful relationships with families and neighbours. Staff should park only in designated areas and avoid blocking entrances, crosswalks, accessible parking spaces, fire lanes, bus lanes, or visitor areas. Staff parking stalls are the stalls which face the road. Please prioritize the stalls facing the school for visitors when possible. Concerns about parking, traffic flow, family drop-off, or unsafe driving should be communicated to administration.

### PART VI: PROFESSIONAL PRACTICE

## 10. Professional Responsibilities and Growth

### Staff Dress and Professional Presentation

Staff dress should reflect professional judgment, student safety, role responsibilities, and the dignity of working in a Catholic school community. Staff should dress in a manner that allows them to teach, supervise, participate in school activities, and respond to student needs safely and appropriately. Clothing should be professional, modest, clean, and suitable for the duties of the day.

- Footwear should be safe for supervision, stairs, emergency response, and active school environments.
- Staff participating in Physical Education, field trips, outdoor supervision, or messy learning activities may
- dress appropriately for those duties while maintaining professionalism. Clothing with offensive, discriminatory, political, violent, sexual, or inappropriate language or imagery is
- not appropriate. Staff should speak with administration if they are unsure whether clothing is suitable for a specific
- event, liturgy, field trip, or school activity.

### Professional Communication and Digital Conduct

Staff communication should be respectful, timely, accurate, and aligned with professional responsibilities. This applies to email, phone calls, Google Classroom, social media, report cards, PowerSchool notes, meetings, and informal conversations. Use school-approved communication tools for communication with students and families.

- Avoid discussing confidential student, staff, or family information in public or informal settings.
- Maintain professional boundaries with students and families, including online and through social media.
- When emotions are high, pause before responding and seek administrative support when needed.

The use of respectful and professional language does not stop with students; it continues with staff

- and visitors to our school. Use pastoral, solution-focused language, especially in difficult conversations with families.

### **Pastoral Foundation**

Every family interaction is an opportunity to strengthen or weaken trust. Even when we need to communicate a concern, set a boundary, correct misinformation, or have a difficult conversation, the person receiving our message deserves dignity and respect. Pastoral communication does not require us to avoid difficult truths. It asks us to communicate those truths with clarity, compassion, professionalism, and a genuine desire to work together in the best interests of the child.

## **Teacher Growth, Supervision, and Evaluation**

Teacher Growth, Supervision, and Evaluation supports professional growth, instructional quality, accountability, and student success. It should be understood as part of a professional learning culture, not only as a compliance process. Staff should complete required growth plans and professional goal-setting documents according to communicated timelines. Teachers new to the Division, new to the profession, or in designated circumstances may require benchmarks or formal evaluation processes. Observation and feedback should connect to the Teacher Quality Standard, Catholic Teaching Quality Standard, school goals, and student evidence. Teachers are encouraged to seek feedback, ask questions, invite walkthroughs, and reflect on practice.

- Insert TGSE slides, benchmark information, and related forms.

## **Professional Learning and Instructional Coaching**

Coaching is a supportive process intended to strengthen practice, build confidence, and improve student learning. Coaching may include observation, co-planning, modelling, feedback, resource sharing, data review, and reflective conversation.

## **Athletics and Extracurricular Coaching**

The coaching allowance can be found in the Collective Agreement. As of 2025-2026 it is \$2599.66 to be divided amongst all coaches using a points based system. Each sport will be worth a different amount of points and therefore the allowance will vary per sport, by the number of coaches, and will differ from year to year.

## **Sharing School Successes**

Go to the Success in Schools & FB Raves folder on the Staff Team Drive.

- Choose the correct year folder
- Make a folder and title it with your activity. You can share this folder with other classes or
- coaches for additional photos to be added. Add photos to the folder (HEIC files will not work for social media).
- You can add as many pictures as you would like but only 10 photos can be shared at a time on
- social media. Teachers are responsible for cross referencing PPA (FOIP) forms. Include a word document with a write up about your activity to accompany your photos
- Email Ms Rachelle to let her know that photos are ready for sharing.
- Please do not text or Email photos for posting.

**PART VII: COMMUNITY AND SHARED SPACES**

## **11. Leadership, Community, and School Spaces**

### **Student Leadership**

Student leadership helps students develop responsibility, service, voice, confidence, and ownership in the school community. Leadership opportunities should reflect the dignity of each student and should include a range of roles so more students can participate meaningfully. Plan student leadership roles early in the year, ideally in August or September.

- We strive to create smaller leadership groups where possible so students have meaningful responsibilities. Connect leadership to service, faith, school spirit, assemblies, announcements, stewardship, and
- community care. Use student voice to strengthen belonging and school culture.
- Ensure leadership roles are inclusive and not limited only to students who already show confidence or
- high achievement.

### **Library**

The library is a shared learning space that supports literacy, curiosity, research, and a love of reading. Staff should follow sign-out procedures, care for materials, and help students use the space respectfully. Insert library book sign-out process.

- Teach students how to care for books and return materials on time.
- Support a calm and respectful library environment.
- Communicate lost or damaged book concerns according to school process.

### **Gymnasium**

The gym is a shared instructional and community space. Staff should ensure that students use equipment safely, follow supervision expectations, and leave the space ready for the next class or event. Use equipment only for its intended purpose.

- Return equipment neatly after use.
- Report damaged equipment or safety concerns promptly.
- Ensure students wear safe footwear and follow expectations during Physical Education, assemblies, indoor recess, and special events. Coordinate gym use through the Gym Timetable doc.

## APPENDICES

# Appendix A: Quick-Action Staff Checklists

## Beginning of Year Checklist

Review this handbook and the Division AP webpage.

- Review emergency procedures and include them in sub plans.
- Submit emergency substitute plans.
- Set up a prayer table and faith-filled classroom space.
- [Teach Behaviour Matrix expectations explicitly. Material k-2 Material 3-6](#)
- [Review Personal Communication Device and social media expectations with students.](#)
- Review class list, medical alerts, IPPs, accommodations, and safety plans.
- Begin required screeners and baseline assessments according to timelines.
- Establish classroom communication routines with families.
- Check supervision schedule and coverage responsibilities.

## Before a Planned Absence

Submit absence according to school and Division process.

- Prepare detailed substitute plans.
- Identify supervision duties and confirm coverage.
- Include student medical, learning, behaviour, and safety information.
- Note assemblies, field trips, liturgies, altered schedules, or special events.
- Ensure materials are ready and accessible.

## Before a Field Trip

• Complete proposal form and receive principal approval before communicating broadly or booking transportation.

- Confirm curriculum connection and supervision ratio.
- Complete risk assessment and student support planning.
- Collect parent consent and medical information.
- Prepare passenger manifest and field trip kit.
- Coordinate absence coverage and supervision coverage.
- Review expectations with students and volunteers.
- Submit required follow-up documentation after the trip.

## Report Card Checklist

Submit report cards to administration by the communicated deadline.

- Use evidence-based, parent-friendly language.
- Include strengths, growth, and next steps.
- Use two stars and a wish for ELAL, FLA, and Math where appropriate.
- 5 sentence minimum for all sections.
- Accurately describe accommodations, adapted programming, or modified programming.
- Proofread for clarity, professionalism, and tone.
- Review comments for consistency with achievement indicators and evidence.

## Appendix B: Respectful Language During Indigenous Cultural Practices

When students and staff are learning about, witnessing, or participating in Indigenous cultural practices such as smudging, all language should reflect respect, humility, and openness. Staff should be mindful that comments about smell, smoke, medicines, prayer, or ceremony can unintentionally come across as dismissive of sacred Indigenous traditions.

| Dismissive or Inappropriate Language | Respectful Reframe                                                                                                                                                             |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ew, this smells gross.               | This smell is new to me. I understand these medicines are sacred and important.                                                                                                |
| Why do we have to do this?           | Participation is voluntary. I am learning why this practice is meaningful to Indigenous Peoples.                                                                               |
| This is weird.                       | This is different from what I am used to, and I can still show respect.                                                                                                        |
| I do not believe in this.            | I may not personally practise this, but I can respectfully learn about it and honour those who do.                                                                             |
| This is not Catholic.                | Smudging is not a Catholic sacrament or replacement for Catholic prayer, but we can respectfully learn about it as part of reconciliation and honouring Indigenous traditions. |
| It is just smoke.                    | These medicines hold sacred meaning for many Indigenous Peoples.                                                                                                               |
| Do I have to touch it?               | Participation is invitational. I can respectfully observe if I am not comfortable participating.                                                                               |
| That smell gives me a headache.      | I may need some space because of the smoke, but I still understand this is a sacred practice and will respond respectfully.                                                    |
| This is against my religion.         | I can hold my Catholic faith while respectfully learning about Indigenous practices and the importance of reconciliation.                                                      |

## Appendix C: Personal Communication Devices and Social Media Policy

### Purpose

At Holy Cross Elementary School, we are committed to creating a safe, respectful, focused, and faith-filled learning environment. Personal Communication Devices, referred to as PCDs, can support communication and safety when used appropriately. However, when used during the school day without permission, they can disrupt learning, affect student privacy, create safety concerns, and interfere with positive peer relationships. This policy aligns with Lakeland Catholic School Division Administrative Procedure 145, which states that students are not to use Personal Communication Devices during instructional time and that access to social media is not permitted on Division networks. It also reflects provincial expectations for device storage, social media access, exceptions, parent notification, progressive discipline, and annual communication to the school community. Related AP folder: Block 100, General Administration, including AP 145

### Definition of Personal Communication Devices

Cell phones

- Smartphones
- Smart watches
- Tablets
- Personal laptops
- Wireless earbuds or headphones
- Gaming devices

- Any personal electronic device capable of communication, internet access, messaging, photography,
- video recording, or audio recording

## Student Use of Personal Communication Devices

Students are not permitted to use personal mobile devices during school hours, including instructional time, recess, lunch, transitions, assemblies, field trips, and school events, unless permission has been granted by the principal or designate. Set to silent or powered off.

- Stored out of sight
- Kept in the student's locker or another approved storage location
- Left unused for the duration of the school day
- Students may use their personal mobile devices before and after school hours. Once the school day begins, devices are to remain away unless an approved exception has been granted. If a student needs to contact home during the school day, they may speak with their teacher or the front office. The school will support appropriate communication with parents and guardians when needed.

## Social Media

Students are not permitted to access social media during school hours, on school devices, or through school networks. Limited access may only be permitted when approved by the principal or designate for a specific educational, school communication, or approved purpose.

## Privacy and Safety

PCDs are not to be used in any way that violates the privacy, dignity, or safety of another person. Students may not take photos, videos, or audio recordings of students, staff, or visitors without explicit permission from a staff member. PCDs are not permitted in areas where there is a reasonable expectation of privacy, including washrooms, change rooms, private counselling spaces, or similar areas.

## Approved Exceptions

Health or medical reasons

- Mobile health or medical monitoring
- Student safety plans
- Special learning needs
- Documented accommodations
- Specific educational purposes that cannot reasonably be supported through school-provided devices
- Other exceptional circumstances approved by the principal or designate
- Parents or guardians who wish to request an exception must contact the principal and provide a detailed explanation for the request. Approved exceptions will be clearly communicated to the student's teacher and relevant staff members.

## Progressive Response to Non-Compliance

**First Instance** The student will be asked to turn over the PCD to the principal or vice-principal. The device will be stored safely at the office and returned to the student at the end of the day. A parent or guardian will be contacted. **Second Instance** The PCD will be turned over to the principal or vice-principal and stored safely at the office. The device will only be returned to a parent or guardian. **Repeated Instances** Further steps may include a meeting with the student, parent or guardian, and school administration; a written plan for device use or storage; loss of privilege to bring a PCD to school; additional consequences aligned with the School Code of Conduct; or referral to Division procedures regarding student conduct when warranted.

The goal of this process is to support student responsibility, protect learning time, and maintain a respectful school environment.

## Parent and Guardian Responsibilities

Review the expectations with their child.

- Encourage their child to keep PCDs at home when possible.

- Remind their child that devices must remain silent and out of sight during the school day.
- Contact the school office when they need to communicate with their child during school hours.
- Request an exception through the principal when a medical, safety, or learning need exists.

## Staff Responsibilities

Staff are expected to model appropriate and professional use of personal communication devices. Staff are expected to be off personal phones and personal devices during instructional and assignable time, except when required for professional, emergency, safety, medical, or approved school-related purposes that have been communicated with the principal ahead of time. Teach and reinforce the school's PCD expectations.

- Direct students to store devices appropriately.
- Refer violations to school administration.
- Use school-approved communication methods with students and families.
- Follow Division expectations regarding social media and professional conduct.

## School Responsibilities

Communicate this policy annually to students, staff, parents, and guardians.

- Include this policy in the School Code of Conduct.
- Make the policy available to the school community.
- Review expectations with students at the beginning of the school year and as needed.
- Communicate with parents or guardians when violations occur.
- Consult with School Council and appropriate stakeholders when reviewing or updating the policy.
- Ensure emergency communication procedures are clearly shared with the school community.

## Emergencies

In the event of an emergency, such as a lockdown, hold and secure, evacuation, or other urgent situation, students must follow staff direction regarding the use of PCDs. The principal or designate will determine and communicate acceptable PCD use during emergency situations.

## Responsibility for Personal Devices

Students who bring PCDs to school do so at their own risk. The school and Division are not responsible for the safety, security, loss, damage, repair, or replacement of personal devices.

## Summary Statement for Students

Away for the day. At Holy Cross, personal devices are away for the day. Devices must be silent or powered off, stored out of sight, and kept in lockers or another approved location. Students may not use personal devices or access social media during the school day unless the principal or designate has approved an exception. Our focus is on learning, safety, respect, and being fully present to one another.

### Pastoral Foundation

Asking students to put personal devices away is not simply about controlling technology. It is an invitation to be present. Students deserve classrooms where attention can be given to learning, relationships, prayer, conversation, and one another. Our device expectations help protect these spaces while also teaching students the habits of self-regulation and responsible technology use that they will need beyond school.

## Appendix D: Key Forms, Links, and School Documents

### School and Division

- [Holy Cross School Website](#)
- [LCSD Administrative Procedures](#)
- [AP 145 - Personal Communication Devices](#)
- [AP 260 - Field Trips and Excursions](#)
- [Block 400 - Personnel and Employee Relations](#)
- [Block 500 - Business Administration](#)

### Faith and School Culture

- [HCE Behaviour Matrix French Version](#)
- [Fixed Mindset Versus Growing Mindset FR and EN](#)
- [Smudge Poster 2026 and Smudging](#)
- [Class/Common Space Prayer Table/Posters Expectations](#)
- [Handbook for Educators for Giving Protocol](#)

### Teaching, Assessment, and Reporting

- [HCE Report Card Comment Examples](#)
- [Teacher PL - Report Cards, including walkthrough video](#)
- [Evidence of Learning Requirements, HCE](#)
- [Division Approved Master List - School Learning Resources](#)
- [Growing in Faith Growing in Christ Log in Information](#)
- [UFLI Foundations Toolbox](#)
- [Number Talk Resource](#)
- [Second Step Log in Webpage](#)

### Inclusion and Student Support

- [New Student Procedure, HCE Jan 2026](#)
- [IPP Requirements Document](#)
- [IPP Parent Guide](#)
- [Flexible Pathways](#)
- [SLP Referral Flowchart](#)
- [Lakeland Student Attendance Continuum of Supports](#)

### Safety, Substitutes, and Field Trips

- [NVCi Debrief Protocol](#)
- [Emergency Protocol HCE](#)
- [Teacher Sub Plan Requirements](#)
- [Teacher Emergency Sub Plans](#)
- [Field Trip Proposal Form](#)
- [Parent Consent Form](#)
- [Passenger Manifest](#)
- [Field Trip Manual](#)
- [Every Instructional Day Matters Template](#)

### Structured Literacy Block Examples

- [Kindergarten English Example.png](#)

This handbook supports, but does not replace, official LCSD Administrative Procedures.

- [Literacy block Grades 1-2](#)
- [Literacy Block Grades 3-6](#)
- [Others - Collaborative Response Protocol, CTM and CTP supporting documents - Supervision schedule and supervision zone maps](#)

## **Appendix E: Student and Parent Handbook**

[The student handbook can be found at the link below. Holy Cross Student Handbook 2026-2027](#)