



L.V. Rogers Secondary School

STUDENT HANDBOOK 2025–2026

Principal: Mr. Ian Cooper
Vice Principal: Mr. Roman Wyllie

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Welcome to L.V. Rogers Secondary School 2025-2026

On behalf of the staff and administration at LV Rogers Secondary School, welcome! For those of you who are returning students, you will be familiar with our routines as well as our guidelines and policies that make at our school a welcoming, safe, and inclusive environment in which to be. We encourage all to become involved in school life, and to take advantage of all that LVR has to offer in support of students' development towards graduation. In return, we expect you to contribute to our school community—whether it's through being a part of Student Council, through Athletics, Clubs, School Wide Events, or by simply being a respectful, caring person to others. It all makes a difference.

With that in mind, we've created this Student Handbook to help you navigate your way through high school life at LV Rogers. It's also a resource guide to the services and supports offered at our school. Take a look at the Table of Contents, and thumb through the sections—we expect that you become familiar with the key parts that impact you or ones you may have questions about, whether you are a junior or a senior at LVR. Your feedback and questions are welcome—drop by the office at any time to see us.

Wishing you an amazing year of learning, personal growth, and great friendships and connections.

Mr. Ian Cooper – Principal



TABLE OF CONTENTS

SD8 Calendar and LVR Course Schedule, Class Times, & Term Dates for 2025-26.....	5
Statement of Philosophy	10
Responsibility to Students.....	Error! Bookmark not defined.
General Information.....	12
STUDENT PARKING	14
VISITORS TO THE SCHOOL	Error! Bookmark not defined.
LOCKERS AND LOCKS.....	14
HEALTH CARE AND STUDENT ACCIDENT PROCEDURES.....	15
TEXTBOOKS AND LIBRARY BOOKS.....	15
LOST & FOUND	16
STUDENT SERVICES.....	16
COUNSELLING SERVICES.....	16
OTHER SUPPORT SERVICES FOR STUDENTS	17
STUDENT PROGRAMMING & SCHEDULES.....	17
SCHEDULE CHANGES FOR STUDENTS.....	17
Course Withdrawals and Deadlines:	17
Online Learning	18
3 Year Graduation Plans	18
ACADEMIC EXPECTATIONS.....	25
GRADUATION REQUIREMENTS	25
Graduation Assessments.....	25
CLC & Capstone	25
Plagiarism	26
Interim Reports	26

Study Areas.....	26
Enrichments: Clubs, Teams, and Groups.....	26
Intramural Activities	26
Clubs and Teams.....	26
Extra-Curricular Participation.....	26
Extra-Curricular Travel.....	27
Student Conduct & Safety	28
L.V. Rogers Code of Conduct: Respect, Responsibility, Community, Curiosity.....	28

SD8 Calendar and LVR Course Schedule, Class Times, & Term Dates for 2025-26

The timetable can be adjusted by administration for other special presentations or events in the gym. Staff & families will be notified via email of the amended block rotation.

LV ROGERS DAY AND BLOCK ROTATION 2025 - 2026

SEPTEMBER						
	Mon	Tue	Wed	Thu	Fri	
WK 1	1 STAT	2 AB CD	3 AB CD	4 AB CD	5 AB CD	
WK 2	8 DC BA	9 AB CD	10 AA BB	11 CC DD	12 DC BA	
WK 1	15 AB CD	16 DC BA	17 BB AA	18 DD CC	19 SCHOOL PLANNING DAY	
WK 2	22 DC BA	23 AB CD	24 AA BB	25 CC DD	26 DC BA	
WK 1	29 AB CD	30 STAT				

OCTOBER						
	Mon	Tue	Wed	Thu	Fri	
WK 1			1 BB AA	2 DD CC	3 AB CD	
WK 2	6 DC BA	7 AB CD	8 AA BB	9 CC DD	10 DC BA	
WK 1	13 STAT	14 DC BA	15 Early Dismissal BBAA	16 Early Dismissal DDCC	17 AB CD	
WK 2	20 DC BA	21 AB CD	22 AA BB	23 CC DD	24 PRO D	
WK 1	27 AB CD	28 DC BA	29 BB AA	30 DD CC	31 AB CD	

NOVEMBER						
	Mon	Tue	Wed	Thu	Fri	
WK 2	3 DC BC	4 AB CD	5 AA BB	6 CC DD	7 DCBA End T1	
WK 1	10 AB CD	11 STAT	12 BB AA	13 DD CC	14 AB CD	
WK 2	17 DC BA	18 AB CD	19 AA BB	20 CC DD	21 DC BA	
WK 1	24 AB CD	25 DC BA	26 BB AA	27 DD CC	28 AB CD	

DECEMBER						
	Mon	Tue	Wed	Thu	Fri	
WK 2	1 DC BA	2 AB CD	3 AA BB	4 CC DD	5 DC BA	
WK 1	8 AB CD	9 DC BA	10 BB AA	11 DD CC	12 AB CD	
WK 2	15 DC BA	16 AB CD	17 AA BB	18 CC DD	19 DC BA	
	22 Winter Break	23 Winter Break	24 Winter Break	25 Winter Break	26 Winter Break	
	29 Winter Break	30 Winter Break	31 Winter Break			

JANUARY						
	Mon	Tue	Wed	Thu	Fri	
				1 Winter Break	2 Winter Break	
WK 1	5 AB CD	6 DC BA	7 BB AA	8 DD CC	9 AB CD	
WK 2	12 DC BA	13 AB CD	14 AA BB	15 CC DD	16 DC BA	
Semester End Week Double Blocks	19 PRO D	20 AA BB	21 CC DD	22 BB AA	23 DDCC End T2	
WK 1	26 Turn Around	27 AB CD	28 AB CD	29 AB CD	30 AB CD	

FEBRUARY						
	Mon	Tue	Wed	Thu	Fri	
WK 2	2 DC BA	3 AB CD	4 AA BB	5 CC DD	6 DC BA	
WK 1	9 AB CD	10 DC BA	11 BB AA	12 DD CC	13 PRO D	
WK 2	16 STAT	17 AB CD	18 AA BB	19 CC DD	20 DC BA	
WK 1	23 AB CD	24 DC BA	25 BB AA	26 DD CC	27 AB CD	

LV ROGERS DAY AND BLOCK ROTATION 2025 - 2026

MARCH						
	Mon	Tue	Wed	Thu	Fri	
WK 2	2 DC BA	3 AB CD	4 AA BB	5 CC DD	6 DC BA	
WK 1	9 AB CD	10 DC BA	11 BB AA	12 DD CC	13 AB CD	
	16 Spring Break	17 Spring Break	18 Spring Break	19 Spring Break	20 Spring Break	
	23 Spring Break	24 Spring Break	25 Spring Break	26 Spring Break	27 Spring Break	
WK 2	30 DC BA	31 AB CD				

APRIL						
	Mon	Tue	Wed	Thu	Fri	
WK 2			1 AA BB	2 CC DD	3 STAT	
WK 1	6 STAT	7 DC BA	8 BB AA	9 DD CC	10 AB CD	
WK 2	13 PRO D	14 AB CD	15 AA BB	16 CC DD	17 DCBA End TB	
WK 1	20 AB CD	21 DC BA	22 BAAA EARLY DISMISSAL	23 DDCC EARLY DISMISSAL	24 AB CD	
WK 2	27 DC BA	28 AB CD	29 AA BB	30 CC DD		

MAY						
	Mon	Tue	Wed	Thu	Fri	
WK 2					1 DC BA	
WK 1	4 AB CD	5 DC BA	6 BB AA	7 DD CC	8 AB CD	
WK 2	11 DC BA	12 AB CD	13 AA BB	14 CC DD	15 DC BA	
WK 1	18 STAT	19 DC BA	20 BB AA	21 DD CC	22 AB CD	
WK 2	25 PRO D	26 AB CD	27 AA BB	28 CC DD	29 DC BA	

JUNE						
	Mon	Tue	Wed	Thu	Fri	
WK 1	1 AB CD	2 DC BA	3 BB AA	4 DD CC	5 AB CD	
WK 2	8 DC BA	9 AB CD	10 AA BB	11 CC DD	12 DC BA	
	15 AB CD	16 AA BB	17 CC DD	18 BB AA	19 DD CC	
WK 2	22 AA BB	23 CC DD	24 Day	25 ADMIN DAY	26 School Closed	
	29 School Closed	30 School Closed				

LVR Daily Schedule (2025 – 2026)	
Period One	8:40 am - 10:00 am
BREAK	10:00 am - 10:10 am
Period Two	10:10 am - 11:30 am
LUNCH	11:30 am - 12:20 pm
Period Three	12:20 pm - 1:40 pm
BREAK	1:40 pm - 1:50 pm
Period Four	1:50 pm - 3:10 pm

Term	Dates
1	September 2 – November 7
2	November 10 – January 23
3	January 27 – April 17
4	April 20 – June 24

No Bells

LV Rogers does not run with bells. Students are expected to be in class on time.

L V. Rogers Staff List 2025-26

Administration	
Ian Cooper	Principal
Roman Wyllie	Vice Principal

Counsellors	
Cara McGuire	Counsellor (Grades 10–11)
Miranda Terlingen	Counsellor (Grade 12 and YTT)

Faculty	
Laurryn Asbell	Teacher
Emily Browning	Teacher
Chris Chambers	Teacher
Hans Davina	Teacher
Jordan Ellis	Teacher
Renee Kelly	Inclusion Support Teacher
Sasha Kitch	Teacher
Aaron Korbacher	Inclusion Support Teacher
Ailis Lawrence	Inclusion Support Teacher
Lindsay Kosheiff	Teacher
Kari Kroker	Teacher
Simon Liddell	Teacher
Cam Lytle	Teacher
Jennifer MacMillan	Teacher
Graeme Marshall	Teacher

Tamara Martin	Teacher/Librarian
Ryan MacKinnon	Teacher
Jeremy McComb	Teacher
Christine McGee-Boyes	Teacher
Sherry-Lynn McGregor	Teacher
Angie McTague	Teacher
Jake Middleditch	Teacher
Greg Munby	Teacher
Caleb Morton	Teacher
Patty Nazaroff	Teacher
River Reise	Teacher
Travis Sherstobitoff	Teacher
Michael Vissers	Teacher
Arran Wilkin	Teacher
Tim Wooldridge	Teacher
Phoenix Wraith	Teacher

Support Staff	
Rick Boutillier	Support Staff
Cindy Hartman	Support Staff
Misty MacKinnon	Support Staff
Marni Morris	Support Staff
Nathan Shenstone	Support Staff
Robin Sheppard	Youth and Family Worker
Cynthia St. Thomas	Support Staff

Admin Assistants	
Arlene Anderson	Secretary
Julie Ollenberger	Secretary
Julia Shalman	Secretary

Custodians	
C. McLean	Custodian
L. Mummery	Custodian
S. Nicholson	Custodian
G. LeBlanc	Custodian
J. Rankin	Custodian

Statement of Philosophy

Mission

At L.V. Rogers, we cultivate learners who lead with integrity, empathy, courage, and resilience. Our students contribute meaningfully, think critically, and take ownership of their learning, preparing them for academic success and life beyond school.

As the only senior secondary school serving the immediate area, the staff and administration recognize the unique position it occupies within the community and appreciate the necessity for developing educational programs that are responsive to the social and economic conditions of the district.

LVR Declaration of Inclusion

We, as the community of LV Rogers Secondary, wish for a school that represents and reflects our community in a way that is inclusive, motivating, and equitable. Emotional support, respect, judgment, and representation are all highly valued within our school community. We want a school where all students and staff are valued. We stand for equity in our classrooms and value the earth and the people who call it home. We want our students to be examples of a future supporting each other and prioritizing the community of our school. We wish to feel comfortable with our fellow students and value the education that we are given. We deserve a school that is inclusive, empowering, and one that inspires us to learn.

The LVR Staff, Students, and Community will uphold the following core values and principles:

- Every person in LVR regardless of race, ethnicity, gender, sex, religion, opinion, or physical/mental abilities will be treated with empathy.
- Every person in our LVR community has the duty to treat others with respect, humility, and dignity.
- Every person is guaranteed a safe environment.
- Every person must strive to have an open mind about diverse beliefs and opinions, as long as it does not interfere with the core beliefs of this declaration.
- Every person of the LVR community is responsible for ensuring that these rights are upheld for all others.
- Every person should strive to understand the needs of our fellow students, staff, and community members.
- Every person should receive mindful education regarding mental and sexual health.
- Every person should recycle their waste, use reusable containers, and be eco-friendly.
- Every person should be held responsible for the way they act.
- Every person should respect school property and “report” acts of vandalism.

We believe that if these previous points are valued by each person in this school, LVR Secondary will be a place that everyone feels comfortable to go. Following these points, we present you with our declaration.

We hereby declare that:

1. LVR staff, students, and community shall commit to treating students empathetically, with kindness and respect.
2. We commit to the respect of school infrastructure and will not deface or destroy it.
3. We commit to speaking up when we believe that something is wrong or unjust.
4. We commit to understand the necessity for adult intervention for underperformance, and the resurgence of the importance of student grades. We all care about strong performance and the impact this has on our futures.

5. We commit to not attend school under the influence of drugs, alcohol, etc.
6. We commit to our personal expression in ways that does not interfere with the core beliefs of this declaration.
7. We commit to engaging with educational material from diverse perspectives, culturally, politically, and socially.
8. We commit to ideas being challenged in a respectful and productive manner.
9. We commit to helping our fellow students by approaching staff with any concerning circumstances that will be met with sincerity.
10. Students should commit to respecting bodily autonomy and personal space.

These commitments in conjunction will improve the education, quality of life, personal growth, and communal interactions of the LV Rogers community.

General Information

Parents Advisory Council – PAC

YOUR INPUT MATTERS!

PAC (Parent Advisory Council) is made up of ALL parents and caregivers of children in the school. All public schools have a PAC that advises the school administration on any matter relating to education as well as supporting parents and caregivers. PAC is required to have Bylaws under which they operate and they are self-governing. There is one meeting per month that run throughout the whole school year. You are always welcome and encouraged to attend and share your input!

The PAC Executive is a group of elected board members (parents/caregivers) who volunteer to administer and support the needs of children and the school. This group organizes the monthly meetings and manages the funds received through fundraising and grants.

Key purposes of the PAC

PAC is composed of, run, and managed by parents and caregivers and is intended to advise the school and staff on parents' views and feedback about school programs, policies, plans and activities. PAC exists to:

- Encourage parent involvement in the school, and support programs that promote parent involvement
- Communicate with parents, to promote co-operation between the home and the school in providing support for the education of children
- Organize PAC activities and events and aim to provide parent education
- Responsible for funds raised/received/distributed
- Be a collective voice of the parents/guardians of the school community (ALL parents, all students, equitable by actions and funding)
- Advise school staff/board of education respecting any matter relating to the school and provincial education

What does this all mean?

You can get involved! As a parent/caregiver of a child at LVR Secondary School, you are already members of the PAC. Engaged parents means more opportunities for our children, and a clearer understanding of operations and activities taking place at the school. An engaged group means we can secure volunteers, which then means we can reach into the parent community for other assistance. This is a win-win for the school community. You are encouraged to participate in meetings and school activities that the PAC organizes. Our Executive positions for this school year have been filled but we still encourage your involvement.

Questions about PAC?

If you have questions, you can email us here: lvr.pac@gmail.com

If you would like more information on PACs in BC, please visit: www.bccpac.bc.ca

L.V. Rogers 2025/26 Fee Schedule

Starting in the 2025–2026 school year, students will no longer be charged basic class fees. Teachers may, however, ask students to pay for optional materials or activities that go beyond what is required to complete the course—for example, choosing oak instead of pine for a woodworking project, using special pottery glazes, or buying unique fabrics for textiles. These fees are not mandatory; they apply only if your student chooses the optional activity. If your student is unsure, encourage them to check with their teachers.

Please indicate specifically what optional resources or rentals you are paying for by listing them, if you are paying for more than one optional resource or rental with an online payment.

- All payments can be made on our website at lvr.sd8.bc.ca/pay
- Debit and credit card payments can also be made in person in the office, with approval from your teacher.
- Please make any cheques payable to LV Rogers School
- We cannot accept e-transfer payments at this time

Please check off optional resources or rentals and enter the total on “Total” line below. Please turn in form and payment.

Optional Resources or Rentals

Dance Company – costume rental	\$75.00	<input type="checkbox"/>
Dance Academy	\$250.00 per semester or \$400.00 per year	<input type="checkbox"/>
Band – optional instrument rental	\$100.00	<input type="checkbox"/>

Workbooks

STUDENTS MAY BORROW A MATH OR BIOLOGY WORKBOOK PROVIDING THEY DO NOT WRITE IN IT, FOR NO CHARGE.

Biology 12 workbook – optional purchase	\$25.00	<input type="checkbox"/>
Biology 11 workbook – optional purchase	\$25.00	<input type="checkbox"/>
Foundations of Math 10-12 – optional purchase	\$25.00	<input type="checkbox"/>
Pre-Calculus 11 – optional purchase	\$25.00	<input type="checkbox"/>
Pre-Calculus 12 – optional purchase	\$30.00	<input type="checkbox"/>
Calculus 12 – optional purchase	\$30.00	<input type="checkbox"/>

There is no charge for Workplace Math 10-12 workbooks

ATLAS Academy

ATLAS Academy	Up to \$500.00, depending on budget TBD	<input type="checkbox"/>
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Student Parking

If students drive to and from school, they are expected to use their cars according to those regulations laid down by the Motor Vehicles Act. Misconduct that endangers the lives and safety of others (including speeding) will be referred directly to the police. Student parking is allowed **ONLY** in the upper (day-care) parking lot. The main school parking lot is reserved for staff and visitors and for bus access. Students may not park near the portable or courtyard or in any other fire lane or No Parking area. Vehicles may be towed away from these areas at the owner's expense. Students enrolled in Mechanics classes may park their cars in the Mechanics Shop area **only** with the permission of the instructor and the administration.

The school is not responsible for damage to or theft from vehicles parked at the school.

LVR's website is regularly updated and contains important information for students and parents. Check out our website at: www.lvr.sd8.bc.ca

Every student is required to sign a School District #8 Computer Use Agreement in order to receive a password for access to most computers in the school. The agreement states that any student found to be using computers for inappropriate reasons (inappropriate language, inappropriate sites, inappropriate messages to others, etc.) may lose the privilege of computer use at LV Rogers, maybe be suspended, and/or may be referred to the local police.

Visitors to the school

Parents are welcome to visit the school, however, all visitors must register at the office prior to proceeding to other areas of the school. Unregistered visitors may be asked to leave the building.

Student visitors are generally **not permitted** at LVR. Students seeking special permission for a visitor must have prior approval from one of the school administrators. In addition to approval from an administrator, each teacher must also approve any special guest requests.

Lockers and locks

All lockers must be kept locked at all times. The purpose of this policy is:

1. To prevent theft from lockers.
2. To prevent abuse of and vandalism of the lockers.
3. To maintain a respectable hallway appearance.

Each student will be held responsible for the locker assigned, and any damage or defacement of the locker will be rectified by the student concerned.

Lockers and locks will be assigned at the beginning of the school year. Students must use **ONLY** the lockers and locks assigned to them. Each student is responsible for the condition of both items. It is essential that no valuables, including clothes or books, be left in an unlocked locker. Items that are very valuable, including money, should not be kept in lockers under any circumstances. The office will assist you in storing items of this nature, including skateboards.

All locks and lockers are the property of the school. Where a student is suspected of storing items, articles, or materials contrary to those permitted by the school or by the Criminal Code of Canada, the administration has the right to search lockers without notice and with reasonable cause/justification.

All lockers must be emptied on the last day of the student's final class. Unclaimed items will be donated to charity or discarded.

Healthcare and student accident procedures

Except in cases of emergency, students who become ill or who have suffered a minor injury at school will be cared for at the school. Parents will be contacted when the illness necessitates the student missing class or when medical attention is required. Where there is an immediate concern for a student's health, the school will summon an ambulance or take the student immediately to the hospital. In emergency cases, parents will be contacted while the student is transported to the hospital.

Each year, students will be asked to provide the office with updated health information, including name(s) of doctor(s), dentist(s), and any health concerns (eg: allergies). Medications are not administered to students by school staff, unless a health protocol has been signed by parents and a physician.

Members of school athletic teams are advised to have a routine medical examination at the start of each season. Coaches or administrators may require a medical examination prior to participation. The school is not permitted to provide Tylenol or other such medications without parental consent. It is preferable that students, in consultation with their parents, manage their own needs and provide themselves with the appropriate over-the-counter medications.

Library

The library is a designated area for quiet work and study, and for Distributed Learning Blocks, or Independent Directed Studies (IDS) course support. Hours of operation are posted on the library doors. The library houses study, reference, and curricular materials, books and magazines, and a variety of multi-media materials for students and teachers. Please check with the librarian, Ms. Tamara Martin, and library clerk for assistance. Students are expected to work quietly in the library, to return materials on time and to be responsible for material they use and borrow. Students are not allowed to take food or beverages to the library. Library use is a privilege that may be removed if a student abuses the guidelines.

Textbooks and library books

Books that are lost or damaged must be paid for. The cost to the student for a lost text is its replacement value. Students are also responsible for lost and/or damaged library books. The cost to the student for a lost schoolbook is its replacement value. Yearbooks and other optional school purchase items such as merchandise can be withheld until lost or damaged textbooks or library books are replaced.

Lost & Found

The school's two "Lost & Finds" are located in the office and in the gym. Students are cautioned not to bring large sums of money or valuables to school; these items can be stored, if absolutely necessary, at the office. Students are responsible for the care and safety of all their personal belongings. The school will not accept responsibility for lost or stolen articles. Any and all items remaining in the "Lost and Found" at the end of each school term will be donated to a local charity or discarded.

STUDENT SERVICES

Counseling services

Educational, career, personal and social counseling services are available for students attending L.V. Rogers Secondary School. The counselors assist students in planning their programs, working on portfolios, discussing post-secondary education, planning for scholarships, resolving personal concerns, and acquiring good study habits. The counselors are available during the school day and by appointment. Their offices are on the first floor.

Counselor for students in Grade 10 and 11: **Ms. Cara McGuire**

Counselor for students in Grade 12: **Ms. Miranda Terlingen**



Other supports for students

There are many other supports available for students at LV Rogers, including the following:

- Inclusion Support Teachers: Ms. Ailis Lawrence, Ms. Renee Kelly, and Mr. Korbacher
- Aboriginal Education Program (Rm 202) Mr. Jesse Halton and Ms. Naomi Legg
- LV Rogers Youth and Family Worker: Ms. Robin Sheppard
- External Agencies (Freedom Quest, Child and Youth Mental Health, Art Therapy, Medical Practitioner)

STUDENT PROGRAMMING & SCHEDULES

Scheduling changes for students

The school timetable is prepared on the basis of classes that students select. Generally, students will be placed into classes that are part of their Graduation Program Plan, or are of their choice (electives). This is not always possible and, in some cases, students may be placed in courses by the counselor to ensure either a full program (Grade 10 students), or meeting Graduation Program Plans. The principal has full authority in the placement of students and will make final decisions in this regard. Grade 12 students have priority in course enrollment. Grade 11 or Grade 10 students who wish to enroll in a higher level course must have it reflected in their 3 Year Grad Plan, and must have the recommendation of their prior subject area teacher and/or be in excellent academic standing in the subject area (A letter grade). If face to face classes cannot be accommodated, then other alternatives (distributed learning) will be reviewed.

The order of priority for course changes is:

1. Student has no schedule, or gaps in schedule
2. Grad requirements or Graduation Plan need to be met – Grade 12 students have priority
3. Course choices not reflective of course selection

Note: Preference for teacher or friends in courses do not constitute emergent timetable issues.

Course withdrawals and deadlines:

Course drops can occur within the first two weeks of each semester, prior to classes closing for enrollment or drops.

Semester 1 Course Closure Date	Monday, September 15th
Semester 2 Course Closure Date	Monday, February 9th

If a student wishes to withdraw from a course, they should consult with their classroom teacher, their parent/guardian, and their counsellor. All efforts should be made to ensure graduation plans and requirements are met. Students who leave a course by the course closure date deadline effectively “**drop**” a course. There will be no record of the course on their transcript.

Students who leave a course after that date are considered to have “**withdrawn.**” A **Withdrawal Form** will need to be completed and signed off prior to Counsellors or Administration withdrawing the student from the course. Withdrawal forms are available from the Counselling Office.

Online learning

Students are encouraged to take face to face courses wherever possible based on availability at LV Rogers; however, distributed or distance learning is an option for students who have a challenge with their schedule, have a prolonged illness or other circumstance, or who wish to engage in summer learning. DESK (Distance Education School of the Kootenays) is co-located on LV Rogers campus, and provides courses for students Gr 10-12. Please contact or visit <http://desk.sd8.bc.ca>.

Note: Students in their graduating year MUST complete requisite courses (80% completion minimum) by May long weekend in order to be eligible for the Cap and Gown Ceremony Friday evening.

3-Year graduation plans

Every student in Grade 10 should have a 3-Year Graduation Plan completed and held on record through the Counselling Office. A 3-Year Grad Plan will indicate programs, courses, enrichments, and competencies. These will be signed by the student, parent/guardian (or custodial care worker), and Counselling staff or Administration.

Graduation Plans can be altered with consultation or depending on changes in circumstances for students (illness, significant life event, significant change in interests, leave and return to school, alteration in academic program).

Diverse options for students include the Dogwood Diploma (French and/or English), Adult Graduation program, and Evergreen Certificate. Please discuss with your Counsellor the different options available to you.

Graduation Plans can be completed in Career Life Exploration 10 classes, Course Selection, or with Counsellor meetings.

Equitable learning environments for students with diverse abilities

[SD8 POLICY 450: Equitable and Inclusive Educational Services for Learners](#)

The Board of Education of School District No. 8 (Kootenay Lake) supports equitable access to education for all learners, while honouring the diversity each learner contributes to our society.

The District promotes understanding, acceptance, dignity, respect, and inclusion in order to create equitable school communities. Learners are included in settings that are the least restrictive and most enabling, and are supported through a continuum of service delivery throughout the District, including LV Rogers Secondary School.

The District is guided in its work to provide equitable, inclusive educational services in accordance with the BC Ministry of Education’s SPECIAL EDUCATION SERVICES: A Manual of Policies, Procedures and Guidelines.

LV Rogers Personal Digital Device Policy & Procedures – 2025-26

With the intentions of overcoming challenges with concentration, distractibility, engagement, and mental health, students will only use personal digital data devices for instructional purposes while on school property during hours of instruction.

We want our students to be healthy, happy, and engaged learners!

The use of personal digital devices will be restricted at schools to promote learning and engagement. Students' use of any personal digital data devices (any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, smart glasses and other smart devices, or a tablet) will be used for instructional purposes and digital literacy appropriate to the student's age and developmental stage while on school property and during hours of instruction.

The use of personal digital data devices by students will support accessibility and accommodation needs, medical and health needs, and equity to support learning outcomes. Recording, photographing or listening is strictly prohibited without consent to ensure a safe, respectful and healthy learning environment.

The Personal Digital Devices Policy & Procedures apply to all areas of the LVR school campus, including the library, hallways, bathrooms, courtyard, gym, cafeteria, and multi-purpose room. This also applies at all school functions.

In short, personal digital devices should not be seen nor heard in classes, nor should they be distracting students while in their pockets. Teachers may direct students to use their personal digital devices for specific learning activities and teachers may direct students to place their personal digital devices in a cell phone hotel on silent mode.

During instructional time - electronic devices must be powered off and may not be on a student's person or desk without express permission from the teacher. Personal digital devices and earbuds/headphones must be stored in a student's bag, in the student's locker, given to the teacher, left at the front office, or left at home.

Outside of instructional time - use of electronic devices is permitted before school, after school, during transition periods, and at lunch, as long as this does not interfere with being in class on time.

Levels of Response - Tracking of these responses will start on Monday, September 16th after a transition period to start the year for the first two weeks.

- **1st Offence**
 - Teacher contacts administration.
 - Administration takes the device away from the student for the remainder of the day.
 - Administration tracks this as a 1st offence.
- **2nd Offence**
 - Teacher contacts administration.
 - Administration takes the device away from the student for the remainder of the day.
 - Administration notifies parent/guardian.
 - Administration tracks this as a 2nd offence.
- **3rd Offence**
 - Teacher contacts administration.
 - Administration takes the device away from the student until a parent/guardian comes in to pick up the device.
 - Administration notifies parent/guardian.
 - Administration tracks this as a 3rd offence.

Any further offences will require a meeting with a parent/guardian and administration. Repeat offenders may lose the privilege of bringing an electronic device to school.

The use of personal digital devices for students with disabilities or diverse abilities will be outlined in students' Individual Education Plans, such as the use of assistive technology on personal digital devices at school to support student accessibility, communication, and autonomy and to facilitate participation and promote accessibility. This includes supporting the use of personal digital devices that monitor and support medical necessities.

LVR attendance policies and procedures: 2025 – 2026

Student is/will be absent

The student's parent/guardian must notify the school and report the reason for the absence. The school can be contacted by phone (250-352-5538), email at clerical.lvr3@sd8.bc.ca, or with a note signed by the parent/guardian brought by the student on the day they return.

Teachers submit attendance online within 30 minutes of the start of each class and an automatic message is emailed in the afternoon to parents/guardians from the office for each class absence. We are working with our IT team again this year to add a function to text each absence to parents/guardians half-way through each class. Stay tuned for more information about this.

For planned absences of more than *3 days*, please submit an [LVR Extended Absence Form](#) by bringing this to the LVR office or emailing to Principal, Ian Cooper, at ian.cooper@sd8.bc.ca. Planned absences longer than *one week* require the form to be submitted and the school notified at least *two weeks in advance*.

Students are responsible for all learning, assignments, and tests missed due to an absence. They should plan to complete the missed material within a day or two of returning to school.

After a student misses more than 5 blocks of a class (no matter the reason), the teacher/school will send a notice home to parents/guardians that their student's attendance is of concern.

After a student misses more than 8 blocks, the student and their parent/guardian will be expected to attend a meeting with school personnel (teacher, administrator, counsellor, and/or school-based team members) to discuss the student's attendance and if necessary, find ways to support the student.

After a student misses more than 12 blocks, all parties will meet again to discuss possible pathways to success which may include additional supports, discipline, or an adjustment in the student's timetable/courses.

If the parent/guardian is not able to attend the meet(s), they will be informed of the outcome and any decisions made via email.

Planned extended absences (student will miss more than 3 days of class)

Students missing classes lose essential instruction and place increased demands on classroom teachers in the areas of record keeping, administering make-up work, etc. During the planning for an absence, parents and students should understand that teachers cannot be expected to pre-or post-teach missed lessons, nor provide make-up assignments to cover all the material that will be missed.

Since a student needs to attend a full course to earn full credit, it is reasonable to expect that extended and/or frequent absences, for whatever reason, will impact learning and achievement. We do recognize that occasions arise where extended absences are unavoidable. When this is the case, the school will make every reasonable attempt to reduce the impact on the student's educational program.

Parents must complete the [LVR Extended Absence Form](#) outlining the reasons for the absence, expected duration, and departure date and submit it to the principal.

* L.V. Rogers Secondary strongly discourages students taking vacations during school time or leaving school prior to the normal closing date.

Arriving late

It is expected that students will be in class on time. Lateness creates a disruption to the educational process in the classroom and learning time is lost.

Updated this year - Students arriving late to school will go directly to their classes and sign in with their classroom teacher.

Students arriving to class after 40 minutes of class time has elapsed are considered absent regarding attendance.

Tardiness will be dealt with according to the following procedure:

Step 1: 1-4 lates per course. The teacher will handle the situation individually with the student. Teachers will make home contact before the 5th late.

Step 2: 5th late per course. The teacher is encouraged to report the student to administration and provide information concerning previous attempts on their part to correct the situation. Administration works with the School Based Team to develop an intervention program which may include: mentorship, programming, progressive discipline plan with the student, detentions, contact home and a parent conference. Students will be tracked and monitored for attendance and truancy.

Step 3: 9th (or more) late of the course. The teacher is again encouraged to report the student to administration or School Based Team. Consequences may include not being permitted to enter a class late. Interventions at this point may include: detentions, in-school suspension, out of school suspension, or removal from the course if coupled with 10 or more absences.

Leaving school early

Students leaving for appointments that cannot be made outside of class time must have a parent/guardian contact the school. In addition, like any other excused absence, students are responsible for connecting with their teacher for any missed work.

Field trips & extra-curricular travel (school-related absences)

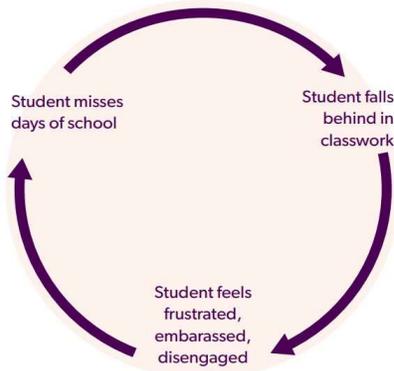
If a field trip or extra-curricular trip requires that students miss class time, students must obtain and complete a Field Trip Form from their teacher/coach in advance.

They must follow the same procedure previously outlined and return the form PRIOR to travel or the student may not be allowed to attend the trip.

Attendance roles and responsibilities

Student	Parent/Guardian	School Staff (Teachers, Administrators, Counsellors, School-Based Team)
<ul style="list-style-type: none"> • Be aware of each teacher’s attendance and late policies. • Attend all classes on time and be ready to learn. • Make appropriate arrangements with teachers to complete missed work as soon as possible upon returning to school. • Provide a note from a parent / guardian when you are leaving school early. • Fill in appropriate forms (i.e.extra-curricular and curricular travel forms). • Understand that instruction and work missed for an absence that is not verified by a parent/guardian may result in no credit for that work. 	<ul style="list-style-type: none"> • Promote the value of attending school and of punctuality. • Ensure their student arrives to school, on time, and attends the entire day. • Call or email the school office when your student is absent, late, or is required to leave the school early. (250-352-5538 or clerical.lvr3@sd8.bc.ca) <p>Alternatively, send a handwritten note signed by the parent/guardian.</p> <ul style="list-style-type: none"> • Ensure school has current and accurate contact information. • Receive & read communication from school via text/email regarding student’s absences. • Plan holidays within scheduled school holidays only. • Submit an Extended Absence Form • Wherever possible organize appointments outside of school hours. • Provide the school with a clear explanation for student’s absences from school in writing, email or on the phone to the school office. 	<ul style="list-style-type: none"> • Keep accurate attendance for each class and enter into MyEdBC within the first 30 minutes of every class. • Notify students and parents of attendance concerns. • Work with students and families to support regular attendance. • Provide the office with a list of students attending field trips, extra-curricular events, and/or other school functions at least 48 hours in advance (with small adjustments communicated on the day of the departure). • Meet with students and parents or guardians to discuss attendance concerns.

Attendance matters!!



“The pandemic may be coming to an end, however the normalization of absenteeism, like so many of the ripple effects from COVID-19, will have devastating long-term effects on Canada’s children and youth – and lead to further educational inequity in our country.”

Maria A. Rogers, Canada Research Chair in Child and Youth Mental Health and Well-Being at Carleton University



“In the long term, even if a student who was chronically absent does graduate from secondary school, the lower grades that often result from chronic absenteeism can leave the student with fewer opportunities for post-secondary and fulfilling employment opportunities.”

- FNEESC, FNSA - A Toolkit for Raising Attendance Rates

Dear Parent / Guardian;

LVR is dedicated to academic achievement and success for all pupils. Regular school attendance is a critical part of that success. High attendance rates have been shown to result in improved academic skills and school culture, as well as social and emotional growth for our pupils, and lead to life-long benefits in health, earnings, and well-being. Students fall behind when they miss school, whether they are absent for excused or unexcused reasons. You can have a big impact on attendance (and success!) going forward. We appreciate your help!

We are concerned that _____ (student) has already missed _____ (number) classes this year in _____ (subject), and we all want them to be successful. If attendance improves, this should not have a major impact on their overall performance. If attendance continues to follow this pattern, our concerns grow, and completion of the course may be impacted.

Chronic absenteeism is defined as 10% of classes missed, regardless of whether they are excused or unexcused. To help students be successful in learning and achieving their credits, we are following a 3-tier approach.

At-risk Attendance (impactful)	5-8 blocks	Tier 1: This letter, in hopes that attendance will improve and not reach Tier 2.
Chronic Absenteeism	Missed 9-11 blocks	Tier 2 : A meeting will be set with teachers, student, parent/guardian and Principal/VP to work together to create a plan that will lead to consistent attendance, success and completion of the course.
Severe Chronic	12+ blocks	Tier 3 : Meeting with all parties to reassess and help the student find a new pathway to meet their goals.

*80 block = minute class

Academic Expectations

Graduation requirements

These are the minimum requirements for a Secondary School Graduation Diploma. Many courses have prerequisites that should be completed before the next course can be attempted. Students planning for post-secondary admission are advised to see a counselor to determine entrance requirements for specific programs and institutions.

The achievement indicators that may be used on a final report are:

A =	86% - 100%	Excellent achievement
B =	73% - 85%	Good achievement
C+ =	67% - 72%	Satisfactory achievement
C =	60% - 66%	Acceptable achievement
C- =	50% - 59%	Minimal achievement: student may not be capable of next course
F =	0% - 49%	Fail: further work is to be completed before the student may take the next

IE = Insufficient Evidence: Work is to be completed before credit may be granted. Teachers communicate IE's home in a timely manner.

TS = Transfer Standing May be granted by the principal for institutions other than a B.C. public school.

SG = Standing Granted: completion of normal requirements is not possible but a performance level has been attained which warrants granting credit for a course. To be used mainly for serious illness, late entry or early leaving in consultation with the Counselling team or School-Based Team.

W = Withdrawal: withdrew before the end of the first week of Term 2 of a Semester.

Graduation assessments

Students in Grades 10 - 12 must write three graduation assessments: The Numeracy 10, Literacy 10 and Literacy 12 Assessments. Students will have up to three chances to write each assessment before they graduate. All graduation assessments will be scored on a four point proficiency scale, and passing the exam is not contingent for graduation. However, results will be added to the student's transcript. See the following Ministry of Education Provincial Assessments link for more information:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/assessment/provincial-exams>

CLC & Capstone

CLC 12 & the student Capstone is a provincial graduation requirement. Students in Grade 12 will complete an independent Capstone project to be presented at any of the following: the LV Rogers Capstone Fair, a panel interview, Selkirk College Trades Training Capstone presentations, or at the SD8 District Dogwood presentations in April.

Plagiarism

Plagiarism, including students presenting AI-generated work as their own, will not be accepted at L.V. Rogers. Any student involved with plagiarism may be asked to repeat or provide an alternate assignment. Students may be referred to school administration for further action, which could include re-doing the assignment under supervision, or receiving no credit for plagiarized work. For information about avoiding plagiarism in a particular class, please speak directly your teacher.

Interim reports

Interim progress reports may be sent home any time between official report card periods to parents/guardians and students who need some type of special attention in the area of attendance, academic success, or behaviour. IE-Reports may take any of the following forms: phone call home, email home, or an IE-Report form sent home. Interim reports are sent home in a timely manner so that students have an opportunity to complete the required work and get back on track for academic success. An IE-Report will be communicated prior to a final "F" failure mark for the course.

Study areas

Study students must be in a designated area if they are in the school during their study. Areas that can be used are: the library, Room 205 (Learning Assistance Room), or any classroom with permission of the teacher. The cafeteria may also be used for quiet study as long as students do not disrupt classes or loiter.

Enrichments: clubs, teams, and groups

Intramural activities

Various intramural activities (such as floor hockey, badminton, etc.) are carried on throughout the year at LVR, generally run by the Recreation Leadership class. All students are welcome to participate in these activities. Intramural information is posted outside the gym.



Clubs and teams

LV Rogers has a number of excellent clubs and teams. There are many clubs and teams that students may get involved in, either on a one-time or ongoing basis. Listen for information about clubs and teams or ask a teacher or other students for information. All students are welcome and encouraged to participate as fully as they choose, or to start a club with the guidance of administration or staff member in the building.

Extra-curricular participation

Students involved in extra-curricular activities are ambassadors for the school and have high expectations placed upon their behaviour. LV Rogers has a long and proud tradition of producing successful individuals and groups in various activities. Failure to obey school rules may result in a suspension from the activity.

Any student involved with alcohol or drugs while participating in a school-sponsored activity will be immediately removed from all extra-curricular activities during that season of play and may be prohibited from further extra-curricular activities throughout the year.

Extra-curricular travel

Board Policy prohibits the use of student-driven vehicles for school-based activities. Any parents who wish to drive students on a school-based trip must have a current drivers' abstract, vehicle registration and insurance policy on file at the school. Students cannot drive to school sponsored curricular, extra-curricular, or co-curricular events. Under no circumstances are students able to transport other students.

Student conduct & safety

L.V. Rogers code of conduct: respect, responsibility, community, curiosity

Statement of purpose

The purpose of the CODE OF CONDUCT is to clarify and publish expectations for student behaviour while at school, going to and from school, while attending any school sponsored function or activity or in other circumstances where engaging in the activity will have an impact on the school environment (including on-line behaviour). The code helps to maintain appropriate balances amongst individual and collective rights, freedoms and responsibilities for the purpose of learning. LV Rogers will be an environment that respects diversity and everyone's right to an education.

The L.V. Rogers Code of Conduct promotes the values expressed in the B.C. Human Rights Code respecting the rights of all individuals in accordance with the law - prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation – in respect of discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Acceptable and unacceptable conduct

Everyone has a right to a safe secure school and an environment where all students are able to flourish. All students are representatives of the school and their behaviour is reflected in the opinions of the community. The expectations in the code apply to behaviour that negatively impacts the safe, caring or orderly environment of the school and/or student learning.

Acceptable conduct at LV Rogers includes:

- Respecting self, others and the school to create purposeful learning opportunities for all
- Respecting the right to self-expression
- Being responsible for your own learning
- Respecting the learning abilities of others
- Behaviour that promotes positive interactions and a sense of belonging
- Behaviour that promotes the development of meaningful relationships

Unacceptable conduct at LV Rogers includes:

- Interfering with teaching or learning opportunities
- Creating unsafe conditions within the school
- Blatant use of inappropriate or profane language
- Behaviour that promotes or is perceived as discrimination, intimidation, harassment or violence
- Engaging in illegal activities such as theft, abuse of substances, trafficking in drugs
- Assault or violence of any nature

Unacceptable conduct or behaviour should be reported to a trusted adult including administration. All efforts will be made to prevent retaliation by reporting individuals.

Digital Device use

The use of personal digital devices will be restricted at schools to promote learning and engagement. Students' use of any personal digital data devices (any personal electronic device that can be used to communicate or to access the internet, such as a cell phone, smart glasses and other smart devices, or a tablet) will be used for instructional purposes and digital literacy appropriate to the student's age and developmental stage while on school property and during hours of instruction. The use of personal digital data devices by students will support accessibility and accommodation needs, medical and health needs, and equity to support learning outcomes. Recording, photographing or listening is strictly prohibited without consent to ensure a safe, respectful and healthy learning environment.

Rising expectations

At LV Rogers, we encourage students to act in a manner that sets a positive example to younger students. It is expected that students will demonstrate increasing levels of personal responsibility and self-discipline as they get older. Students who contravene the Code of Conduct will receive increasing consequences based on frequency and/or severity of the offence which may include: an in-school suspension, out of school suspension, restitution, or community service.

Consequences

The school will treat seriously behaviour or communication that discriminates based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation (prohibitive grounds set out in the B.C. Human Rights Code). Students can expect fair and consistent consequences which are preventative and restorative rather than merely punitive. When practical, student input should be considered in the determination of consequences. Consequences should take into consideration the severity of the offence. Special considerations may apply to students with special needs, if they are unable to comply with the Code of Conduct due to having a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Notification

Where a contravention of the Code of Conduct has been determined and consequences are being administered, the parent/guardian of offender will be notified. Officials and outside agencies will be notified as required by law, and Aboriginal advocates contacted for indigenous students.

Please refer to SD8 District Policy & Administrative Procedures:

[SD8 Code of Conduct](#)