

**WETASKIWIN REGIONAL PUBLIC SCHOOLS
PIGEON LAKE REGIONAL SCHOOL
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**STUDENT HANDBOOK
2018 - 2019**

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***Mr. Adam Stewart
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Mission Statement

At PLRS, we are committed to all students graduating:

- ❖ With academic skills and personal attributes
- ❖ Prepared for post-secondary success
- ❖ As responsible citizens
- ❖ As lifelong learners
- ❖ With confidence
- ❖ Inspired

Vision

At PLRS, our policies, programs, and practices promote our mission statement. We envision a school where:

- ❖ Diversity is respected and celebrated in a safe, caring, and inclusive environment
- ❖ Students develop the characteristics of an active and responsible citizen
- ❖ Students receive timely and effective interventions from staff
- ❖ Students are at school every day with the desire to learn
- ❖ All students and staff have a passion for learning
- ❖ All staff are dedicated to our Mission Statement

Values

In order to achieve the shared vision of our school, we commit to a model where...

- ❖ We define “academic” as an acquisition of all skills, attributes, knowledge, attitudes, cross curricular competencies, and curriculum that encompasses every course that our students take
- ❖ Staff uses effective, data driven instructional methods supported by common assessments within the classroom to improve student learning
- ❖ Staff strives to establish candid, collaborative, and ongoing lines of communication with colleagues and other professionals
- ❖ Staff analyzes and evaluates school policies and procedures ensuring our actions are in line with our Mission Statement
- ❖ Staff learns from each other and supports each other in order to improve the learning environment for all
- ❖ Staff models the attitude and behaviour of a lifelong learner and an active citizen
- ❖ Staff takes the time to celebrate strengths and successes



Pigeon Lake Regional School
Administrative Team

Principal: Mrs. Melissa Humby

- Responsible for all aspects of the school
- Instructional leadership of staff
- Collaborates with staff and oversees all programming in the school
- Coordinates events in the school
- Responsible for human resources and budgeting activities

Vice Principal: Aaron Weimer

- Responsible for student issues / discipline in all grades
- Oversees and coordinates our high school redesign programming
- Oversees Learning support programming
- Health and safety regulations

Vice Principal: Adam Stewart

- Responsible for student issues / discipline in all grades
- Oversees and coordinates our high school redesign programming
- Oversees extra-curricular activities
- EA timetabling, Flex timetabling

Administrative Support Team

Mrs. Pat Paradis: Administrative Assistant – Student Information Support

Mrs. Jennifer Cleland: Administrative Assistant – Financial Management

Mrs. Shelley Debruyne: Administrative Assistant / Librarian

Office Hours
Monday – Friday 8:00 am – 4:00 pm

Student Support Team

Family School Liaison: Mrs. Slevinsky

- Provides emotional and personal support for our students
- Mediation for student issues
- Meeting with at-risk youth

Off Campus Supervising Teacher: Mrs. Galloway

- Coordinates our off-campus programming including Work Experience, RAP, and Green Certificate

Maskwascis Wahkotowin Liaison & Teacher: Miss Stoney & Mrs. Scott

- Provides guidance and support to students and families
- Supports culturally responsive programming

Learning Support Teachers: Mr. Weimer & Mr. York

- Facilitates the development of IPPs for students in the school
- Works with classroom teachers to meet the individual learning needs of students
- Works with students who require additional assistance to experience success

Career Counselor: Mrs. Galloway

- Assists students with all areas of career and academic planning
- Assists students with programming to ensure their success at school
- Works with TAG teachers to ensure that all students are engaged in post-secondary planning, scholarship application, student financial aid, career exploration and work search

Directed Learning

- Directed Learning is a block of time in the school day when students have the opportunity to guide their learning in areas of need or interest.
- Directed Learning is offered to all students and utilized by teachers to reteach essential outcomes, offer support to students, provide homework help, advise students, as well as offer enrichment and extracurricular opportunities.
- Directed Learning is offered every day for 40 minutes between Block 1 and 2.
- The three main components of Directed Learning are:
 - **Teacher Advisory**
 - See Below
 - **Enrichment**
 - Extended Learning Opportunities
 - **Remediation**
 - Tutorial Support

Teacher Advisory Program: TAG

- Teacher Advisory is a class that is set up to fosters positive relationships with staff members and students. Each student will have a TAG teacher who will advocate for students in educational and school related matters.
 - Teachers take an interest in their TAG students by getting to know their personal characteristics, interests, and experiences
 - Teachers facilitate the development of Personal Learning Plans
 - Teachers celebrate student accomplishments
- Teacher Advisory is used to schedule student Directed Learning Time
 - Selection of Directed Learning sessions using Maplewood
 - Tutorials and Enrichments
 - Short Term goal setting
 - Discussions academic/attendance concerns with students
 - Review contact data and keep it up to date in Maplewood
 - Guiding students to take ownership of their learning / contact home if needed

The Learning Commons

- The concept of the traditional library has changed as we have transformed our Library into a Learning Commons. The Learning Commons is the physical and virtual collaborative learning “hub” of the school. It is a space that offers students:
 - Flexibility
 - Allows students to create their own environments to improve learning
 - Engages students through exploration, experimentation, and collaboration
 - Offers technology to support the construction of new understandings by the learner rather than the learner passively consuming information (Learning Commons Implementation Guide, CBE; pg 4)
- What is our Learning Commons going to be used for?
 - Literacy (fostering an active reading culture)
 - Alternative work space for students
 - In-reach program (students taking storefront courses or students redoing components of their course that they were unsuccessful in)
 - Through our Response to Intervention model students will receive Tier 2 and 3 support through the Learning Commons & Learning Assistant Teacher. This support structure offers additional time and support to students in a small group setting.

Response to Intervention: RTI

- At PLRS we have put in place a multi-tiered approach to identify when a student is struggling and provide them with the support they need to be successful. This is done by making sure ALL students have access to ALL three tiers of support when necessary.
 - Tier 1: Effective classroom instruction and diagnostic testing
 - Tier 2: Small group instruction and additional instruction time
 - Tier 3: Intensive support and remediation pertaining to universal skills (reading, writing, behavior attendance, etc.)

Bell Schedules

PLRS uses two different bell schedules throughout the school year.

- Regular bell schedule is used on a day to day basis
- Shortened Bell is used when the school hosts special events and on Wednesdays for Professional Learning Communities

REGULAR/SHORTENED Bell Schedule Pigeon Lake Regional						
Regular Bell Schedule				SHORTENED Bell Schedule		
<i>Warning</i>	8:45			<i>Warning</i>	8:45	
In Class	8:47			In Class	8:47	
Block 1	8:47	10:02		Block 1	8:47	9:55
<i>Break</i>	10:02	10:07		<i>Break</i>	9:55	10:00
Block 2 (Directed Learning)	10:07	10:47		Block 2 (Directed Learning)	10:00	11:08
<i>Break</i>	10:47	10:52		<i>Break</i>	11:08	11:13
Block 3	10:52	12:07		Block 3	11:13	12:21
LUNCH	12:07	12:40		LUNCH	12:21	12:54
<i>Warning</i>	12:40	12:43		<i>Warning</i>	12:54	12:57
Block 4	12:43	1:58		Block 4	12:57	2:05
<i>Break</i>	1:58	2:03		<i>Break</i>	2:05	2:10
Block 5	2:03	3:18		Block 5	2:10	3:18
Dismissal	3:18			Dismissal	3:18	

Communication

The school has in place several mechanisms that are set up to facilitate communication with parents. These items are in place to inform our parents and community of what is taking place at PLRS.

- School Website – www.plrs.ca
- Staff E-Page – Teacher Course Assignments
- School Twitter Account - @plrs_wrps
- Facebook Account - Pigeon Lake Regional School
- Teacher Email (Available on the school website – Contact Tab)
- School Messenger System
- Newsletters
- Progress Reports

- Report Cards: Students are issued two report cards each semester. Report Cards will be handed to students

Parent-Teacher Interviews

- Parent-Teacher interviews are held at the following times:

October 3th, 2018	4:00 p.m. to 6:00 p.m. (Meet Teachers/Open House)
November 21th, 2018	4:00 p.m. to 8:00 p.m.
April 10th, 2019	4:00 p.m. to 8:00 p.m.

Parents are encouraged to attend these interviews to discuss the progress and achievement of their sons(s)/daughter(s) with the teachers concerned. Students are encouraged to accompany their parents to these interviews.

Maplewood Online Access

- Parents and Students have online access to information from any computer via Maplewood. You will be able to access the following information from your Student/Parent Portal: Grades for current classes
 - Previous course marks and credits earned
 - Attendance reports
 - Progress Reports
- Contact the school if you need a username and password
-

Student Code of Conduct

At Pigeon Lake Regional School we committed to creating a safe and supportive learning environment where every student can experience success and achieve at a high level.

To attain this we believe it is essential that our students:

1. Be diligent in pursuing their studies;
2. Attend school regularly and punctually;
3. Cooperate fully with everyone involved in providing education programs and services;
4. Comply with the rules of the school;
6. Respect the rights of others;
7. Respect and care for personal and public property; and
8. Be polite and display good manners.

General Rules of Conduct

Parents and students are to refer to the handouts students will receive in September that outlines our school's Policies and Procedures.

It is assumed that students attending this school desire to learn, wish to attend the classes in which they are enrolled, know how to behave in a reasonable manner, and have a strong sense of self-discipline and self-respect. The staff's wish is to see students develop the feeling that Pigeon Lake Regional School is their school, and that they have a role and responsibility for the culture and environment of the school. The primary objective of requiring appropriate student behavior and self-discipline is to produce a positive and safe learning atmosphere in which there will be no interruption of the learning environment. All students will assume personal responsibility for their behavior and actions, develop appropriate self-control, exhibit self-discipline, and accept the responsibility and consequences of any inappropriate behavior. To accomplish this objective requires a cooperative effort from students, staff, and parents.

The following general rules of conduct indicate the expected acceptable behaviors:

1. *Behavior towards students.*

Students should show respect for their fellow students. It is every student's right to feel accepted, comfortable, and safe within the school. No discourteous, racial or ethnic slurs, mistreatment, bullying or intimidation of any student will be tolerated. Students will demonstrate appropriate interactions at all times. No aggressive physical contact will be tolerated. Roughhousing and horseplay in hallways, classrooms and the common area are not permitted. Students will not be allowed to participate in public displays of affection that go beyond hand-holding. We want to create an environment in which all feel safe and comfortable.

2. *Conduct towards teachers and support staff.*

Students will treat teachers and support staff with courtesy and respect at all times. Inappropriate language and defiance will not be tolerated under any circumstances. Students who use inappropriate language toward a staff member face probable suspension.

3. *Conduct towards the school and its environment.*

Students should treat the school grounds, school building, its interior and facilities with a sense of civic pride. All damage, accidental or intentional, must be immediately reported to the office; failure to report such damages may result in the offender being charged with vandalism. Lastly, any willful damage, not reported by the individual(s) involved, will be the financial responsibility of the Students' Union to replace or repair.

Specific Rules of Conduct

ZERO ACCEPTANCE INCLUDES THE FOLLOWING BEHAVIORS:

- Disrespect and Defiance
- Physical aggression
- Verbal taunting/teasing/name calling
- Swearing/use of profane and/or offensive language

Students can expect: Loss of privileges – dances, trips, teams, detentions and/or suspensions

It is expected that students comply with the rules and procedures of the school as presented by staff and school handbook.

1. *Respect the rights of others.* Any threatening behavior will not be tolerated. Any verbal or physical intimidation will be taken seriously and assessed accordingly.
2. *Closed/Open Campus* - Students in Grade 10, 11 or 12 have the *privilege* of leaving the school grounds at lunch and during their spares. Inappropriate behavior in and around the community may result in the rescinding of this privilege. Students in grade 7, 8 or 9 may not leave the school grounds, with the exception of students who live at Falun and go home for lunch. Students are not permitted on Falun Elementary School grounds, which includes the Falun Rink.
3. *Student Dress:*
Students are expected to dress in a clean, neat, appropriate manner. Appropriate clothing will cover all undergarments and midriff. Skirts and shorts must be at an appropriate length.
 - Clothing that is offensive, discriminatory or have drug and alcohol references will not be allowed. Hats and hoodies are to be removed when in the school.
 - Appropriate appearance reflects good judgment, personal respect, and respect for others. Students seen wearing inappropriate clothing will be asked to change into Physical Education T-shirts (if not available one will be provided) or turn the offensive clothing inside out.
 - School administration reserves the right to determine what is/is not acceptable attire.
4. Students have the right to be in a smoke free environment. *Smoking / vaping* by students will not be permitted, on the school grounds. This rule also applies to the Falun School grounds. The use of *smokeless tobacco* (chewing tobacco), *Herbal tobacco*, and the use of “e-cigarettes” or vapes will not be permitted in the school or on the school grounds. Students using these products on school premises will face a suspension and products confiscated.

5. Students found to be in *possession of a weapon/replica weapon* or threaten to be in possession of a weapon will be suspended from school. A review of their education program at Pigeon Lake Regional School will be initiated which may lead to a transfer or an expulsion hearing.
6. The dug-outs on the ball diamonds and bleachers are out-of-bounds for all students. Students are not permitted in the areas behind the gym and I.A. shop without supervision.
7. Pigeon Lake Regional School has a zero tolerance for *Drugs and Alcohol*. This includes:
 - Students in possession of *drugs or alcohol* in the school, on the school grounds or at a school event.
 - Students under the influence of *drugs or alcohol*. (*This includes smelling like drugs or alcohol*).
 - Students that are responsible for the distribution of *drugs or alcohol* must be prepared to be expelled from school and the RCMP contacted.

Student that are found to be in violation of the Drugs and Alcohol policy will be suspended for a minimum of 3 days, removed from all extracurricular events for the school year, and maybe required to attend an in school hearing with their parents/legal guardian to determine if the student will be transferred to the Pigeon Lake Storefront School or remain on the main campus.

8. *Electronic Devices*: PLRS encourages the use of electronic devices for educational purposes. NO devices (including cell phones) are to be used in the classroom, unless under the discretion of PLRS staff. Personal devices should be used in a respectful and appropriate manner at all times and should not be detrimental to the learning environment. The student expectations that are outlined in the PLRS Student Code of Conduct apply to online use as well. Any misuses may lead to consequences that may result in loss of online access or further disciplinary action. At NO time should students use their devices to take pictures or video. Students who abuse the privilege of device (including cell phones) use will face the following consequences:

First offence: the device is turned off and put in a secure place.
 Second offence: the device is confiscated and placed in a secure place until the end of class.
 Third offence: continued offenses are seen as defiant. As such, possible consequences may include suspension, cell phone contracts, the student no longer being allowed to have their device on school property. Parent/Guardian will be informed.

9. Students who bring electronic devices to school do so at their own risk. The school accepts no responsibility for any replacement or repair.

Attendance

Basic Premises

1. Regular school attendance contributes significantly to student achievement and is a requirement under Section 7 of *The Education Act*.
2. The responsibility for regular attendance rests with the student and the student's parents/guardians. Parents must notify the school of student absences.
3. **Parents/guardians are required to call or send a note each time a student is absent. If no notification is given, the absence will be considered "unexcused". Repeated unexcused absences can lead to removal from the class and loss of credits.**

General Procedures

- Teachers will discuss attendance expectations with students at beginning of the year or semester.
- Students who are absent from classes for any reason are responsible for completion of all work assigned during any missed class(es).
- If a student has an unexcused absent from school the student's' parents/guardian will be contacted to inform the parents/guardian which period the student was absent from.
- Parents can monitor attendance online using Maplewood.
- The office will contact parents /guardians when a student is absent from school and we are unaware of the reason why.
- Administration will be involved in any incident that involves students skipping class.
- Teachers will be in contact with parents if they notice a student has too many absences or too many lates (3 a month).
- When a student has reached 10% unexcused absentee rate a formal review of the student's attendance will be initiated. A letter will be sent home and a meeting will take place with the student.
- When a student has reached a 15% unexcused absentee rate students and/or parents may be asked to meet with the school administration to review the reasons for the absenteeism and to set up a plan for improvement. Parents will continue to receive reports from the school if the absentee rate does not improve.
- If a High School student misses 25% or more of class time, the student may be removed from the course(s) be asked to retake the course at a later date, or possibility of credit recovery when they can assure more regular attendance. Parents may appeal this decision to the principal.

If attendance is a concern, the student could be subject to the following actions. Listed in order of severity:

- (a) Exclusion from extracurricular activities
- (b) Letters, phone call home and parent meetings / Student meetings
- (c) Removal from class or course
- (d) Transfer to Storefront School
- (e) Referral to the Provincial Attendance Board or suspension from school with recommendation to the Board of Education for expulsion.

Extended Holidays

A few parents or guardians take their children on holidays that exceed those granted by the Wetaskiwin Regional Division Board of Education and the Department of Education.

Parents/guardians and students must accept full responsibility for any detrimental effects of missing regular classroom instruction.

When a student is going on an extended holiday, the following conditions apply:

1. Parent/guardian should arrange to discuss this with the Principal.
2. It is the responsibility of the student to contact his/her teachers to find out what will be missed or has been missed.
3. A student is responsible for all missed work as directed by the teacher.
4. A student will be responsible for assigned major projects.
5. Unless a clearance has been previously arranged by the student and approved by the school, any test missed during this extended holiday period will be assigned zero.

Accident or Illness at School

If a student is injured or becomes ill during class time, he/she should notify the office. If the injury or illness appears to be serious, parents/guardians will be contacted and arrangements made to have the student sent home. Under no circumstances should a student who is ill remain in a washroom or go to the medical room without first contacting the office. In instances where students are injured or seriously ill and parents cannot be contacted, the school administration will secure the required medical attention. In all cases, every attempt will be made to contact parents before an ambulance is called, however, if it is deemed an emergency, an ambulance will be called to ensure safety of the student.

Books and Materials

Students are expected to get the books and materials they require for the next periods at their breaks. Students losing or abusing books will be charged fair replacement value. When the school year begins, students are expected to arrive with general school supplies.

School Fees

School fees are payable in September. Students will receive a fee schedule at that time. If payment of school fees is a concern, parents are encouraged to contact the school to make alternative arrangements.

Gym Clothes

Students shall have a separate change of clothes and shoes for PED. Shorts, T-shirts and sweat suits are all suitable attire. Parents may purchase suitable gym attire from the school.

Field Trips

Students taking part in field trips are not considered absent as per the attendance policy. Dependent upon the circumstances, some students with poor attendance or poor grades may not be allowed to participate. Parents must give written permission before students will be included.

Lockers

Students will be issued a school locker and lock on their first day of school. Combination locks must be rented from the school for a cost of \$5.00 (non-refundable) payable with school fees. The lock combination will be kept on file in the office. All other locks will not be permitted. Lockers must be locked at all times. Failure to follow these rules will result in loss of locker privileges.

School administration reserves the right to gain access to a student's locker for a search when cause exists.

Fire and Lockdown Drills

Fire drills will be held regularly and are of a serious nature. Specific rules and directions for fire drills are posted in all rooms. It is the duty of each student to be aware of these rules and directions.

Students Providing Their Own Transportation

The Wetaskiwin Regional Division provides transportation for students to attend school. Students who choose to provide their own transportation on a regular or occasional basis should observe the following rules:

1. Park in designated areas. Enter and leave the school grounds, from the west end, at a speed not in excess of 15 km per hour.
2. Students are not permitted to sit in vehicles at any time, nor are they permitted to loiter around the vehicles. This area is out of bounds unless students are arriving or leaving.
3. Enter the school grounds quietly and leave quietly (radios, mufflers, etc.)
4. Students who do not follow the above rules will not be permitted to bring vehicles to school.
5. Students are not allowed to transport other students to school sanctioned extracurricular events. They are to use the provided bussing as arranged by the school.

Awards Ceremonies

The PLRS annual Awards Celebration will be held October 11th at 1:30 p.m. Awards are presented for highest class average, honors, highest mark in a subject, male & female citizenship, as well as a variety of special awards. A separate Athletic Banquet will be held on June 4th 2019.

Inclement Weather

The most current and update information about Bus Schedules is posted at www.wrps.ab.ca. Any buses that are not running due to inclement weather will be posted on the website. Parents and students are advised to check the jurisdictions web site during evenings or mornings of days in which school operation is in doubt. Schools are generally open and are not closed due to weather conditions. Please do not drop your child off at school without ensuring they have gained access before you depart.

Academics

Student Assessment and Evaluation

Measures used to assess and evaluate student achievement shall be based on the outcomes defined in the Alberta Curriculum and Program of Studies. Teachers shall use both Formative and Summative Assessments to determine the student progress.

- Formative Assessment (assessment for learning): assessment experiences that result in ongoing exchange of information between students and teachers about student progress toward clearly specified learner outcomes.
- Summative Assessment (assessment of learning): assessment experiences designed to collect information about learning to make judgments about student performance at the end of a period of instruction.

Information gathered from formative assessment and practice is not used to determine a student's grade. Only levels of achievement derived from summative assessments are used as evidence and are reported in a Teacher's Markbook. The final evaluation shall be a cumulative final mark.

Students and/or parents/guardians may appeal the final evaluation mark of the student. The initial appeal must be submitted to the principal. Where a satisfactory resolution is not achieved, a written appeal may be made to the Superintendent or designate.

Pigeon Lake Regional School does not feel that a Zero is an accurate measure of student learning in reference to the course outcomes. As a result Zero's will not be given as a mark unless:

- A student has not handed in an assignment two weeks prior to end of the term.
- A student has cheated on a test or assignment.
- A student has committed plagiarism.

Plagiarism

Plagiarism is an extremely serious offence. Essentially, plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- a. The work submitted by the student was actually done by someone else, but is presented as the student's work.
- b. Parts of the work are taken from another source without reference to the original author.
- c. The whole work is taken from another source without reference to the original author.
- d. The student submits work in one course which has also been submitted in another course without prior agreement of the instructor(s) involved.

- e. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, honesty requires that such references be explicitly and clearly noted.

Credit Recovery for Failed or Incomplete Courses:

Rationale:

There are many reasons why a student may not be able to complete or successfully complete a course over the course of a semester. The purpose of credit recovery is to allow students to reattempt specific learner outcomes or complete work they were unable to complete within the given time period.

Policy

In order to qualify for credit recovery a student must have achieved a grade of at least 40% and no greater than 49%. Student must have 75% in the class. Students must also have successfully completed at least significant portion (**two thirds / half ?**) of the course and the outcomes to be redone are clearly identified by the classroom teacher or school administration. It should be clear to both the student and the school as to why the student was unsuccessful, and why credit recovery will result in the student successfully completing the course. Students entering credit recovery must obtain permission from school administration; and a timeline for course completion will be determined by the student and principal or vice-principal, in consultation with the learning support teacher, career counsellor, and the classroom teacher.

Redo policy

Pigeon Lake Regional School will allow students to “redo” assignments as long as the student meets the requirements set forth in PLRS Redo Policy. REDO’s will be allowed on tests, quizzes, as well as assignments.

- a. To be eligible to REDO an assignment, the assignment must have been handed in on time.
- b. Students have to inform the teacher that they wish to redo an assignment within 2 days after receiving the mark from the teacher.
- c. The mark that is received on the redo will be the mark that is recorded in the teacher mark book.
- d. Students and parents will have to sign off on redo request sheet that outlines a student improvement plan. The student improvement plan (test corrections, homework corrections, study etc.) must be completed before the REDO is given.
- e. Major Assignments that have been handed in for corrections and feedback, may not be eligible (teacher discretion) for a REDO. Teachers must make students aware if an assignment is not eligible for REDO.
- f. Students may only ask for REDO on each summative assessment once.
- g. CTS Students may not be eligible for a REDO on an assignment if there is a cost involved unless the student is willing to cover additional costs.

h. CTS Studies may not be eligible to REDO project if the time frame is not reasonable.

Homework

Students often assume that if no specific work has been assigned, they have no homework.

Each of the areas listed below should be part of the regular homework schedule:

- completion of work not finished in class
- completion of daily assignments
- working on long term assignments (Do not leave these until a few nights before they are due.)
- review of work taken that day (Studies have shown that 70% of material learned is forgotten within three days if there has been no review.)
- study for exams and tests (If you review daily, this will be easy.)
- Students are responsible for keeping a neat and complete set of notes for each subject.

Students who are not completing homework on a regular basis will be placed in “Guided Study”. If students continue to not complete their work they may be removed from a complimentary class and supported by a staff member. Students who improve their work habits may be placed back in their complimentary courses.

Writing of Final Exams

Rationale

Final exams are set in the majority of courses. The purpose of these exams is to assess student achievement based on curricular outcomes. The final exam experience is an essential element in completing a course of studies.

Pigeon Lake Regional School has developed consistent standards regarding to Final Exam weighting in each of the four core class (Math, Science, Social, English)

Grade	7	8	9	10	11	12
Final Exam	15%	20%	25%	30%	30%	30% Diploma

- The Grade 9 Final Exam will be the PAT’s for each of the four core classes. If a student has received an exemption from Alberta Education, the Teacher will provide an in school final for that student.
- Midterms at the Jr. High Level may be used at the Teacher's Discretion but will not exceed 10% of the Overall course Mark.

The writing of final exams is compulsory. If a student fails to write a final exam, a grade of 0% will be assigned for that exam.

Exemptions

- Absence from final exams resulting from serious medical problems as attested to by a physician or dentist, absences due to compassionate considerations, and absences approved in advance are the only exceptions to the above policy. These exceptions will be ruled upon by the administration.

Appeal Procedure

In the event that a student wishes to appeal a final mark, the following process should be used:

- An appeal should be made directly to the teacher concerned.
- If an appeal is not resolved, the administration, after consultation with the people concerned, will make a decision.
- For appeals beyond the school level see the Principal for procedures.

Diploma Examination Marks

The final mark awarded for a diploma examination subject is determined by averaging the school-awarded mark and the mark received on the provincial examination.

The student's Detailed Academic Report will show three marks:

1. School mark
2. Provincial exam mark
3. Final course mark

Junior High

Core Subjects

All students must take the subjects outlined below. Students remain in their homeroom grouping for these subjects. Our schedule is organized in a two-day cycle with 4 blocks, each 75 minutes long, as well as a 40 minute Directed Learning Block.

Language Arts	Physical Education
Social Studies	Health
Mathematics	Science Computers

Complimentary Subjects

The school offers the following complimentary subjects:

Art	Cosmetology	Drama
Industrial Arts	Food Studies	Design Studies
Tundra Sports	Fashion Studies	Science and Social Enrichment
Fall Sports	Spring Sports	Wildlife
Photography		

Changing a Complimentary Class

Jr. High students have a choice when they register to choose their complimentary classes. If a Jr High Student wishes to make changes to their timetable, students must do so before Monday, 10th.

Jr High Honor Roll

The following criteria will be used to calculate if a Jr High Student has received honors:

Language Arts	25%
Math	25%
Science	25%
Social	25%

Promotion / Retention Policy

In Junior High a student normally requires a weighted average of 50% to proceed to the next grade. This is determined with the following weightings:

Language Arts	25%
Mathematics	25%
Science	25%
Social Studies	25%

A student having a weighted average of between 40 - 50% will be considered carefully before promotion to the next grade is granted. Students experiencing difficulties may be retained at the present grade level or considered for placement in other appropriate programs. Since many final examinations will be worth 20 - 30% of the student's mark, parents should encourage their children to prepare well for these tests.

High School

Students will receive an Alberta High School Diploma, or Certificate of School Achievement or a Certificate of School Completion upon completion of their high school program.

High School Course Credits

Each course in the High School curriculum is assigned a credit value. Most courses are valued at 3 or 5 credits with CTS courses valued at one credit per module. Student must earn a 50% or more to receive credits. No credits will be granted when the maximum credits in a course have been previously awarded.

Required Class Loads

It is recommended that students carry a minimum number of credits to ensure they are active in their studies and that they are on track for graduation.

Grade 10	no spares
Grade 11	no spares
Grade 12	may have 1 block per semester as a spare / 130 credits gain them 2 spares

Students who have not completed 15 credits in the first semester, the student may be transferred to storefront, pending a parent meeting.

Grade 10 Students

- Grade 10 students enrolled at Pigeon Lake Regional School shall have a full-time class load of in-school courses. (Minimum of 40 in-school credits)
- Grade 10 students may take Work Experience outside of classroom hours.
- Grade 10 students may take courses via our storefront school, but these courses must be completed outside of classroom hours.
- All grade 10 students will take CALM 20 and PE 10,
- All grade 10 students shall take optional courses – chosen from the CTS, or Fine Arts courses offered.

Grade 11 Students

- Grade 11 students enrolled at Pigeon Lake Regional School shall have a full-time class load of in-school courses. (Minimum of 40 in-school credits)
- Grade 11 students may take Work Experience.
- All grade 11 students shall take optional courses – chosen from the CTS, Physical Education or Fine Arts courses offered.
- Grade 11 students shall take a sufficient number of courses to ensure that graduation requirements are met.

Note: Student may with permission, take one Grade 11 course in your grade 10 year. However, students must have a final mark of at least 70% in the prerequisite 10 level course to take the 20 level course in their grade 10 year.

Grade 12 Students

- Grade 12 students enrolled at Pigeon Lake Regional School must take a minimum 75% course load to maintain regular student status. For those students who wish to take a course load less than 75% may do so through our storefront school.
- Grade 12 students shall be expected to carry a minimum course load (75%) for the student being able to meet graduation requirements.

Spares or Study Periods

Students in Senior High School should have only a minimal number of free periods. Students in High School have basically four places where they may be during their spares:

1. In the Learning Commons with sufficient work to occupy them for the duration of the spare.
2. Student common area with work, reading or other quiet activities.
3. In the early fall and late spring they may take work to the picnic tables.
4. They may leave the school grounds according to open campus policy.

Under no circumstances will students on spares be permitted to be in the halls during class time. Failure to follow these rules will result in the students spending their spares in a supervised room where classes are in progress. The basic rules of conduct apply to all students with spares. Students who do not conduct themselves appropriately will lose the privilege of having a spare.

Course Names and Numbers

Each High School course is assigned a course name and number, such as Social Studies 10, English 20, or Biology 30. The name indicates the subject area, while the number signifies the year or grade level.

- First year courses have numbers: 10-1, 10-2.
- Second year courses have numbers: 20-1, 20-2
- Third year courses have numbers: 30-1, 30-2, 30-3.

In each subject area in a particular year there are usually several different courses offered, (i.e. Social 10-1 or 10-2). Each course has different prerequisites and different academic challenges in order to give a choice to students with varying interests and abilities.

Alberta Education High School Programs

The **Alberta High School Diploma** is awarded to students meeting the requirements outlined below:

- earn a minimum of 100 credits
- complete and meet the standards of the following courses:
 - English 30-1 or 30-2 or Francais 30
 - Social Studies 30-1 or 30-2
 - Mathematics 20-1, 20-2 or Mathematics 20-3
 - Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20
- complete and meet the standards of the following:
 - Physical Education 10 (3 credits)
 - Career and Life Management (CALM) 20 (3 credits)
 - 10 credits from career and technology studies (CTS) or fine arts or second languages
 - 10 credits in any 30-level course (including locally developed) in addition to English 30-1 or 30-2 and Social Studies 30-1 or 30-2

Students should be aware of the courses required for specific post secondary institutions and programs (U of A, NAIT, etc.) This information is available through our career counselor or by contacting the institution directly.

Senior High Knowledge & Employability Program: Certificate of High School Achievement

The K&E program offers instruction to students who find studies in diploma courses very difficult, but are still able to participate in studies of Science, Social Studies, Mathematics and English Language Arts. The focus of the course is to prepare students for the world of work and a work experience opportunity is usually involved. Students can enroll in this course in grade 10, 11 or 12. They graduate with a Certificate of High School Achievement rather than a diploma.

Senior High “G.O.A.L.S.” Program: Certificate of High School Completion

The “G.O.A.L.S” program is designed to meet the learning needs of students who are outside a regular school programs. In senior high, the “G.O.A.L.S.” program offers students the opportunities to acquire, consolidate, and expand upon concepts, skills and attitudes necessary for responsible citizenship, lifelong learning and successful transition to the workplace, or to provide successful transition to regular senior high programs.

High School Course Sequence

Courses in most subject areas are arranged in sequences. Normally a student must pass the lower level courses before being allowed to proceed to the next course in a sequence.

Experience has demonstrated that students taking the 10, 20, 30 sequence, most often are unsuccessful at the 30 level unless they have achieved above 60% on the preceding course. It is recommended that students should have at least a 60% mark or better, prior to registering in the next course at the 20 and/or 30 level. These conversations should take place with our Academic Counselor and/or Administration.

Math 10C and Science 10

- Students in Grade 9 are required to achieve a mark of 50% or better in *Mathematics 9* to enter *Mathematics 10 C*. A mark of 50% or better in *Science 9* is also required to enter *Science 10*.

Social and English

- A mark of 60% or better in Language Arts 9 and Social Studies 9 is recommended to enter English 10-1 and Social Studies 10-1 respectively.

Transferring down

- If a student scores between 40-49% in the higher level course they may “transfer” to a lower level course at a higher grade level. As a result, upon successful completion of the lower level sequence the student will receive “retroactive” credits of the previously failed grade level. For example, a student fails Social Studies 10-1 with a mark of 45%. The student then takes Social Studies 20-2 and passes the course. The student will then be awarded credits for Social Studies 10-2, even though they have not taken the course.
- In the Math curriculum the opportunity to “transfer down” is greatly restricted. As a result, students and parents are advised to make appropriate Math course selections to ensure that additional time is not required in order to achieve the Alberta High School Diploma requirements.

Changing High School Courses

The selection of courses is a very important decision and students should give this careful consideration. In spite of such careful selection there may be extenuating circumstances for the dropping of a course, but this action should not be taken lightly. Students will only be permitted to drop a course if they can pick up a course of sufficient credit value to maintain their required credit load. Students dropping a core course after Nov. 1st or April 1st will have a mark submitted for the course, which will be part of their official transcript.

Deadline for Courses Changes:

- First Semester Option Course – September 18th
- First Semester CORE Course – September 25th
- Second Semester Option Course – February 16th
- Second Semester CORE Course – February 26th

All students requesting dropping or transferring to another course must complete a Course Dropping and Transferring Form. The form requires the following:

- Consultation with the Academic Counselor or Principal
- Parent's or guardian's signature of approval
- Teacher's approval to enter the new course

This form must be given to Mrs. Paradis in the office. **If this form is not handed in, a student is not in the new course and must attend the original course until the Student Course Change Form is turned in complete**

Graduation Policy

A student eligible to be termed "graduand" and to take part in graduation exercises must meet the following criteria:

- the student must have been in attendance and received marks from Pigeon Lake Regional School or Pigeon Lake Storefront School for either the first semester, second semester, or both.
- the student must be registered in and have passing marks by May 3 in the courses required to achieve an Alberta High School Diploma. Students must have all assignments submitted for marking by April 29, 2019.
- students must have competed 60% of the course by May 3
- the students shall be expected to carry a minimum course load (75%) to be eligible to graduate. This does not apply to storefront students. Nor students who will have earned 130 credits.
- the student who is registered in Distance Learning must have by May 3 at least 60% of the course completed.
- the student registered in a Special Project must show the school that the project is 60% completed by May 3.
- the student who is registered at the Storefront school must have completed 60% of the course work by May 3.
- the student registered in Work Experience must have completed 60% of the hours required by May 3.

Valedictorian Selection

The valedictorian will be selected using the highest average mark based on the following courses:

- 30-1 English,
- 30-1 Social Studies,
- the highest marks in three other 30 level academic courses
 - o Math 31, Math 30-1, Math 30-2, and any 30 Level Sciences

Careers and Scholarships

The Academic counselor has a wealth of information with regards to careers and scholarships, as well as other financial assistance. Our Academic counselor is available to help plan post-secondary training and career options.

Rutherford Scholarship Criteria

Students that receive marks of 75% and higher in grade 10, 11, or 12, are eligible for the Rutherford Scholarship. Please see the Academic counselor for more information.

The Rutherford Criteria is also used to determine Honors for Sr High Students.

GRADE 10

Average of 75.0% to 79.9% in five subjects - \$300

Average of 80.0% or higher in five subjects - \$400

- **One of:** English 10-1, 10-2,
Français 10, 13 or 10-2, and
- **At least two of the following:**
 - Mathematics 10C
 - Science 10
 - Social Studies 10-1 or 10-2
 - a language other than the one used above at the Grade 10 level, and
- **Any two courses** with a minimum three credit value at the Grade 10 level (1000 or 4000 series) including those listed above and combined introductory CTS courses.

GRADE 11

Average of 75.0% to 79.9% in five subjects - \$500

Average of 80.0% or higher in five subjects - \$800

- **One of:** English 20-1, 20-2, Français 20, 23 or 20-2, and
- **At least two of the following:**
 - Mathematics 20-1, or 20-2
 - Science 20
 - Biology 20
 - Chemistry 20
 - Physics 20
 - Social Studies 20-1 or 20-2
 - a language other than the one used above at the Grade 11 level, and
- **Any two courses** with a minimum three credit value at the Grade 11 level (2000 or 5000 series) including those listed above and combined intermediate CTS courses.

GRADE 12

Average of 75.0% to 79.9% in five subjects - \$700

Average of 80.0% or higher in five subjects - \$1,300

- **One of:** English 30-1, 30-2, Français 30, 30-2, and
- **At least two of the following:**
 - Mathematics 31
 - Mathematics 30-1, or 30-2
 - Science 30
 - Biology 30
 - Chemistry 30
 - Physics 30
 - Social Studies 30-1 or 30-2
 - a language other than the one used above at the Grade 12 level, and
- **Any two courses** with a minimum five credit value at the Grade 12 level (3000, 6000 or 9000 series) including those listed above and combined advanced CTS courses.

Extra-Curricular Events

Clubs and Sports

Pigeon Lake Regional School believes in offering a wide range of extracurricular activities for all grade levels. The following represents a list of some of the activities that are offered to students:

Volleyball	Golf	School Reach
Basketball	Track and Field	Drama Production
Badminton	Curling	School Dances
Cross Country	TAG Activities	Board Game Club
Jr High Soccer	Spirit Day	Ski Trip
Drop In Basketball (Rat ball)		Chess Club
Student Intermural Program		Field Trips
Student Representative Council		Computer Club

If students wish to start a new club, they should find 10 students wishing to take part, and then approach a teacher to act as staff representative.

Students' Representative Council

P.L.R.S.'s Students' Representative Council helps organize and fund school activities that enhance the climate of the school and provide increased opportunities for students. Students are encouraged to become active members of the Students' Representative Council.

Dance Policy

1. There will be a maximum of 3 after-school dances, none of which will be in June.
2. There are no open dances. Every student attending P.L.R.S. is allowed to invite one guest. The guest's name and school is provided prior to the day of the dance and the student who invited that person is responsible for the guest's actions. Guests are required to be registered in school.
3. Tickets will not be sold at the door but must be purchased in advance.
4. The dance is from 7:00 p.m. - 11:00 p.m. The doors will be locked at 7:30 p.m. and no one will be admitted after that time. If a student leaves the school after being admitted, they will not be re-admitted.
5. Drugs or alcohol are not permitted. Infractions may result in suspension from school, and in the case of alcohol, the police will be notified.
6. Students who have been given 2 in-school suspensions or one out-of-school suspension in the term prior to the dance are not eligible to attend the dance.

Please see Dance Policy Handbook for more information

PLRS Storefront School

The Storefront School is a learning center that provides an off-campus High School program for students who, for a variety of reasons, have found that formal “mainstream” education practices do not meet their needs. The program is designed especially for school aged learners who are not currently registered in school and who have a desire to get back to school, and work toward a high school diploma.

The Storefront School operates every second day at the Ma-Me-O Beach location. Students are welcome to attend the storefront school on all days that it is open, as staff will be there to work with them. Transitions from Storefront School to the programs offered at PLRS are possible. These changes occur following consultation between Storefront staff, parents and the student involved. However, to facilitate the likelihood of the student’s success in making the move from one program to another, the transition from Storefront to PLRS is only possible, in most circumstances, at the semester breaks.

Students can attend PLRS and take a course offered through Storefront School. This usually occurs as a result of timetable conflicts. Typically, students will not be permitted to take Storefront courses if the class is being offered at PLRS.

Junior High Alternate Program

This is an off-campus program designed to meet the needs of students experiencing behavioral or academic problems who require greater one-to-one assistance from a teacher. Students work from the level they are at when they enter the program to a target goal established by the student and teacher. The school operates on alternate days with bussing provided for all registered students.

Transitions from Storefront school to the programs offered at PLRS are possible. These changes occur following consultation between storefront staff, parents and the students involved. However, to facilitate the likelihood of student success in making the move from one program to another, the transition from Storefront school to PLRS are only possible, in most circumstances, at semester breaks.