

F.P. Walshe School

Student/Parent Handbook



At F. P. Walshe we create a safe, respectful, and
engaging community.

With integrity, we dedicate ourselves to excellence in
education for all students.

Table of Contents



Important Contact Information.....	2
Staff List	3
F.P. Walshe Code of Conduct.....	5
Attendance	6
Discipline Procedures.....	7
Bullying	8
Failing to Meet School Expectations.....	14
Threat assessment	15
School Closure Procedures.....	15
Sports Code of Conduct.....	16
High School Graduation Requirements.....	17
F. P. Walshe Cap and Gown Requirements.....	17
Certificate of High School Achievement Requirements.....	18

Contact Information

F.P. Walshe phone: 403-553-4411

F.P. Walshe Fax: 403-553-2194

Livingstone Range School Division: 403-625-3356



Websites:



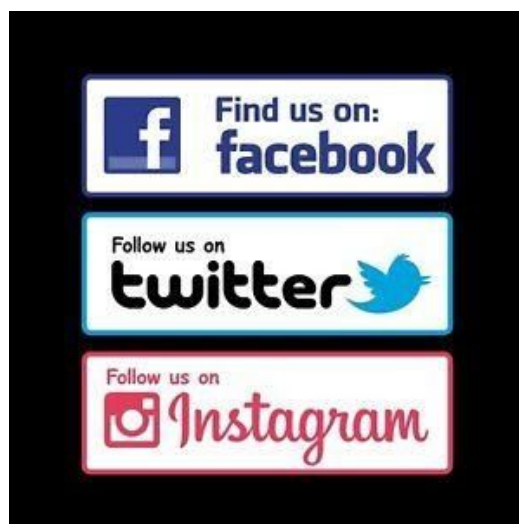
F. P. Walshe <http://www.fpwalsheschool.ca/>

Powerschool Public Access

<https://lrzd.powerschool.com/public/home.html>

LRSD Website www.lrzd.ab.ca

Alberta Education <http://education.alberta.ca/parents.aspx>



School Administration and Administration Support

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Custodial Staff

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Code of Conduct - Our code of conduct positively states expected behaviour for all who enter into F. P. Walshe School, whether they be students, staff, parents or community members.

At F.P. Walshe we:

1. Foster positive relationships with one another by being respectful and caring of others.
We believe this has a positive effect on learning.
2. Act with integrity by modeling dignity, honesty, humility and tolerance of individual differences in a friendly caring environment.
3. Respect the school, school property and personal property.
4. Engage in our learning and the learning of others.
5. Use language in ways that demonstrate sensitivity to the feelings of others and enrich the classroom atmosphere and our community.
6. Follow the laws regarding the use of drugs, alcohol and tobacco.
7. Attend class and are on time because we believe this is critical to our success.
8. Want clothing to express who we are as individuals, but must remain respectful.
Appropriate clothing is non-offensive and does not interfere with the learning of self or others.
9. Use electronic devices in the classroom only as determined by the classroom teacher.
10. Use the internet and school network for school appropriate activities as determined by the classroom teacher and in accordance with the Livingstone Range Internet Acceptable Use Agreement.



Attendance

Research has shown that the number one contributing factor to academic success is attendance Alberta Education states that students should maintain 90% attendance in school. This includes all absences whether excused or not. Alberta Education identifies two reasons for students to be excused from school: sickness or other unavoidable cause, or religious holiday as recognized by the religious denomination to which the student belongs. In order to support students in maintaining good attendance each stakeholder must take a share of the responsibility for tracking and communicating in regards to a student's attendance. **FP Walshe uses Powerschool Alert to phone/email/text unexcused absences to parents on a daily basis.**

Student Responsibilities

1. Attend Classes and *be on time*.
2. Ensure that any work missed is discussed with the teacher and a plan created to make sure the outcomes missed are learned.
3. Be accountable to the office for any unexcused absences.

Parent Responsibilities

1. Ensure that student absences are communicated to the school by calling 403-553-4411 or emailing FPWalshe school at s-fpwalshe@lrsd.ab.ca Check and track your student's attendance using the Power School online attendance viewer.
2. Assist the student and teacher in ensuring missed outcomes are covered.

Student Discipline Procedures

F.P. Walshe works to prevent student discipline problems by working collaboratively to create and communicate expectations for our school. The Code of Conduct is the document that contains these expectations. When students fail to meet these expectations, F.P. Walshe responds according to Livingstone Range School Division Administrative Procedure 350 "Student Expectations and Discipline" and the School Act.

At F.P. Walshe we use a progressive procedure to help students maintain positive behaviours. Student behaviour that is deemed to be serious in nature, in that its intent is to physically or emotionally harm another person, will not be dealt with progressively, but may move directly to a suspension from the class or from school. Should students' behaviour be negatively impacting the learning environment, the following steps will be used:

Low level behaviour that negatively impacts the learning environment.-

(Off task, unprepared for class, talking while teaching is occurring, class clownery, tardiness)

- a) Verbal cueing with a calm, clear explanation of the desired behavior;

Moderate or repeated low level behaviour that negatively impacts the learning environment. – *(Off task behaviour that disrupts the class, use of disrespectful language or tone, dress code violations, internet or electronics violations)*

- a) Verbal cueing, calmly laying out the desired behaviour and a warning for further response should the behaviour continue.
- b) Move the student within the classroom.
- c) Possible contact made with parent/guardian.

Significant, repeated moderate, or continued low level behaviour that negatively impacts the learning environment (this step must occur before a student is suspended from a class for any reason other than behaviour considered serious, severe or criminal) *(Physical rough housing, passive defiance, skipping class)*

- a) Student will be separated from the class either within the classroom or to the hallway.
- b) Student/teacher conference to discuss behaviour and expectations moving forward.
- c) Documentation of behaviour.
- d) Contact made with parent/guardian.

Serious, repeated significant or, continued moderate behaviour that negatively impacts the learning environment. *(Aggressive defiance, profanity directed at staff, angry pushing and shoving, smoking, vaping or chewing tobacco, targeting other students.)*

- a) Student will be removed from the classroom.
- b) Information is gathered and next steps are determined by school staff.

- c) Student meeting with administration and/or other staff members and/or parents/guardians takes place to discuss consequences and expectations moving forward.
- d) Documentation of behaviour.
- e) Parents/guardians informed of investigation and behavior plan moving forward.

Severe or continued serious behaviour that negatively impacts the learning environment. (Under the influence of alcohol or drugs, mutual fighting, willful vandalism, malicious targeting of other students by an individual or group.)

- a) Student will be suspended from school for 1-5 days at the principal's discretion.
- b) Student suspension record will be completed and tracked.
- c) Parent will be contacted by administrator levying suspension.
- d) A meeting with the parent/guardian must occur before re-entry is to occur unless otherwise agreed to by the administrator and the parent/guardian.
- e) A letter with specific details of the incident and length of suspension will be mailed to the parent/guardian. This letter will be copied to the Superintendent of Schools.

Criminal or repeated severe behaviour that negatively impacts the learning environment. (Possession of alcohol or drugs, physical attack or assault, sexual harassment, motor vehicle offences, theft.)

- (a) Student may be suspended for 5 days with recommendation for expulsion from F.P. Walshe School.



AntiBullying Policy

STATEMENT OF INTENT

F.P. Walshe staff and administration are committed to providing a safe and caring environment for our students, staff, and the entire school community. We believe bullying destroys this environment. We know that bullying can be very harmful to the health and well-being of those that experience or witness acts of bullying. For this reason, we have deemed bullying to be unacceptable to our school community.

DEFINITION OF BULLYING

We define bullying as any repeated and targeted pattern of behaviour or action that intentionally causes fear, humiliation, or stress to another person AND which that person has difficulty in defending him/herself because of a difference in power between the two parties. At F.P. Walshe we believe that bullying is NEVER justified and cannot be excused as teasing, fooling around, or kids being kids.

The specific behaviours we define as bullying include but are not limited to:

Physical: Hitting, slapping, punching, pushing, tripping, shoving, destroying belongings, throwing objects, or any other unwanted physical violence against another person

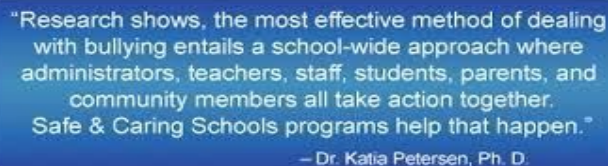
Verbal: Name-calling, insults, jokes, taunting, threats, intimidating, and swearing.

Social: Gossiping, ignoring, purposeful exclusion of others, spreading rumors, isolating, humiliating, threatening, lying to get someone in trouble, tormenting, and unwanted teasing.

Discrimination: Any taunts, slurs, jokes, and/or physical threats that are based on race, culture, gender, religion, ability, sexual orientation, or any other personal characteristics

Sexual: Unwanted sexual touching, making sexual threats, and any written or expressed sexually abusive or harassing comments.

Cyber-bullying: Any form of bullying done by using electronics such as text messages, email, facebook, twitter, and private messages.



"Research shows, the most effective method of dealing with bullying entails a school-wide approach where administrators, teachers, staff, students, parents, and community members all take action together. Safe & Caring Schools programs help that happen."
— Dr. Katia Petersen, Ph. D.

DIFFERENCE BETWEEN BULLYING, UNKIND/INSENSITIVE BEHAVIOURS, BEING LEFT OUT, TEASING, AND PEER CONFLICT

It is important for students, parents, and staff to understand the differences between bullying and teen behaviours that might be inappropriate. These behaviours most often include teasing, unkind comments, being left out, and peer conflict. They do not involve bullying until they become *deliberate, repetitive, and targeted* attempts to hurt someone with less power. It is important to not label these behaviours as bullying. The best approach to take in these situations is to teach the students such skills as empathy, appropriate humour, respect, cooperation, and effective problem-solving.

At F.P. Walshe, **all** inappropriate behaviours are addressed on a case-by case basis. The approach to discipline will depend on the behaviours or actions taken at the time. The following table can help students, parents, and staff understand if a situation involves inappropriate teen behaviours or whether it is bullying.

Peer Conflict
<ul style="list-style-type: none"> • Everyone has equal power in the relationship • Both parties are in part responsible for the problem • Does not pose a threat of physical or emotional harm to the other person • Usually involves a lot of emotion from both parties • Typically involves people feeling remorse for their behaviour • May take responsibility for their part of the conflict • Want to resolve the problem
Teasing
<ul style="list-style-type: none"> • The intent is to fit in, be funny, or to relate with someone else • It is not intended to harm the other person • If asked, the person would stop • Everyone is being equally teased with no one ganging up on one person • Never involves making fun of a person's disability, ethnicity, spirituality, sexuality, socio-economic status, or any other characteristic that is out of a person's control (ie., skin, weight, etc.) • Does not involve intimidation or aggression • Can be hurtful and taken too far which can also turn into a fight • Teasing becomes bullying when the target is hurt/upset but cannot do anything about the teasing for fear of further harm/teasing
Being left out
<ul style="list-style-type: none"> • Can be an unfortunate life lesson and a difficult part of daily life. • Teens need to learn how to handle being left out as well as how to become more aware of including others in your plans • Only becomes bullying when someone is deliberately ostracized or excluded from a group
Unkind/Insensitive Behaviour
<ul style="list-style-type: none"> • The intention usually involves voicing one's thoughts without thinking about the impact of what has been said • Can also be attributed to not thinking things through or how one's actions might make someone else feel (ie., inviting one person to a party in front of someone else) • Does not involve making any form of discriminatory comments • There is no history of conflict or bullying between the people involved
Bullying
<ul style="list-style-type: none"> • Is repeated and intentional • Involves threat of physical or emotional harm to the target • Imbalance of power in the relationship (ie., someone is stronger, more confident, bolder, or more popular) • Target has difficulty defending themselves because of this power difference. • Involves trying to exert control over another person • Little attempt by perpetrator to resolve the problem • Perpetrator bears full responsibility for the situation

We are committed to making F.P. Walshe a safe place for all students and staff. Every bullying incident that is reported to any staff or administration is taken seriously and will be addressed.

There are many reasons why people do not report bullying when it occurs. Some of these reasons include being afraid the bullying will only get worse, that the bullying will never end, and that the school cannot stop the bullying. The problem with these attitudes is that NOT reporting the bullying tends to make the bullying continue and possibly even get worse. Not addressing bullying can also have a very negative effect on the target of the bullying because they continue to feel alone and helpless. The single best response a student or parent can have when they find out that bullying is happening at school is to report the bullying to the school administration. We have outlined the proper procedures for reporting bullying below:

Reporting Process

1. Every incidence of bullying incidents should be reported immediately to a staff member or to school administrators.
2. Staff members will share all reports with the principal.
3. Reports may be oral or written.
4. Targets who wish to remain anonymous may do so. However, disciplinary action will not be taken against a student solely on the basis of an anonymous report.

RESPONSE TO REPORT AND INVESTIGATION

Safety is our first priority!

1. Before investigating the allegations of bullying, F.P. Walshe administrators will take steps to protect the safety of the alleged target as well as the safety of other students and staff.
2. F.P. Walshe administrators will also take the necessary steps to ensure the safety of any students/staff who report, witness, or provide information about a bullying incident. These responses may include increased supervision of students, limiting contact between the individuals involved, and changing seating plans. Based on the severity of the incidence and the level of threat to the target or to others at school, school administrators may initiate a threat assessment based on the *Livingstone Range School Division Threat Assessment Procedure*.

Investigation

1. The principal and/or designated staff members will promptly investigate all reports of alleged bullying by interviewing alleged targets, alleged perpetrators, witnesses, parents, and any other person deemed necessary.
2. Confidentiality is maintained during the investigation process.
3. Written record of the investigation will be kept of all investigations of alleged bullying incidences.
4. In the case of a false accusation, that student will be subject to disciplinary action.

Determination and Consequences

Administrators will work with parents and students to determine whether the problem involves peer conflict, teasing, being left out, unkind or insensitive behaviours or bullying. Intervention will be based on the intention of the action or behaviour.

If bullying has occurred, the following disciplinary steps will be taken

1. In cases involving a threat, a threat assessment will be initiated. In cases where actions may be criminal, RCMP will be contacted.
2. A parent/guardian-student-F.P. Walshe administrator meeting will be held with the perpetrator to discuss the seriousness of his/her actions as well as the disciplinary steps to be taken.
3. Based on the severity and duration of the bullying, there will be a range of disciplinary responses that a student may face. Consequences may include, but are not limited behavioural support plans, assessment or evaluation, temporary suspension from the classroom, loss of hallway privileges, in-school suspension, out of school suspension, external counselling, criminal charges, and recommendation for expulsion.
4. The perpetrator will be asked to give a genuine apology for the bullying behaviour.
5. The perpetrator will be required to participate in an anti-bullying awareness group that has been designed to help the perpetrator understand the seriousness of his/her behaviour and to explore ways to change.
6. Parents of both the victim and perpetrator will be informed of the results of the investigation. Due to the laws around disclosing information about other students, school staff cannot discuss specific information about the victim or perpetrator or the specific disciplinary actions taken prevent further bullying from occurring.
7. After the incident, staff will continue to check-in with the perpetrator and victim to monitor the situation to ensure that the bullying does not resume.
8. Both the target and the perpetrator will be offered referrals to community supports as needed and upon request.

Prevention

The staff at F.P. Walshe is committed to prevent bullying from happening in our school. Our prevention strategy has included the taking the following steps.

1. School administration provide opportunities for professional development to help staff members understand, prevent, identify, and respond to bullying.
2. Increased supervision of problematic areas.
3. Installation of video cameras to help monitor school hallways and to help manage those instances of bullying that occur when staff may not be aware that bullying occurred.
4. Students are educated about bullying including a range of topics such as cyber-bullying, online safety, how to recognize bullying, how to respond to bullying, what to do if you witness bullying, how to show respect and tolerance, racism and discrimination, conflict resolution skills.
5. Parents/guardians may be given educational information on how to prevent bullying from occurring and how to help their child if they have been bullied.



School Precedents

Student's Failing to Meet School Expectations

We believe that our responses to students failing to meet the school's expectations should be individually tailored to encourage and help students return to meeting the school standards. However, it is important for students to be aware of the possible consequences should they fail to meet the school expectations. As a result, we have included a list of precedents that exist here at the school connected to specific behaviours. The precedents listed below are for reference purposes only. As per the School Act, the school principal may assign any consequences deemed reasonable for students who fail to meet the standard of the code of conduct.

Being in school under the influence or in possession of alcohol or illicit drugs – Police may be consulted

First Offense – 3 day out of school suspension, required short term visits with counselor.

Second Offense – 5 day out of school suspension with recommendation for expulsion to the board.

Possession of Alcohol or illicit drugs for distribution – Police will be consulted

First Offense – 5 day out of school suspension with recommendation for expulsion to the board.

Fighting – Police will be consulted

First Offense – Police may be called, up to 3-5 day out of school suspension. Required meeting with parent, student and administration. Conflict resolution process may be required.

Second Offense – Police will be called, 5 day out of school suspension with recommendation for expulsion to the board.

Defiance

First Offense – May be suspended from school or placed on in-school suspension.

Second Offense – 1-3 days out of school suspension

Third Offense - 3-5 days out of school suspension

Fourth Offense - 5 day out of school suspension with recommendation for expulsion to the board.

Resolution/Restorative action may be required after any offence

Bullying (For specific information on bullying see F.P. Walshe's Anti-Bullying on page 9.

First Offence – May be suspended from school or placed on an in-school suspension. Meeting with school counselor, administration and parents required. A plan for support and subsequent consequences will be determined and documented.

Subsequent Offenses – May be given 3-5 day in or out of school suspension or 5 day out of school suspension with recommendation for expulsion to the board as outlined in consequence plan and dependent on severity and duration of bullying/harassment. Short term counseling or long term support plan may be required. A meeting with counselor, administration and parents required.

Crisis Response

Threat Assessment Protocol

All threat making behaviours of students will be responded to according to Livingstone Range School Division threat assessment protocol. A threat assessment will be completed following report of student threats, (which may be verbal, written, or internet based), and following incidents of high risk student behaviours as described above. Please see the attached threat assessment fair notice letter.

Fire/Lockdown Protocol

A minimum of six fire drills are conducted each year, along with two lock down drills. Teachers will inform students of appropriate procedures and evacuation locations. All school community members are expected to fully comply with drill procedures and act appropriately at all times. Fire and lock down drill response is monitored closely to ensure that procedures and practices protect the safety of students and staff. The school has a detailed Crisis Response Plan in place, should the need arise.

Guidelines: For further information the Livingstone Range School Division #68 provides comprehensive emergency procedures in its annually published Crisis Response Manual.

School Closure

The decision to close schools due to inclement weather lies solely with the Superintendent's office. The decision to will take into consideration the following factors:

- a) local temperatures, including wind chill, that are colder than -40C as of 6:00 a.m.
- b) severely reduced visibility (.2 km or less)
- c) a combination of weather and/or road conditions that make bus operations unsafe.
- d) the number of busses unable to run for a given school.

If the school has been closed due to inclement weather or other emergency reason, parents will be notified via automated phone-out/email system, the web site, and radio stations 95.5/107.7

See Administrative Procedures #542: *Busing During Inclement Weather* and #131: *Emergency School Closings* for further details.

Interscholastic Sports CODE OF CONDUCT Livingstone Range School Division



Players must:

- recognize and accept that they are student athlete representatives, ambassadors and positive role models within our schools and communities.
- demonstrate courtesy and good sportsmanship by accepting the judgement of officials.
- show respect to teammates as well as opposing athletes, coaches and spectators.

Coaches must:

- lead by example and demonstrate qualities of courtesy, good sportsmanship and fair play.
- provide for the well-being of their players.
- place the emotional and physical well-being of their players ahead of their personal desire to win.
- model proper acceptance of the judgements made by officials.
- parents must:
 - o Support the reasonable decisions of the coaches
 - o Pay fees on time
 - o Provide a working contact number to the school

Spectators must:

- present a positive role model for students.
- demonstrate courtesy and good sportsmanship by cheering **for** their team and not **against** the opposing team.
- show proper acceptance of the judgement by coaches and officials.
- follow the regulations set by the school division for use of its facilities.

Family School Liaison Counselling

Students and families have access to counselling services through the school's FSL counsellor.

Career/Academic Counselling

Students have access to career counselling through the career practitioner. Staff will provide academic counselling to ensure students are meeting all credit requirements.

Alberta Education Requirements for an Alberta High School Diploma
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS – 20 LEVEL (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
SCIENCE – 20 LEVEL (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS)•
CAREER AND LIFE MANAGEMENT (3 CREDITS)
10 CREDITS IN ANY COMBINATION FROM Career and Technology Studies (CTS) courses Fine Arts courses Second Languages courses Physical Education 20 and/or 30 Knowledge and Employability courses Registered Apprenticeship Program courses Locally developed courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses

10 CREDITS IN ANY 30-LEVEL COURSE

(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)•

These courses may include

30-level locally developed courses
Advanced level (3000 series) in Career and Technology Studies courses
30-level Work Experience courses•
30-level Knowledge and Employability courses
30-level Registered Apprenticeship Program courses
30-level Green Certificate Specialization courses
Special Projects 30

F. P. Walshe Cap and Gown Graduation Requirements:

In order to participate in the Cap and Gown ceremonies, the grade 12 student must have passed or be in the position to pass* all courses required by Alberta Education listed above. All school fees must be paid in full. **Note: as determined by the school administration.**

AB ED CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS (ENGLISH)

The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 CREDITS•

including the following:

ENGLISH LANGUAGE ARTS 20-2 OR 30-4

MATHEMATICS 10-3 OR 20-4

SCIENCE 14 OR 20-4

SOCIAL STUDIES 10-2 OR 20-4

PHYSICAL EDUCATION 10 (3 CREDITS)•

CAREER AND LIFE MANAGEMENT (3 CREDITS)•

5 CREDITS IN

30-level Knowledge and Employability occupational course, or
Advanced level (3000 series) in Career and Technology Studies courses, or
30-level locally developed course with an occupational focus

AND 5 CREDITS IN

30-level Knowledge and Employability Workplace Practicum course, or
30-level Work Experience course, or
30-level Green Certificate course, or

Special Projects 30
OR
5 CREDITS IN
30-level Registered Apprenticeship Program (RAP) course

Crossroads Outreach School

Under certain circumstances, students may register at our outreach campus: Crossroads. School admin and staff will meet with the student and their families to determine the suitability of Crossroads.