

Ecole Mallaig School

**3110 1st East
Box 90 Mallaig, ALBERTA, T0A 2K0
PHONE: 1-780-635-3858 Text: 780-646-2777
FAX: (780) 635-3938**



HANDBOOK

2024-25

St. Paul Education

Geographically and demographically, St. Paul Education covers a large rural/urban area in Northeast Alberta. We serve the communities of St. Paul, Elk Point, Two Hills, Mallaig, Ashmont, Myrnam and Heinsburg. We also serve students from Frog Lake First Nation, Kehewin Cree Nation, Saddle Lake Cree Nation and Whitefish Lake First Nation #128.

In 1995, parent and community stakeholders initiated the amalgamation of five school boards into what is now St. Paul Education. In doing so, St. Paul Education became the only school division in Alberta to operate both separate and public schools under one board. The Division's religious, linguistic and cultural diversity is a source of strength and pride.

St. Paul Education serves 3,862 students (K-12), including Catholic, First Nations, Mennonite, Hutterite and Home School learners. Our 19 definable school sites are staffed by approximately 240 FTE teaching staff and 345 support staff (including secretaries, educational assistants, custodians, librarians, maintenance personnel, liaison workers, and technicians).

Division - Trustee

A - Darcy Younghans	780-547-4185	youndarc@sperd.ca
B - Jan Rajoo	780-603-7226	rajojan@sperd.ca
C - Lorette Andersen	780-645-1415	andelore@sperd.ca
D - Sylvie Smyl (Chair)	780-614-3662	smylsylv@sperd.ca
E - Glen Avon - Dwight Wiebe	780-290-0115	wiebdwig@sperd.ca
First Nation Trustee - Melvin Abraham		abramelv@sperd.ca

A key responsibility for trustees is to stay in touch with students, teachers and the community so that we understand, and reflect in our decision-making, what all citizens value and want for children living in this community. Examples of Board policies that are affected by community input include when schools will be open, and what happens when students misbehave at school.

Parents and students should always try to resolve concerns with the teacher, principal and/or superintendent before approaching a trustee.

About Us

École Mallaig School traces its roots back to 1920 as a one-room, grades one to eight school. It is situated in a francophone milieu and serves the communities of Mallaig, St. Lina, Goodridge, Therien and St. Vincent. Today, it is a dual track, ECS to Grade 12 school with an enrolment of 215, offering programs in Alternative French and in English, as well as religious education. Guided by our Catholic Community, École Mallaig School fosters the attitudes, skills, and values that develop the potential of each individual.

The school offers full academic programming as well as a variety of complementary courses. Students can earn credits in the areas of Career and Technology Studies (CTS), Off-Campus Education and Distance Learning, the Green Certificate Program, Registered Apprenticeship Program and Work Experience. They also have access to a school counselor five days per week. The library is open to students and community members three evenings weekly.

École Mallaig School prides itself on individual and group accomplishments, both academic and non-academic, achieved by its students and staff in a rich and positive learning environment.

Mission:

The staff, students and community of École Mallaig School are devoted to enabling all individuals to excel and to pursue the fulfillment of their aspirations within an environment where Christian values, bilingualism and the rights of all are respected.

Le personnel, les étudiants et la communauté de l'École Mallaig School se donnent comme mission d'encourager chaque individu à rechercher l'excellence et à poursuivre la réalisation de ses aspirations dans un climat où les valeurs chrétiennes, le bilinguisme et les droits de tous sont respectés.

Beliefs:

We believe:

- Education respects and reflects linguistic, cultural, and religious diversity;
- Learning is life-long;
- Parents are the primary educators with support from the school and community;
- All educational decisions are learner-centered;
- Individuals learn best in a safe, supportive, and caring environment;
- All individuals have the right and responsibility to maximize their potential.

Principles:

École Mallaig School will provide a learning climate that enables students to be responsible, caring, creative, self-reliant and contributing members of a knowledge-based, prosperous society. Its goals are:

- To improve individual student achievement in all subjects with an emphasis on mathematics, language arts, french, science, social studies, CTS/computer applications.
- To enhance the building of educational partnerships by providing parents/students greater opportunities to select programs of their choice and to increase parent/community involvement.
- To focus education on what students need to learn; to ensure that high standards are established, communicated, and achieved.
- To improve the coordinated delivery of educational services for students who require learning support services.
- To improve teaching and the delivery of educational services in our schools.
- To ensure that our school is open and accountable.
- To ensure that our school provides for the cultural, linguistic, and religious diversity in our community.
- To ensure a safe and caring environment where everyone works together to better themselves, their peers, and their school community.

Registration

Online registration for the 2024-25 school year is now open for new and returning students to Ecole Mallaig School.

Options for completing registration for new students include:

- In person at the school during the specified school registration days and times listed [here](#).
- Contact [the school](#). Click [here](#) to access school websites and contact information.

Re-enrollment for Current Students

2023-24 re-enrollment forms are now available through the Powerschool Parent Portal. Printable forms can be picked up at each of the schools upon request.

School Cash Online

For safety and efficiency, **St Paul Education** encourages parents to pay for school fees and items through SchoolCash Online to reduce the amount of cash & cheques coming into our schools.

Through SchoolCash Online, parents can pay for field trips, yearbooks, school clothing, activity and athletic fees, and more. Our schools also use SchoolCash Online for permission and acknowledgement forms, which are not tied to payments.

<https://www.stpauleducation.ab.ca/parents/school-cash-online>

Bell Schedule

	Elementary	Junior High	High School
Bus	8:30 AM	8:30 AM	8:30 AM
Attendance/Announcements			
Period 1	8:45 - 9:26 (41 min)	8:45-9:26 (41 min)	8:45 - 9:28 (43 min)
Period 2	9:26 - 10:06 (40 min)	9:29-10:09 (40 min)	9:28 - 10:11 (43 min)
Break	10:06 - 10:21 (15 min)	10:09 - 10:18 (9 min)	10:11 - 10:18 (7 min)
Period 3	10:21 - 11:02 (41 min)	10:18 - 10:59 (41 min)	10:18 - 11:00 (42 min)
Period 4	11:02 - 11:42 (40min)	11:02 - 11:42 (40 min)	11:00 - 11:42 (42 min)
Lunch	11:42 - 12:00 (18 min)	11:42 - 12:00 (18 min)	11:42 - 12:00 (18 min)
	12:00 - 12:18 (18 min)	12:00 - 12:18 (18 min)	12:00 - 12:18 (18 min)
Period 5	12:18 - 12:58 (40 min)	12:18 - 12:59 (41 min)	12:18 - 1:01 (43 min)
Period 6	12:58 - 1:39 (41 min)	1:02 - 1:42 (40 min)	1:01 - 1:44 (43 min)
Break	1:39 - 1:54 (15 min)	1:42 - 1:51 (9 min)	1:44 - 1:51 (7 min)
Period 7	1:54 - 2:34 (40 min)	1:51 - 2:32 (41 min)	1:51 - 2:34 (43 min)
Period 8	2:34 - 3:15 (41 min)	2:35 - 3:15 (40 min)	2:34 - 3:16 (42 min)
	324 min/day	324 min/day	341 min/day

Division Calendar

St. Paul Education Learning Calendar 2024-2025

August 2024	September 2024	October 2024	November 2024																																																																																																																			
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Important Dates	
August 28-30	PLC Days
September 2	Labour Day
September 3	First day of school
September 30	Truth & Reconciliation Day
October 10	Catholic Education Formation (SPECS, Racette, Mallaig only)
October 11	PLC Day
October 14	Thanksgiving
November 11	Remembrance Day
November 12-15	Fall Break
December 20	Early Dismissal
Dec 23 - Jan 3	Christmas Break
January 28	First day of second semester
January 31	PLC Day
February 12	Early Dismissal
February 13-14	Teachers' Convention
February 17	Family Day
February 18	PLC Day
March 10	PLC Day
March 24 - 28	Spring Break
April 17	PLC Day
April 18	Good Friday
April 21	Easter Monday
May 15	PLC Day
May 16	Schools Closed
May 19	Victoria Day
June 9	PLC Day
June 21	National Indigenous People's Day
June 25	Last day of classes
June 26	PLC Day

	Public Schools		Catholic Schools	
	Instructional	Staff Only	Instructional	Staff Only
August	0	3	0	3
September	20	0	20	0
October	21	1	20	2
November	16	0	16	0
December	15	0	15	0
January	16	0	16	0
Semester 1	88	4	87	5
January	3	1	3	1
February	16	3	16	3
March	15	1	15	1
April	19	1	19	1
May	19	1	19	1
June	17	2	17	2
Semester 2	89	9	89	9
	Public Schools		Catholic Schools	
Total Instructional Days	177		176	
Total Staff Only Days	13		14	
Total Operational Days	190		190	
Instructional Hours - Public Schools				
	Days	Min./Day	Hr./Year	
Elem./Jr High	177	322	950	
High School	177	339	1000	
Instructional Hours - Catholic Schools				
	Days	Min./Day	Hr./Year	
Elem./Jr High	176	324	950	
High School	176	341	1000	



Approved School Holidays			
Labour Day	Sept 2	Family Day	Feb 17
Thanksgiving Day	Oct 14	Spring Break	March 24-28
Remembrance Day	Nov 11	Good Friday	April 18
Fall Break	Nov 12-15	Easter Monday	April 21
Christmas Break	Dec 23-Jan 3	Victoria Day	May 19

St. Paul Education

Calendar Approved: February 14, 2024

Professional Learning Community - PLC days provide opportunities for staff to work together on topics such as: school opening and closing, professional learning, sharing best practices, assessment, and supports for students.
 Catholic Education Formation (CEF) - October 10, 2024
 Diploma Exam Schedule 2024-25 - October 28 - 31 November 4-7 January 13-17, 20-24 & 27 April 1-4, 7-11 June 11-13, 16-20, 23-25
 Provincial Achievement Test Schedule 2024-2025 - In draft format as per Alberta Education January 15-17, 20-24 May 26-29 June 3-6, 9-13, 17-19

Ecole Mallaig School Teaching Assignment

2024-25 School Year

Kellie Handford	Principal
Yvette Moisey	Assistant Principal, COSS
Amanda Amyotte	ECS French Immersion ECS English
Dayna Hills	½ French Immersion
Louise McLeod	½ English
Aaron Christensen	¾ French Immersion
Kimberley Kully	¾ English
Kelly Martin/Anna Laplante	⅝ French Immersion
Nicole Trach/Katelyne Lamontange	⅝ English
Mindy Meger	Jr. Humanities, Elementary Phys. Ed & Music
Colleen Bourgeois	CTS, FSL, Religion
Ryan Ayres	PE, Jr./Sr. Math, CTS
Shelley Comfort	FLA, Et. Sociales, Jr. High Math (F), Religion
Matthew Weinmeier	Jr/ Sr ELA
Leane Jean	Jr. Sr. Math, Biology, Jr. Science
Dawn Paradis	Jr. High Humanities

Computer Use Policy

As a computer user, I agree to follow the rules and code of ethics in all of my work with computers while attending a St. Paul Education Regional Division school.

- ★ **I recognize that using technology is a privilege; therefore**
 - I will use computer resources to assist in my learning and always with the permission of my teacher or the staff member in charge.
 - I will not use computer systems to view, copy, send or print material that is obscene, harmful, advocates hate or violence against others, or is otherwise inappropriate in a school setting.
 - I will take responsibility for any damages that my actions cause. I will not vandalize equipment or data. Vandalism includes any attempt to take, harm or destroy hardware or data of another user or of other networks connected to a St. Paul Education facility either willfully or as a result of inappropriate behavior. This includes, but is not limited to, the uploading or creation of computer viruses.
- ★ **I recognize that copyright laws; apply to online information; therefore:**
 - I will abide by copyright laws and give credit to any appropriate sources if I use them in my work.
- ★ **I recognize that the work of all users is valuable; therefore**
 - I will protect the privacy of others' areas by not trying to learn their passwords/keys.
 - I will notify the system administrator if I am aware of or suspect that others' passwords/keys have been discovered or that system security is at risk.
 - I will not copy, change, read or use files in another user's area without that user's prior permission.
 - I will not attempt to gain unauthorized access to system programs or computer equipment.
 - I will not use computer systems to disturb or harass other computer users.
- ★ **I recognize that the Division network is a "gateway" to other networks and, as such, is not administered by any agency; therefore: For personal safety and security**
 - I will not give out my personal address or phone number nor those of others.
- ★ **I understand that student-owned devices, whether it be laptops, iPads, smartphones, or any other electronic devices are permitted in school for educational purposes only.** Students bringing such devices onto school property should be aware that they do so at their own risk and the school division is not responsible for any loss or damage. The inappropriate use of student-owned devices can result in the device being searched and investigated for disciplinary purposes.
- ★ **I understand that staff and other students have a right to personal privacy within the school.**
 - I will not post online nor share another person's image, audio or video data that has been captured within the school on either student or Division owned devices. Any online activity as part of an educational project must be approved and supervised by a teacher.
- ★ **I understand and agree that I may be disciplined by the school division (up to and including a recommendation for expulsion) for any of my inappropriate off-school property internet-related conduct which (1) would be a violation of a**

school rule, had the conduct occurred on school property, and (2) which conduct or, the result of the conduct had, has or may have, a negative impact at school.

Expectations & Responsibilities

Attendance:

Regular school attendance is a major factor contributing to student success. While the goal is to maximize student time in their courses, it does take into consideration that there will be times when students must be away. Please note the following:

- Attendance is taken in all classes.
- Students who arrive late to school or must leave early due to illness or medical appointments must sign in or out at the main office.
- Absences from school should only occur for valid reasons.
- The importance of attending on time cannot be over emphasized. Being on time ensures a clear understanding of the lesson at hand and reduces interruptions for both the classroom students and teacher. Students are provided with adequate time between blocks to arrive on schedule.

Responsibilities of Students and Parents:

- a. Students are expected to attend all classes except in cases of excused absences.
- b. After an absence (excused or unexcused) it is the student's responsibility to catch up on any missed work which may include notes, assignments or exams.
- c. The school should be advised if a student will be absent for more than two days so that homework may be prepared to help the student maintain his/her studies.
- d. Parents are requested to communicate with the school in cases of excused absences by telephone on the morning of the absence or sooner. A written explanation for the absence signed by the parent/guardian or medical/dental certificates is also acceptable. If a parent does not contact the school by 9:00 AM, the secretary will be contacting home to verify the students' absence.

Responsibilities of the School:

- a. The secretary will maintain an accurate record of all absences and telephone contacts/explanations and notes for excused absences provided by parents/guardians.
- b. Teachers will maintain their own accurate records (hard copy) of student attendance in conjunction with the computer records.
- c. Encouragement to students to improve attendance; and remind students of the need for providing notes/phone calls from a parent/guardian to account for the absence.
- d. Students who have missed a class without permission will receive a half-day in school suspension. Parents will receive notification of this suspension. Each subsequent "skip" will result in increased in-school-suspension time. Students are provided with class work during their suspension time.

- e. If a student is late for class, or school, they must sign in at the office. If a student is more than 15 minutes late, they will be considered absent and skipping, and parents will be notified immediately.
- f. Students leaving the school property without permission will be deemed skipping, and parents will be notified immediately.

Possession and use of Illicit Drugs

It is the responsibility of the administration and staff to maintain an environment that is safe and conducive for learning. The administration and staff have adopted a zero tolerance towards illicit drugs at Ecole Mallaig School. In accordance with Administrative Policy #350 – Student Conduct, failure to comply with the stated expectations about the possession and use of illicit drugs, can and will result in disciplinary action. Students have no reasonable expectations of privacy with respect to locker searches for illicit drugs. Any evidence gathered as a result of a search could be used either by the school administration for discipline, or by the RCMP for criminal charges. Students are advised that school lockers are the property of the school and as such the school reserves the right to remove locks and inspect lockers at any time without prior notice to the locker occupant.

Inappropriate Internet Conduct

Any inappropriate off-school property internet-related conduct which would be a violation of a school rule, had the conduct occurred on school property and which conduct or the result of the conduct had, has or may have a negative impact at school will have consequences at the school and discipline up to and including a recommendation for expulsion may be administered.

Vaping/E-Cigarettes

Vaping and the use of all tobacco products are prohibited in all St. Paul Education Division schools. While we try to proactively educate students, the fact is more students are vaping in our schools. Please be informed, effective immediately, we will be looking at increased supervision and any student caught vaping inside the school or on the bus will be given an automatic three day out of school suspension. This includes vapes containing nicotine or any other type of non-nicotine vape juice. Vaping THC (marijuana product) will result in a five day out of school suspension.

Intimate Images

The Protecting Canadians from Online Crime Act R.S., c. C-46 makes it a criminal offense to knowingly publish or share intimate images of a person without that person's consent. Young people, persons under the age of 18, who send or share these types of images may also be criminally charged with making or distributing child pornography. Digital citizenship remains a part of our Health curriculum, however we continue to deal with students sharing inappropriate images. The consequence for sharing nude or partially nude photos/videos of other students will be a 3-5 day out of school suspension. In most cases, the RCMP will also be contacted.

Energy Drinks

Energy drinks will not be permitted in school during any time.



Dress Code

In accordance with SPERD Administrative Procedure 351, student dress must meet a certain standard. Ecole Mallaig School has always set high expectations for its students. We pride ourselves on maintaining a personal standard of conduct and dress.

Any garment/accessory/item displaying inappropriate language or images (**profanity, gestures, sexual suggestions/insinuations, alcohol, tobacco, drugs, ethnic slurs, hate speech, slogans, symbols**) as well as any accessory such as chains, jewelry or body bands with spikes or other dangerous objects that may lead to injury, disorder, disruption and/or disrespect are not permitted.

General Guidelines:

- No tank tops with a strap less than 1" wide will be worn without a covering (example: another shirt, cardigan, hoodie) over the top
- Underwear (including bra straps, boxers) should not be visible at any time
- Students will not have their midriff or cleavage exposed
- Shorts and skirts must be at a school appropriate length
- No shirts with alcohol logos, profanities or inappropriate content will be worn
- All pants must cover a student's bottom (low rise jeans should be worn with a belt).

STUDENT ASSESSMENT

A. Foundational Statements

- We believe assessment practices are at the foundation of teaching and learning.
- We will use division-wide assessment practices as outlined in this document.
- We acknowledge that curricular outcomes drive planning, instruction, and assessment.
- We assess student achievement based on key learner outcomes using clear, consistent, and predetermined standards (grading scales, rubrics, exemplars, etc).
- We acknowledge that daily formative assessment is vital to the learning process.
- We use summative assessment, in addition to professional judgement, to report on student learning.
- We will help students, parents and each other interpret and understand student progress and achievement as they relate to learner outcomes and personal growth.

B. Principles of Assessment

1. The Principal shall ensure school-wide accuracy, fairness, and consistency in assessment.
2. The Principal shall ensure all school procedures and classroom policies (Ex: late assignments, cheating, skipping, plagiarism, behavior, attendance, etc.) support sound assessment and reporting practice as outlined in this document.
3. All concerns with student behavior as listed above shall be addressed through the school/division pyramid of interventions.
4. In the assessment cycle teachers and students, as partners in learning, shall:
 - State and share learning outcomes
 - Illustrate/demonstrate learning goals (exemplars, rubrics, criteria, etc)
 - Engage in learning activities for practice
 - Check for learning of outcomes in a number of ways (questioning, class dialogue, etc)
 - Give feedback and identify next steps for learning (self and peer assessment)
 - Take next steps to strengthen learning and provide accommodations and/or modifications as needed

- Gather evidence of learning (assessment of learning)
- Reflect on learning (on what was learned and how)

5. Formative Assessment

Formative Assessment occurs during instruction to inform students about their achievement and areas for growth. It is also used to inform, guide and modify teacher practices. This type of assessment refers to information not used for grading purposes although it may inform professional judgement. Specific and descriptive feedback provided by teachers is used by students to improve the quality of their work.

a) Formative assessment is used in daily lessons to adjust instruction and improve learning and it:

- includes clarifying, sharing, and illustrating learning goals to students
- involves effective classroom, discussions, questions, and tasks that elicit evidence of learning
- includes feedback that moves learners forward
- includes opportunities for self-assessment and peer-assessment
- engages students as owners of their own learning (metacognition)

6. Summative Assessment

Summative assessments are used by teachers to determine a number or achievement level.

a) Summative Assessment:

- is the sole responsibility of the teacher providing instruction in the classroom
- is designed to assess learning outcomes from curriculum
- is used to determine a student's achievement in the course
- checks what has been learned to date for reporting purposes
- provides an opportunity for a shared understanding between teacher and student of the basis for the evaluation and the fairness of the judgement
- can be used for improving learning and achievement on further summative assessments
- uses a collection of evidence and considers the most recent/relevant evidence gathered to report student progress

- b) When designing summative assessments, teachers shall:
- Represent clusters/outcomes from Alberta Education programs of study
 - Ensure that the assessment is fair, accurate, and valid
 - Ensure that all critical elements of the assessment are performed under the supervision of a teacher
 - Ensure they are given after the students have had time to practice
 - Ensure that the focus is on quality, not quantity
 - Ensure that students can be evaluated individually
 - Consider that some students may require multiple or varied opportunities to demonstrate what they know and can do
 - Ensure that a variety of performance assessments and evaluation practices are included to determine student achievement (e.g., written response, demonstration, projects, portfolios, observations, selected response, personal conversations, etc.)

C. Expectations for School Policies and Classroom Practices

1. Unless specified in the curriculum, behaviors (skipping, plagiarism, cheating, misbehaviour, non-attendance, etc.) are reported separately:

- No marks will be taken off
- There will be non-academic consequences and no assessment penalties for these behaviors

For final exams, every effort will be made to ensure that good assessment practices are adhered to. In extreme cases, professional judgement may be used with the approval of administration.

2. Classroom Expectations:

- **Test Preparation:**

Reminder boards in all junior and senior high classrooms (possible exceptions for high school CTS)

Advance warning for all summative tests (no surprise summative tests)

Possible considerations for school assessment plans: test formats (e.g., practice writing multiple choice, etc.), giving students an overview of what's going to be on the test, study guides should be checked for completeness and accuracy, providing review sessions prior to a test

- **Posting objectives**

Clearly communicated (Posted on the whiteboard in the class for the students to see)

3. Assessment and Reporting

A summary statement of student performance is based on a variety of assessments and professional judgment.

Second chances – teachers will provide second chances to students; school assessment plans will reflect school guidelines and procedures for second chances; the highest mark/level of achievement will be recorded.

Bonus marks – **no bonus marks** given

Group work – no group marks, group work must include a mechanism to report individual student performance in a group.

Homework – **no marks assigned for homework**; homework is for practicing or extending previously learned material.

Weighting – should reflect the relative worth of curriculum outcomes. Final exams are capped at 30% for high school courses (not diploma courses) and 20% for junior high (expectations may be granted in consultation with administration).

Reporting to parents – in Grades 7 to 12 marks will be posted for parent view **within 48 hours** of the assessment being returned to the students.

Late penalties – **no deductions for late assignments** or exams; school assessment plans will reflect procedures for work not handed in.

Reluctant zeros – students receive opportunity and support to complete assessments; school assessment plans will reflect procedures for reluctant zeros. (See Mallaig School's Protocol for Assigning a Permanent Zero on Student's Summative Assignments)

Ecole Mallaig School's Protocol for Assigning a Permanent Zero on Student Assignments

Overdue Assignment → teacher tutorial → referral to Student Support Team & contact home → zero on assignment

School Council

The School Council provides an opportunity for parents and the school community to give input and advice to the principal on matters pertaining to the school. While the primary function of the School Council is to act in an advisory capacity, it may carry out other functions as delegated to it by the Principal or the Board of Education, i.e. organize events, recruiting volunteers, etc. The first meeting is held in September.

Student Records

The Board recognizes that student records, which contain all the information that affects the decisions made about the education of the students, will be maintained. The purpose of these records is to assist the staff in maintaining an accurate account of the vital statistics of each student, the program followed, his/her achievement and promotion, special services provided and attendance. Student records can be reviewed according to the Education Act Section 23.

School Office Hours

The main office is open from 8:00 a.m. until 4 p.m. All visitors to the school are asked to report to the main office when they first arrive in the building. Students who see visitors in need of help should provide them with assistance.

Parking

Students parking on school property may only use the student parking lot. Students may not sit in cars after arriving at school, or at any time during the school day. The speed limit on school property is 15 km/h. The school is not responsible for damages to cars in the school parking lot.

Emergency Alarms and Evacuation of the School

Alarms are designed so that they cannot be accidentally set off. Pulling a fire alarm without good reason is an offence punishable by law and could result in a 3-day suspension for the offending student(s). Whenever a fire alarm sounds, all students and staff must leave the building by the nearest exit in an efficient, calm and orderly manner. Exit routes are posted in each classroom. Students are asked to listen carefully to their teacher's directions and assemble well away from the school with their homeroom class where attendance will be taken. Students must wear indoor footwear at all times in the event of a fire drill, a fire

or an evacuation.

Blue Flashing Beacons (Lights)

The blue beacons, located on the East playground exit, South parking lot and west side of the building (outside of the library) when flashing, are used to indicate that our school is in a lockdown. **Do Not** enter the building, and report to a safe place off of the school property.

Sports

Students that participate in a scheduled sport activity are responsible to complete all work that they have missed that day.

Students who participate on school teams are expected to set an excellent behavioral example during the school day as well. Misbehavior during class, at noon hour, at recesses or during the bus ride home may result in suspension or expulsion from the school team as well. Poor attendance or failure to meet academic obligations may also result in suspension or expulsion from the team.

Ecole Mallaig welcomes all student athletes to participate in athletics. Although we do like to win, our school success should not be accomplished at the expense of good sportsmanship or proper behavior.

It should be noted that playing on a school team is a privilege, not a right. All regular school rules apply while representing our school.

Coaches volunteer for this duty, they are not paid extra. They give up many personal hours so that the students may have the opportunity to play competitive sports. It is expected that the volunteers should be given the students' and parents respect, courtesy and cooperation.

Alberta High School Diploma Graduation Requirements

The following is a listing of the requirements to obtain a High School Diploma in Alberta. There are several options and categories to fill. Students should see their high school counselor to ensure they are taking the necessary courses to be successful. Students will require 100 credits in total by the end of grade 12. The credits must fall into the following categories:

1. 15 credits in English (5 in grade 10, 5 in grade 11 and 5 in grade 12)
2. 15 credits in Social Studies (5 in grade 10, 5 in grade 11 and 5 in grade 12)
3. 10 credits in Mathematics (5 in grade 10 and 5 in grade 11)
4. 10 credits in Science (5 in grade 10 and 5 in grade 11)
5. 3 credits in Physical Education (PE 10 minimum)
6. 3 credits in CALM 20 (Career and Life Management)
7. 10 credits in approved options
8. 10 credits at the grade 12 level (not counting English or Social Studies)
9. 24 credits in open options of the student's choice

The credits listed above are bare minimums. Students often acquire more than 100 credits. Approved options could include such courses as Outdoor Ed, Sports Performance, Digital Art, Independent learning, CTS, Art and Physical Education. Our school has a large choice of open options that students can choose from. These options allow students to explore different areas of interest while obtaining credits for graduation. The hardest category to fill is often number 8. Students should make sure that they are taking enough senior level courses to fill this requirement.

Alberta High School Certificate of Achievement

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 20.4 OR 30.4
 - Mathematics 10.3 OR 20.4
 - Science 14 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
- 30-level Career and Technology Studies (CTS), 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

5 credits in

- 30-level Registered Apprenticeship Program (RAP) course

REGISTERED APPRENTICESHIP PROGRAM (RAP) (10-40 credits)

What is the Registered Apprenticeship Program?

RAP is a program in which students spend part of their time in school and part in industry as registered apprentices. Participants in this program are considered full-time students and registered apprentices.

Students are required to complete courses that lead to the Alberta High School Diploma.

What is the purpose of the Registered Apprenticeship Program?

RAP offers students a chance to attend high school and train as a registered apprentice at the same time. It allows students to complete credits for the high school diploma and to gain hours towards a journeyman certificate.

Students must gain prior approval and seek out their own work placement before registering for this program. For more information, please contact the Work Experience Coordinator.

Valedictorian Criteria

Selection of the Valedictorian is based on the following criteria:

- 50% Humanities - ELA 30-1 and Social 30-1
- 50% Sciences - Math 30-1 or Math 30-2 and average of 2 sciences (Biology, Chemistry, Physics, Science 30)

Marks in the second semester of grade 12 will be reviewed after the mid-semester report card. If there is more than one student with top marks (within 1% of each other), both students will be asked to give the valedictorian address.

Grade 9 Retreat

As part of the Religion 9 program, a faith retreat is organized for grade nine students to attend. Some of the Religion curriculum outcomes are met through student participation at the retreat.

Student Services

It is important that students have access to a broad range of counselling services in high school. Ecole Mallaig offers a wide variety of counselling functions

Educational Services

- course selection
- changes in course registration
- diploma requirement information
- registering new students
- orientation programs
- study skills information

Career Services

- post-secondary programs
- general career descriptions
- apprenticeship opportunities
- interest testing
- letters of reference
- application forms

Personal Counseling Services

Helping students with concerns:

- peers and family
- self-concept
- drug/alcohol problems
- test anxiety
- depression
- referrals to other agencies

Financial Information

- awards
- scholarships and bursaries
- student loans