

**STURGEON
LEARNING
CENTRE**



**MORINVILLE
LEARNING
CENTRE**

**SCHOOL HANDBOOK
2021-2022**



LOCATIONS & CONTACT INFORMATION

STURGEON LEARNING CENTRE

PO Box 840 4908-51 Ave
Gibbons, AB T0A 1N0
Inside Gibbons School

MORINVILLE LEARNING CENTRE

9820 104 Street
Morinville, AB T8R 1L8
Inside Frank Robinson Centre

Phone: 780-288-1353

E-mail: learningcentres@sturgeon.ab.ca

www.sturgeonlearning.ca

PRINCIPAL

Christy Filgate
christy.filgate@sturgeon.ab.ca

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WELCOME

Welcome to the Learning Centres!

You have chosen to attend a school that offers many different opportunities to help you reach your goals, whether that be graduation, upgrading, or adult education. We are excited to be working on a Blended plan which will allow even more pathways to learn success through online learning, dual credit options, access to teaching staff digitally, and meaningful school events that bring our students and staff together.

Our team cares about your success. If you have any questions or concerns, please see one of our staff. Our job is to provide the very best environment for you, and we take this job seriously.

Thank you for choosing us.

Sincerely,

Christy Filgate
Sturgeon and Morinville Learning Centre Principal

2021-2022 Team Support

- Christy Filgate
christy.filgate@sturgeon.ab.ca
Principal
- Kristin Lapierre
kristin.lapierre@sturgeon.ab.ca
Academic Counsellor and Special Education

Humanities Department

- Nikki Woodward
nikki.woodward@sturgeon.ab.ca
Language Arts, CTS
- Christina Waller
christina.waller@sturgeon.ab.ca
Social Studies and CTS

Physical Education and CALM

Emily Belke
emily.belke@sturgeon.ab.ca
PE, CALM and CTS

Science and Math Department

- Candace McLean
candace.mclean@sturgeon.ab.ca
Science and CTS
- Tom McGrath
Tom.McGrath@sturgeon.ab.ca
Math and CTS

ABOUT US

The small school nature of the Learning Centres provides for a flexible learning environment that fosters supportive teacher-learner relationships. Students are treated as adults and are extensively involved in the planning of their educational program. Personalized education plans incorporating modules, one-to-one tutorials, meetings, and group or individual learning projects assist each student in achieving their personal academic objectives.

The Learning Centre is for anyone who needs an extra course, needs to repeat a course, wants to upgrade, or needs some flexibility in their timetable, even if you are already registered at another high school. Students are involved in selecting their programs and determining goals. Students are encouraged to work at their own pace, reaching for a personal level of mastery, and learn to balance time with success. Students have many options available to them including print modules, blended modules, online learning, and dual credit courses to name a few.

Emphasis is placed on organizational skills such as goal setting, time management, independent and cooperative learning. The concept of self-help is important at the Learning Centre, as we seek to cultivate the skills in students to be independent, self-directed and life-long learners.

We believe...

- all students can be successful.
- everyone has a right to high quality education.
- learning rates, styles and abilities vary from individual to individual.
- that learning takes place everywhere.

The key to our work is the belief that all students have a right to an education. Students must accept the ultimate responsibility for taking advantage of that opportunity. We accept that learning rates, styles, and abilities vary from individual to individual and that learning takes place in multiple settings. We foster the notion that as a learning community within a larger community, service is an important part of learning. We acknowledge the need to include opportunities for community service, where possible, within the instructional program. We see our mandate as offering an alternative high school program for self-motivated students whose skills allow them to succeed within the Learning Centre environment.

Our vision...

Guiding students through Innovative learning to grow and feel a sense of belonging

Our mission...

To connect and grow through SPS online

Our Values...

Connect, Grow, Innovate and Belong

MANDATE

Sturgeon School Division believes in addressing the need of an alternate learning environment for students wishing to continue their education but are unable to do so in the regular high school environment. Attendance and work completion schedules are flexible and designed to meet the individual needs of students. While providing a more flexible approach to instruction, academic success is the primary focus of the Learning Centres. The ultimate goal of the program is for each student to achieve a high school diploma or requisite courses for enrollment in a post-secondary institution.

MATURE STUDENTS

A mature student, for Alberta High School Diploma purposes, is one who, as of September 1 of the current school year, is

- 19 years of age or older; or
- the holder of a previously awarded high school diploma from the province of Alberta, or an equivalent high school diploma from a jurisdiction acceptable to the Minister.

Mature student status is granted effective September 1 for the subsequent school year. The above criteria are to be satisfied prior to September 1.

A mature student is eligible to enroll in any course at the senior high school level or to write a diploma examination without having completed the required prerequisite courses. Enrolment in courses without the prerequisite or challenging the diploma is at the discretion of the principal.

LIMITS TO STUDENT ENROLLMENT

Given the significant staff skills needed to deliver a broad range of courses to students and the nature of student needs, we may find ourselves having to limit enrollment. Courses may be deemed to be full if the circumstance of overall student service demands outweighs our ability to reasonably provide the delivery of quality programs to all students. Students who have been formally identified with severe or mild and moderate learning needs must be granted special permission before registration can be accepted.

SCHOOL TIMETABLE

The Learning Centres follow a yearly schedule like other schools in the Sturgeon School Division except the Learning Centres are also open late on Tuesday evenings. Please visit www.sturgeonlearning.ca for an up-to-date schedule of the Morinville and Sturgeon Learning Centres

HOURS OF OPERATION

The Learning Centres are open Monday to Friday from 8:30 am- 3:30 pm. We also follow the Sturgeon School Division Calendar. Please visit www.sturgeonlearning.ca to find out about other dates the Learning Centre may be closed due to Diploma Examinations.

Weekly Schedule:

Monday	8:30 am to 3:30 pm
Tuesday	12:30 pm to 7:00 pm
Wednesday	8:30 am to 3:30 pm
Thursday	8:30am to 3:30 pm
Friday	8:30am to 3:00 pm

ORIENTATION

All prospective candidates making an application to enroll at a Learning Centre will participate in a registration process, including an examination of personal goal setting, time management, and self-management. It is essential that students clearly define their objectives, goals, and commitment prior to beginning another educational endeavor. It is also important for each individual to recognize the need to clearly plan for and work towards the achievement of personal goals and objectives.

Course Scheduling and Completion

Upon registration, students will meet with the subject area teacher to receive course work and create a personalized course schedule. For students completing diploma exams, a schedule will be set up where students can meet the deadline for one of the four upcoming diploma writings [CM2] (i.e. Nov, Jan, April, June, or August). Students completing non-diploma courses have 8 months or until the end of the school year (July) to complete their coursework and final exams.

Attendance and Inactive Student Policy

Students that attend one of the Learning Centres may be completing work through a flexible or structured program. Students in a flexible program complete their work at their pace and set goals with their teacher. If changes to the course schedule are required, students are to notify their Learning Centre Teacher(s). Students that miss their goals will have contact from the teacher as they work together to set new goals and problem solve obstacles to learning. Learning Centre staff will make three (3) attempts to contact students and their parents/guardians. If no contact is made, the situation will be forwarded, if necessary, to school counselling and administration for follow-up. Students that do not respond within two (2) months are deemed inactive; if at the end of the third month there is no contact made, the student will be withdrawn from their course(s) and transferred out of the Learning Centre School; at this time, all materials must be returned. If materials are not returned a book charge will be assessed.

Students in a structured program will have an Education Plan to communicate expectations for attendance, work completion and break times. Please see your Learning Centre teacher if you are unsure of the type of program you are enrolled in. In severe cases where attendance is a concern, the Principal may refer a student and their family to the Attendance Board. This board is a legal entity with the authority to enforce attendance and levy fines.

POWERSCHOOL PARENT PORTAL

The Sturgeon School Division PowerSchool Parent Portal is an online tool that helps parents be informed and involved partners in education. The PowerSchool Parent Portal can keep you informed

about what's happening at school, track your children's progress, give you easy access to all your children's teachers, and help you get closer to your children and their education.

The Parent Portal gives the very latest information:

- Class descriptions
- Assignments
- Assignment criteria
- Grades
- Teacher comments
- School bulletins
- Paperless Report Cards

PowerSchool is also portable. The PowerSchool for Parents app is available for download on Google Play for Android devices as well as from the App Store for iOS devices (iPhone, iPad, or iPod Touch).

STUDENT EVALUATION

Evaluation of students' work will vary because many evaluative methods are used at the Learning Centres. Some of these include the following: quizzes, written and oral presentations, projects, reports, Internet searches, exams, computer software projects and provincial diploma exams. Within the introductory phase of each course, teachers provide the students outlines of the content and the objectives of the courses.

FEES

Age 19 and under (as of September 1st)
No Instructional Materials Fee

Tuition Fee

Age 20 or over (as of September 1st)
\$140.00 per credit for a total of \$700.00 for each five-credit course

STUDENT SERVICES

The Learning Centres work with the Sturgeon School Division and neighbouring schools to provide guidance programs and counselling services. The services are intended to aid individuals in making career choices, in overcoming problems that may interfere with their studies, and in acquiring skills that will be useful in making sound and satisfying life choices. The following services are available to students:

A. Academic Counselling

- Selection of courses
- Program planning
- Graduation requirements
- Post-secondary education entrance requirements

B. Financial Assistance

- Scholarship information
- Bursary grants and loan information for high school and
- Post-secondary education

C. Career Counselling

- Exploration of related occupations

D. Personal Counselling

- Referrals to community agencies such as Family School Liaison Workers

CREDITS

All course work must be completed for the student to receive credit. Partial credit is not available. Marks, complete with credits are sent to Alberta Education at the completion of each course.

MARK APPEAL PROCEDURE

Students may wish to appeal a unit or assignment mark. Students who wish to appeal a final mark should first discuss the situation with the teacher concerned. If the matter is not resolved, then the student or parent may complete a written statement of appeal to the principal. Students must state the nature of the concern and the grounds for the appeal. The student must submit the appeal to the principal within thirty (30) days of receipt of the mark. The principal will receive the appeal and investigate further details as needed. The principal will render a decision within two (2) weeks of receiving the appeal. The student has the right to appeal the Principal's decision to the Superintendent but must do so within one week of receiving the Principal's decision.

GRADUATION REQUIREMENTS & CEREMONIES

HIGH SCHOOL DIPLOMA REQUIREMENTS

100 credits including the following:

PROGRAMS	MINIMUM CREDIT	ELIGIBLE COURSES
English	15	English 30-1 or English 30-2 and the prerequisites
Social Studies	15	Social 30-1 or 30-2 and the prerequisites
Mathematics	10	Mathematics 20-1, Mathematics 20-2, or Mathematics 20-3
Science	10	Science 20, Science 24, Biology 20, Chemistry 20 and/or Physics 20 and the prerequisites
CALM	3	Career and Life Management

Physical Education	3	Physical Education 10
CTS or Fine Arts or Second Languages	10	10 credits from Career and Technology Studies (CTS) or Fine Arts or Second Languages or Physical Education
Additional Courses	10	In addition to English and Social Studies at the 30 level, a minimum of ten credits must be earned in other 30 level courses

In order to participate in the graduation ceremony at the Learning Centre, a student must have completed all the requirements toward a High School Diploma. Generally, the graduation ceremony is tailored to the wishes of the majority of graduates and may be held in the fall following students' successful completion of requirements.

COURSE CHALLENGES

Any senior high school student who believes that he or she possesses the knowledge, skills and attitudes for a senior high school course as specified in the program of studies and is ready to demonstrate that achievement through a formal, summative assessment process, may initiate a request for course challenge to his or her principal. For diploma examination courses, this applies only to the school-awarded mark.

The course challenge process must assess a student's achievement of the depth and breadth of the outcomes of the course. Assessment procedures for course challenges must include a variety of formats and strategies.

The course challenge applies to non-diploma examination courses and only to the school awarded mark component of diploma examination courses. Students challenging a non-diploma course will be given a final course mark, and, if successful, credits in that course.

Credit in diploma examination courses can be achieved only through a combination of the school-awarded mark (50%) and the diploma examination mark (50%). **Course challenge in diploma examination courses will NOT result in a final course mark or in credits until after the student successfully completes the diploma examination for that course.**

In the assessment process for **a language course challenge**, students must perform several oral, written, listening and reading comprehension tasks as well as show samples of their work that demonstrate the expected outcomes being challenged. Student performance is to be evaluated by a teacher who has expertise in the language course being challenged.

The student who initiates the challenge shall take responsibility for providing **evidence of readiness to challenge a course** (e.g., a portfolio, other collection, documentation of work and/or experience, a recommendation from a junior high school teacher).

A student may not challenge a course in a lower-level sequence if the student has been awarded credits in a course in a higher-level sequence. For example, a student who has earned credits for Science 30 may not challenge Science 24. However, a student waived into a higher-level course in a sequence may challenge the lower-level course(s) in that sequence. For example, a student who is waived into Science 30 may challenge Science 20.

A student who challenges a course, either successfully or unsuccessfully, may subsequently choose to take the course.

Students are not permitted to challenge the following courses:

- All Registered Apprenticeship Program (RAP) courses
- Career and Technology Studies (CTS) courses completed in grades 7, 8 and 9
- Special Projects 10, 20 and 30
- Work Experience 15, 25 and 35
- Locally developed/acquired and authorized courses

****Adults** may write a diploma exam for a course without taking instruction in the course at all and count their exam mark as 100% of the course mark.

VISITORS TO THE SCHOOL

Parents/guardians and other relatives of students are welcome by appointment in the Learning Centre as their positive involvement in the student's program is welcome and appreciated. Please appreciate that the primary responsibility of the school is to provide a sound educational opportunity and a safe and caring environment for students and staff. To this end, uninvited visitors or persons who, in the eyes of staff, conduct themselves in an unacceptable manner will be asked to leave. Those who chose not to leave when asked may be issued a trespassing warning and, if necessary, be charged with trespassing. In some cases, the person may be banned from the school.

STUDENT MEDICAL CONDITIONS

It is our desire to ensure the safety of students in our care. Therefore, we need key medical information about our students. If a student is receiving medication or medical treatment or has been diagnosed with a severe allergy or other illness, that may impact him/her or others, **it is essential that this information be shared in written form by parents and students with the school.**

INTERNET ACCESS

Students registered at the Learning Centres can access the Internet through technology available at the school. Access to the Internet is a privilege and to be used for sanctioned purposes only after the student has been granted permission by the Learning Centre staff. Inappropriate use of the Internet will result in loss of privileges and further sanctions if deemed necessary by the school.

PARKING

Students are asked to respect the needs of fellow students and neighbouring businesses and their need to access their business.



ACCIDENTS

In the event of an accident, first aid is administered as appropriate to the situation. If a student requires further attention at a hospital, the parents are contacted. An ambulance may be called, as staff deem necessary, to ensure the safety of the student.

HIGH SCHOOL DIPLOMA REQUIREMENTS

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)
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 ¹ (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS) ²
CAREER AND LIFE MANAGEMENT (3 CREDITS) ³
10 CREDITS IN ANY COMBINATION FROM
<ul style="list-style-type: none"> • Career and Technology Studies (CTS) courses • Fine Arts courses • Second Languages⁴ 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 courses⁵
10 CREDITS IN ANY 30-LEVEL COURSE (<u>IN ADDITION TO</u> A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) ⁶
<p>These courses may include</p> <ul style="list-style-type: none"> • 30-level locally developed courses • Advanced level (3000 series) in Career and Technology Studies courses • 30-level Work Experience courses⁷ • 30-level Knowledge and Employability courses • 30-level Registered Apprenticeship Program courses • 30-level Green Certificate Specialization courses • Special Projects 30

(continued)

- ❶ The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.
- ❷ See information on [exemption from the physical education requirement](#).
- ❸ See information on [exemption from the CALM requirement](#).
- ❹ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.
- ❺ Integrated Occupational Program (IOP) occupational courses may be used in place of Knowledge and Employability occupational courses to fulfill this requirement.
- ❻ 30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.
- ❼ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).
- For more information, students in Francophone programs should consult the Alberta High School Diploma Requirements (Francophone).
- Mature students should consult the [Mature Students](#) section for applicable requirements.

STUDENT CODE OF CONDUCT

Please take a moment to familiarize yourself with our student conduct policy created to ensure that ALL students can learn in a safe, caring and respectful learning environment.

A student shall conduct them-self so as to reasonably comply with the following code of conduct:

- (a) be diligent in pursuing the student’s studies;
- (b) attend school regularly and punctually; (*work completion is a focus at the Learning Centres)
- (c) cooperate fully with everyone authorized by the board to provide education programs and other services;
- (d) comply with the rules of the school;
- (e) account to the student’s teachers for the student’s conduct;
- (f) respect the rights of others;
- (g) ensure that the student’s conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether it occurs within the school building, during the school day or by electronic means;
- (i) positively contribute to the student’s school and community.

(Section 12 of the Alberta School Act)

The Learning Centres are intended as places where students can receive assistance from their teacher, write an exam, access computers or course materials. They are also intended as a quiet workspace for students. All students are welcome but only those who work quietly and independently may stay. Students who disrupt the work of others will be asked to leave immediately.

Equity, diversity inclusion and human rights

The Learning Centres are a welcoming, caring, respectful working and learning environment for ALL students and staff. Staff and students are expected to report all incidents of discrimination, intimidation and bullying to administration. Students and parents/guardians can expect that an investigation will be completed, and consequences enforced as appropriate.

Healthy Relationships

Students learn to the best of their ability when they feel safe. Students are expected to maintain respectful relationships with their peers and to manage conflict in productive ways. Frothing, harassment, verbal/physical threats, violence, intimidation, bullying are unacceptable and will result in consequences that may involve the RCMP depending on the severity of the situation. Behaviours that involve intimidation and bullying include digital platforms such as texting and social media. Physical altercations are counterproductive to the purposes of education in a safe learning environment and serious consequences will result from this kind of behaviour.

Appropriate Dress

Students are expected to be neat and clean in overall appearance and be dressed in a manner that is conducive to the professional learning environment of the Learning Centres. This includes wearing items of clothing that are inclusive and ensure all people that learn, work and visit the Learning Centres, are assured a safe and caring learning environment. Any student that is not dressed in a manner that is conducive to the professional learning environment will be asked to make efforts to correct the situation immediately. If a correction is not possible in the building, the student will be asked to leave and return with a solution to the concerns raised.

Alcohol, Tobacco, Illicit Drugs, Other Harmful Substances

The use or possession of alcohol, illicit drugs, other harmful substances, and/or drug paraphernalia while under the school's jurisdiction, will result in one or more of the following: transfer of the student to the custody of parents, suspension from school, a recommendation for expulsion from school, or involvement of law enforcement agencies. The Learning Centres are tobacco-free facilities. All tobacco products are prohibited from use in the school. The use of any type of e-cigarette/vaporizer is prohibited. Students are encouraged to seek help from school staff if they have substance related issues. Students that are expelled for substance related issues will be asked to seek addictions counselling before returning to school. School staff will contact parents/guardians of students suspected of being under the influence of a substance. In the event the student is an adult learner, an emergency contact will be called to pick up the student. Please be aware that graduation, field trips and other school sanctioned events are included.

Plagiarism and Cheating

Plagiarism is defined as passing off the work of someone else as your own. Cheating includes, but is not limited to, gaining access to answer keys and bringing answers into a secure testing situation. Parents/guardians will be notified if plagiarism and/or cheating occurs. Consequences will be assigned by the teacher in consultation with administration. A mark may be awarded when an

alternative assignment or test is completed by the student. A record of the incident will be kept, and repeat offences will be dealt with by school administration.

Weapons

A weapon is anything used, designed to be used, or intended for use in causing injury or death to any person, or for the purpose of threatening or intimidating another person. Any student found in possession of a weapon, or replica of a weapon, whether on their person, in their vehicle, or in their locker or desk, may be suspended and/or recommended for expulsion. Contact with the RCMP may also be required based on the severity of the offense and VTRA protocol may be enacted.

Electronic Use

Cell phones and other devices may be used for personal use on breaks or in the classroom for learning. If electronic use is an issue, a member of our staff will speak with the student and provide strategies to remediate the situation. If students have challenges with personal use of electronic devices during learning, students may be asked to put the device away for a specific time period. Students may also be asked to leave their electronic devices at home if persistent issues exist. We value the use of technology as a tool in the learning process. Please note that Alberta Education policy states that students may not bring cell phones and/or personal audio devices into the examination room. Electronic use is for learning. If students access inappropriate content at school, regardless of whether the device or the internet connectivity is school property or not, students will be held responsible for their conduct. Inappropriate content includes, but is not limited to, excessive violence, sexuality and prejudice.

Be Active Field Trips

The Learning Centres may plan field trips throughout the school year to enhance learning and are an important part of the academic experience. Students are representing the Learning Centres when in the community. Our expectation is that students represent themselves and their school with the level of conduct communicated in this Student Code of Conduct.

Learning Centre Expectations

Students, staff and parents make learning happen in our schools.

As a learning team,

- We agree that education must be a top priority for students.
- We commit our energy and resources to the common goal of giving everyone the best possible educational experience.
- We recognize and support each other's efforts and achievements.
- We strive for continual improvement.
- We make decisions in the best interests of our students.

Expectations for Students

As a student at the Learning Centre,

- I will respect my peers and their rights to the highest quality education.
- I will respect staff, peers and all others who make up the Learning Centre community.

- I will use appropriate language while at school or involved in school related activities.
- I will dress in a manner that is conducive to the professional nature of my school.
- I will be prepared for class, be on time with my assignments, and be an active learner.
- I will do my part to look after the school building and property.
- I will be a good citizen of the Learning Centre and the connected communities.

Expectations for Parents / Guardians

As a parent guardian,

- I will help ensure that students are meeting their educational goals.
- I will discuss and monitor my students' assignments and achievements.
- I will actively work to overcome issues that may hinder student progress.
- I will help students to make program choices and set career goals.
- I will respond to communication from the school.

Expectations for Staff

As a staff member at the Learning Centre,

- I will model the behaviour that is expected from all students.
- I will be positive and promote growth in others.
- I will continually strive to improve the educational processes that take place at the Learning Centre.
- I will keep students and their parents informed of student progress.
- I will be committed to building the capacity of students to achieve at the highest level possible.
- I will respect students as individuals.
- I will consistently enforce policies adopted for our school.

Consequences

The Learning Centres focus on corrective measures to ensure students are aware and can meet the code of conduct. Corrective measures are teaching consequences to support growth. If teaching consequences are not successful, discipline will be more corrective to ensure the safety of all students and staff. Staff, students and parents/guardians are partners in providing the best possible learning opportunities for everyone.

Investigation of Inappropriate Behaviour

Students and parents/guardians can expect timely and thorough investigation into inappropriate behaviour. Please contact the school principal to initiate an investigation into behaviour that is concerning and not meeting the expectations communication in this Student Code of Conduct. You can expect a response within 2 working days of a concern being raised.

Notification of Student Conduct Policy

This Student Code of Conduct will be shared with students and their parents/guardians upon registration at one of the Learning Centres. It is also available in the Student Handbook available on our website at www.sturgeonlearning.ca.

References for Code of Conduct

- Alberta School Act (Sections 12 and 24)
- Sturgeon School Division Board Policy
 - F/IV/7 Student Conduct
 - F/IV/1 Student Attendance
 - F/IV/2 Restricted and Illicit Drugs
 - F/IV/5 Student Suspensions and Expulsions
- Sturgeon School Division Administrative Practices
 - Student Services 8 - Student Conduct
 - Educational Services 16 – Student Attendance at School

DIPLOMA EXAMS

A. Rewrite Diplomas

- Only from September of the current or previous 2 school years OR student must redo course work*

B. Mature Student (19 or older as of September 1 or holds a previously awarded high school diploma)

- Course mark + diploma = blend
- Diploma only
- Highest exam mark - mark only exam

C. Rescore

- Rescore application form has deadlines and a fee applies \$26.25
- Fee is refunded if score raised by 5% or more
- Rescore will be final mark, even if lower

*Note Well: Students that are rewriting a Diploma Exam MUST register themselves at **MyPass** and pay the applicable fee on their own before they can write the exam.