



**PEMBINA TRAILS ALTERNATIVE HIGH SCHOOL
STUDENT HANDBOOK**

LEARNING AS UNIQUE AS EVERY STUDENT

2020-2021



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“”This school works because it fits me!”

~ AHS Student ~



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LEARNING AS UNIQUE AS EVERY STUDENT

Welcome!

The Student-Parent handbook presents an overview of the Pembina Trails Alternative High School and will help guide you through some of our philosophies, programs, and policies.

The small school setting of the Alternative High School allows the staff to accommodate specific student strengths and needs by going beyond the curricular outcomes for course completion to include the acquisition of many skills necessary to navigate the world of post-secondary education and the world of work.

We are so fortunate to be situated in a unique adult environment – where else would you find a high school at a CFL Football Stadium? We are in close proximity to the University of Manitoba and the many learning and growing opportunities that it offers. At the Alternative High School, we live and work as adults in a manner that is befitting the space and belief in who we are as learners. Thank you for positively representing the Alternative High School wherever we travel in this beautiful site.

This unique environment and new model for a school in Pembina Trails School Division continues to evolve and continues to offer sound educational practices and understanding of the unique needs of many students.

Wishing you every success as you work toward the goal of graduation and beyond.

Ms. Katherine Barclay
Principal

STAFF LISTING

Administration	Name	Phone	Email
Principal	K.Barclay	(204) 488-7357	kbarclay@pembinatrails.ca
Teachers/Support Staff			
English/Humanities	C. Roe	(204) 488-7357	croe@pembinatrails.ca
Math/Business Ed	T. Cruz	(204) 488-7357	tcruz@pembinatrails.ca
Math/Science	D. Wiebe	(204) 488-7357	dawiebe@pembinatrails.ca
Educational Assistant	K. Binda		kbinda@pembinatrails.ca
Office Staff			
Admin Secretary	C. Grattan	(204) 488-7357	cgrattan@pembinatrails.ca

WHO WE ARE

The Pembina Trails Alternative High School offers students an opportunity to complete a high school diploma in a unique and supportive setting. The school day is personalized to the students' needs and each student has a learning plan to meet their goals of graduation and beyond.

Students attend to a rigorous, but very manageable course program at the grade 12 level. They also participate in experiential learning experiences to enhance their understanding of themselves and the world around them. The school allows for flexibility in how they approach learning and are well supported by teachers and educational assistants.

Students attending Pembina Trails Alternative High School participate in personalized planning that allows for academic and personal growth. This extends from high school course planning to include post-secondary programs or the world of work.

ADMISSION CRITERIA

Students wishing to register at the Pembina Trails Alternative High School must live in the Pembina Trails School Division and are either attending/or have attended a Pembina Trails High School. They are typically nominated by their school support team. Those who are new to the division or who have not attended school in the last school year may contact the school directly.

To register at Pembina Trails Alternative High School, students should see their current principal, guidance counsellor, or case manager. Please feel free to contact the school for additional information.

SPECIAL EVENTS

Alternative High School staff create many valuable learning activities for students that allow for experiential learning and personal growth. These events and learning opportunities include community building, and skills-based learning. To date, students have engaged in volunteering, bike building, crafts, arts-based activities, physical wellness and cultural excursions. Students' learning is enhanced when the community of learners become strong and the learning environment is based on shared learning opportunities.



**“I think you almost find a new version of
yourself here!”**

~ AHS Student ~

GENERAL EXPECTATIONS

Students can expect to be treated with courtesy and care in an adult environment. Our expectation is that all students and staff feel safe and able to work to their potential. We are fortunate to enjoy the company of a number of guests, and we believe all who enter here will enjoy the same kindness and courtesy that we would show each other.

As we are sharing space with another organization, we must always be mindful that there are businesses and meetings taking place around us. We work hard to ensure that all who work and visit here are comfortable.

ALTERNATIVE HIGH SCHOOL SCHEDULE	
Times	Monday to Friday
Classroom Opens at 8:30 a.m.	
9:00 AM – 9:45 AM	Student Arrival
9:45 AM – 12:00 PM	Course 1/2
12:00 PM – 1:00 PM	Lunch
1:00 PM – 3:00 PM	Course 3/4
3:00 PM	Student Dismissal
Classroom closes at 3:30 p.m.	

Staff meetings are held every Wednesday morning, from 8:30 a.m. to 10:00 a.m. The classroom will be open but staff are unavailable until the meeting is over.



Students work on 1-4 courses per semester. Courses are personalized to students' needs, strengths and interests. The goal for all students is graduation.

Lunch Hour: Students who stay at Alternative High School during the lunch hour eat in the classroom. Many of our students prefer to work throughout the noon hour. There are staff members available each day to support students who choose this option. All Alternative High School staff and students work to keep the space clean and tidy.

RESPONSIBLE ATTENDANCE

It is our hope and intent to see you here on a daily basis. For some of you that may be difficult. In that case, we will work towards regular attendance throughout the year. In the meantime, if you must be away, please call us at **204-488-7357**, or you can text or call your staff contact. You will be able to talk to us or leave a message to let us know. We will not chase you down and drag you to school, nor will we judge or make you feel guilty - but we will be **concerned**. A call to us would let us know that you are okay and that we can expect you another day.

HOME / SCHOOL COMMUNICATION

The Alternative High School recognizes the importance of clear and frequent communication between parents/guardians and the school. Provincial report cards are mailed home at the end of each reporting period. Student progress is reviewed regularly by all staff at Alternative High School and shared with students frequently.

Teachers and school administrators will contact parents/guardians to discuss matters of concern when appropriate throughout the school year. Parents/guardians are encouraged to contact the school at any time to discuss their child's progress. Teachers will be available to return calls and emails daily from 8:30-9:45 a.m.

Please note that students who reach the age of majority can elect to determine the degree to which they wish for parental involvement.

EDUCATION PLAN

All students create a personalized education plan with guidance from teachers and administration. The plan indicates which courses are needed to achieve graduation requirements. These plans are reviewed and revised throughout the school year. For more information regarding specific education plans please contact the teachers at the school.

REPORTING STUDENT PROGRESS

On a daily basis, student progress is reviewed by teachers, outlining what is expected from the student to complete the course. Educational plans are developed and updated as needed.

All students are given the provincial report card twice per school year, January and June. Graduating students will receive two official transcripts with their diploma, as well as their yearbook.

In September, students will have a scheduled individual meeting with teachers and our administrator to create their education plan. In February, staff will review the educational plans and discuss with students, options to ensure they are on track for their annual goal, whether that be graduation or completing multiple courses.

If parents/guardians would like more information regarding your son/daughter's progress please contact individual teachers or the administrator at your convenience. Alternative High School does not hold regular Parent/Teacher interviews. Contact between home and school occurs on a continual basis.



***“We are so fortunate
to be situated in a
unique adult
environment –
where else would
you find a High
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Football Stadium?”***

~ Former Principal ~

ALTERNATIVE HIGH SCHOOL CODE OF CONDUCT

Pembina Trails Alternative High School adheres to the Pembina Trails Standard of Behaviour. This document in its entirety is available on the divisional website www.pembinatrails.ca/ An excerpt from this reads:

Creating a Safe and Caring Learning Community

Standard of Behaviour is a teaching model rather than a mandate for behaviour. The emphasis is on teaching rather than telling, nurturing rather than sanctioning and including rather than excluding. Developed by a broad cross-section of the community, the objective of this Standard of Behaviour is to ensure to the fullest extent possible, the provision of a “safe and caring community” for all involved with the Pembina Trails School Division.

“Diversity encompasses all the ways in which human beings are both similar and different. It means understanding and accepting the uniqueness of individuals, as well as respecting differences in their expression of diversity. Diversity may include, but is not limited to gender identity, sexual orientation, age, ethnic origin, ancestry, culture, and socio-economic status, religion, and family status, mental and physical disability.”

Emotional, mental, and physical safety are fundamental for the provision of safe, caring and inclusive school communities, and refer to a classroom or school environment in which students can experience all of the following:

A sense of value, belonging, acceptance, respect and dignity for diversity of all members of learning communities, including students and staff, along with their families.

“Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship. In Manitoba we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.”

COMPUTER/INTERNET POLICY

Pembina Trails Alternative High School requires all students and parents/guardians (for students under 18) to sign the divisional Pembina Trails *Technology Acceptable Use Agreement for Students*.

RESPONSIBLE SCHOLARSHIP

Students are presented with significant opportunities to explore and investigate a variety of information sources. They are encouraged to both creatively develop their own independent ideas and to confidently credit the authors whose ideas have influenced them or whose quotes have been borrowed.



SCHOOL PROPERTY

All members of the school are responsible for the care of school property. Students who damage school property or equipment will be required to pay for repair or replacement of this property. Winnipeg Police Service will be brought in where necessary. Please do your utmost to keep your school in great shape as we all share this space. Taking care of our school property will allow us to use more money for school supplies, equipment and activities.

STUDENT PARKING

There are no official parking spaces available for students at Alternative High School, however students can speak with the office if they are needing a parking spot. No car should be parked in the lot for any extended period of time without a Blue Bomber Football Club parking pass.

SECURITY KEYS

As this is a secure environment, it is necessary for us to use keycards to enter and exit the building. You are being given your own keycard and identification lanyard. It will only grant you entrance to the building during the hours of 8:30-3:30 (Monday to Friday – except on holidays or in-service days). It will only give you access from the school doors. Other areas of the building are off limits to us.

- a) **PLEASE**, ensure that you are careful to not lose your keycard and identification. This is a business where a number of different groups and workers are present. There is an expectation that we have identification lanyards that identify us as affiliated with AHS.
- b) Should you lose your keycard, do not be afraid to let us know right away. We need to let the management know immediately so that they can cancel your keycard. They will re-issue a new keycard – though the wait may be a few days. You will need to call up to the office to have someone let you in while you wait.
- c) The Bomber store is off limits to us. Only in extreme emergencies should you enter the store – unless, of course, you are there to stock up on Bomber gear! In that case, I'm sure they will be pleased to see you.

THREAT ASSESSMENT PROTOCOL

Alternative High School follows the divisional Student Threat Assessment when required.

The Pembina Trails School Division is committed to creating and maintaining school environments in which students, staff, parents and others feel safe. Schools cannot ignore any threat of violence.

FIRE DRILLS

Fire drills may be called at any time by the Principal or the Fire Chief, and are intended to acquaint students with the necessary procedures in case of fire.

- a) On hearing the fire signal, proceed immediately to the exit door of the room you are in. Leave books on the desk.
- b) Proceed to the nearest exit and meet on the sidewalk outside of Investors Group Field. Note that there are both primary and secondary exits should either one be blocked.
- c) You are asked to proceed in an orderly fashion.
- d) Once outside, students should move quickly to at least fifty feet from the building. Roll call will take place. When we are given the all clear, students can re-enter the building.

TORNADO WARNING

In the unlikely event that we were to experience a tornado warning being issued for our area, the following steps will occur:

- a) Announcement from the office indicating a tornado warning.
- b) Announcement at that time to have all people within Alternative High School move to the nearest exit and move to the lowest floor of our building (the basement). This is a space that has been designated by the Blue Bomber Football Club as a safe zone.
- c) Remain calm and await further instructions.

EMERGENCY LOCATIONS

During inclement weather, should students be forced to evacuate the building, staff will direct students to the following emergency location.

PTEC School, located on campus at Suite 250-100 Innovation Drive

SECURE AND HOLD AND LOCKDOWNS

In serious emergency situations, we may be asked to increase our security. This may include a **Secure and Hold** which means that classes continue as normal but students will be asked to stay in the building until an all clear is given. During a **lockdown** students will be required to stay in a locked classroom and move as far away from the door as possible. This applies for the office area as well. Again, this procedure will continue until an “all clear” is given.

EMERGENCY RESPONSE PLAN

A copy of the emergency response plan is in the school office. In the event of an emergency, communication with the school may be limited. The school or school board will contact students’ parents or guardians in these cases.



GRADUATION REQUIREMENTS:

Regular Diploma

- A minimum of 30 credits is required (17 compulsory plus 13 options):
Compulsories include:
 - Grade 9 – English, Math, Social Studies, Science, Phys. Ed
 - Grade 10 – English, Math, Geography, Science, Phys. Ed
 - Grade 11 – English, Math, History, Phys. Ed,
 - Grade 12 –English, Math, Phys.Ed, Additional Two 40S credits

Mature Diploma

To qualify the student must meet the following requirements:

- Must be a minimum of 19 at the time of graduation.
- Have been out of school for six months or more.
- Finish with a minimum 8 credits, 4 at the grade 12 level. If there is an interest in post secondary, 5 at the grade 12 level. (also known as 4+1)



COURSE DESCRIPTIONS:

Compulsory Courses

ELA40S: English offers a wide range of language experiences, focusing on both literary and transactional texts. Students will continue to develop communication skills by considering a variety of forms, including drama, poetry, fiction, and nonfiction prose. Students will write the Provincial Exam.

MES40S: Essential Mathematics is a course which emphasizes consumer applications, problem solving, decision making and spatial sense. It is intended for those students whose post secondary planning does not include a focus on mathematics and science related fields. Students will write the Provincial Exam.

***if you are interested in MAP40S or MPC40S please let us know.

Optional Courses



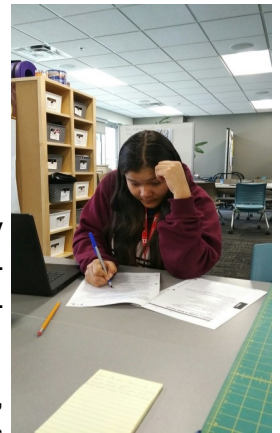
ART40S: Art may include advanced painting, drawing, sculpture, printmaking, installation, performance or experimental mixed media works. This course is inquiry based and student directed. Students will have choice and voice in their art making. Emphasis will be placed on the development of a process journal and artist statements for each piece. For students planning on entering post secondary studies in fine arts, portfolio requirements can be incorporated into coursework.

CWMH40S Cinema as a Witness to Modern History, this course will engage students in an exploration of the connections among cinema as an *art form*, cinema as a *product of history*, and cinema as an *interpreter of history*. Students will respond to and discuss the aesthetic and emotional elements of cinema and will apply historical thinking concepts to the analysis of historical themes as represented in various films and other sources. Throughout the course, students will apply critical media literacy skills in order to understand that film does not simply reflect the past, but interprets and retells the past and, at times, reconstructs it.

FN40S Foods and Nutrition 40S will provide students with opportunities that explore their relationships with food in both a theoretical and practical way that can enhance one's health and well-being. It provides knowledge and skills that have immediate relevance to students' lives, as well as lifelong applications personally, within families, in their communities and on a global scale. Students will complete outcomes in our classroom, a foods lab on campus at the University of Manitoba, through the food handlers' course, and through field trips.

There's so much that I could say about A.H.S. but if I had to choose one thing about it... It feels like home.

~Former Student~



FS40S: Family Studies courses provide skills and knowledge in the areas of personal development, relationships, parenthood, diversity in families and aging. Students have the opportunity to increase their exposure and knowledge as to how individuals and families function in society during different stages in the life cycle. This course is run in a seminar format which includes various guest speakers and field trips. Seminar topics have included Healthy Relationships, Positive Mental Health, LGBT Themes, Eating Healthy on a Budget, The Brain, Sleep Hygiene, Financial Literacy/Taxes, EIA/Housing and KLINIC.



FNMI40S: First Nations, Metis, and Inuit Studies supports the empowerment of students through the exploration of the histories, traditions, cultures, worldviews, and contemporary issues of Indigenous peoples in Canada and worldwide. This course has a focus on experiential learning with many field trips and access to Miigizi Agamik on Campus at the University of Manitoba. Students also have access to our knowledge keeper and female elder.



LWT40S: Life/Work Transition students will spend 80 hours in a work experience to help them prepare for post secondary education and or the transition from high school to employment. Students who have not taken Life/Work Building 30S will begin the course in the classroom to help prepare them for the work placement. Upon completion of this course students will be able to enhance their resumes with new skills, volunteer experience and work references.

PE40F: Physical Education supports the development of student's personal physical activity and fitness plans. Students will have access to the U of M Healthy Living Centre and all of its classes.

PSY40S: Psychology courses are designed for students who are interested in learning about human behaviour. An overview of topics include: Human Development, The Brain, Sleep, Learning, Memory, Motivation, Emotion, Personality, Sensation and Perception, Psychological Disorders and their treatment, and Social Psychology. Students will also gain insight into their own behaviour and that of others.

SCI(1)40S – Interdisciplinary Topics in Science focuses on inquiry into science and integrates not only the sciences but looks to other curricula to support the attainment of outcomes and skills. (September 2020-2021 start date)



What I really like about this school is the freedom you have to make your choices. You get to try things out and make new choices as things happen in life.

~AHS Student~

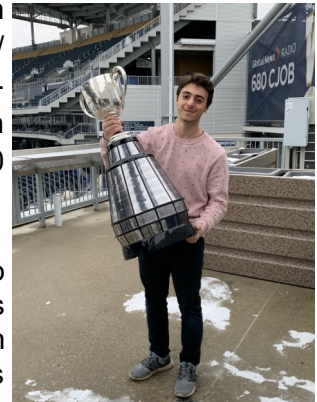
Other Ways to Earn Credits

CFE (30G, 35G, 40G, 45G): Credit for Employment allows students to earn high school credit for paid work experience, to encourage and recognize the skills development and experience gained through employment. Students may earn a maximum of 2 CFE credits towards graduation.

COSE (41G): Community Service Credit, up to one high school community service credit may be earned, and used for graduation purposes. If you would like to achieve this credit by volunteering for an outside organization please speak with one of your teachers. One credit may be available to a student who participates in such an activity in the Senior Years for graduation purposes. Full credits are 110 hours, half credits are 55 hours of volunteer hours.

CULTEX (41G): Cultural Exploration Credit students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or a cultural group that interests them through interaction with community members such as Elders and members of cultural organizations. The skills, knowledge, and attitudes obtained from such activities can increase a student's self-esteem and maturity, strengthen cultural identity, and/or provide greater intercultural understanding and an appreciation of cultural diversity. One credit may be available to a student who participates in such an activity in the Senior Years for graduation purposes. Full credits are 110 hours, half credits are 55 hours.

RIT (10S, 15S, 20S, 25S, 30S, 35S): Reading is Thinking is designed to help students improve their skills in reading and critical thinking. Programming is individualized, focusing on students' needs and interests. Students may earn up to three credits in Reading is Thinking. This course is pass/fail; students receive credit based on their demonstrated achievement of learning goals.



INFORM NET: Students have the opportunity of taking Inform Net courses online if they require courses outside of their regular classroom schedule. Inform Net offers core courses at the grade 9, 10, 11 and 12 levels, as well as a limited number of optional courses. Their website has the most up to date information on course availability. More information can be found on their website at www.informnet.mb.ca

MITT Manitoba Institute for Trades and Technology: Students from AHS are eligible to attend MITT and earn credits towards high school graduation. Students usually attend for half days, returning to AHS for academic courses during the other half day. Programs available at MITT may include: Auto-Mechanics, Culinary Arts and Design, Electrical Applications, Graphic and Print Technician, Hairstyling, Industrial Electronics, and Industrial Welding.

We are here to support students from one stage to the next.

We believe helping students attain their career aspirations gives them hope and purpose.

~Katherine Barclay, Principal~

***“It feels like I should have been
coming here the whole time!”
- New Student***

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