



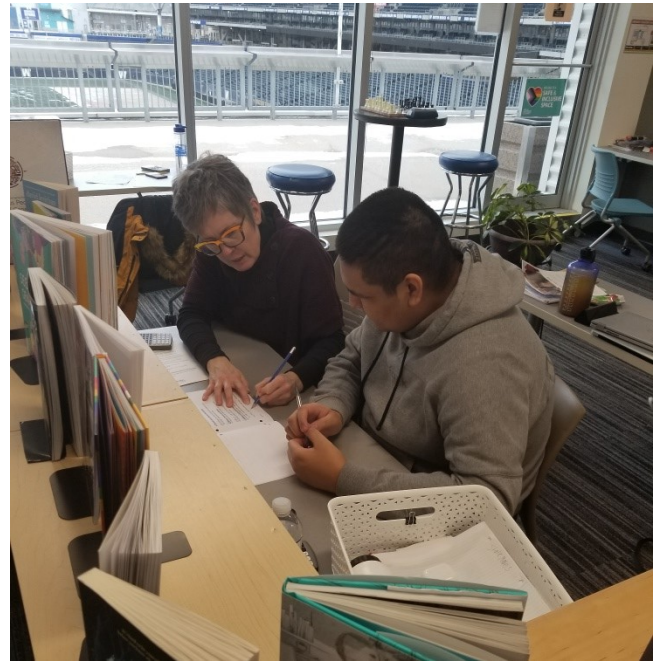
**PEMBINA TRAILS ALTERNATIVE HIGH SCHOOL
STUDENT HANDBOOK**

LEARNING AS UNIQUE AS EVERY STUDENT



Table of Contents

Welcome.....Page 4
School Contact.....Page 4
Who We Are.....Page 5
Admission Criteria.....Page 5
Special Events.....Page 5
General Expectations.....Page 6
School Schedule.....Page 6
Attendance Policy.....Page 6
Home/School Communication.....Page 7
Education Plans.....Page 7
Reporting Student Progress.....Page 7
Code of Conduct.....Page 8



“This school works because it fits me!”

~ AHS Student ~

Computer/Internet Policy.....Page 8
Responsible Scholarship.....Page 8
School Property.....Page 8
Student Parking.....Page 9
Security Keys.....Page 9
Threat Assessment.....Page 9
Fire Drills.....Page 9
Tornado Warning.....Page 9
Emergency Locations.....Page 10
Secure &Hold/Lockdowns.....Page 10
Emergency Response Plan.....Page 10
Grad Requirements.....Page 11
Course Descriptions.....Page 12



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www.pembinatrails.ca/schools/ptalthigh

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 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 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	M. Burton-Moyes	(204) 488-7357	mburton@pembinatrails.ca
Math/Business Ed/ Science	T. Cruz	(204) 488-7357	tcruz@pembinatrails.ca

Office Staff

Admin Secretary	C. Grattan	(204) 488-7357	cgrattan@pembinatrails.ca
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Support Staff

Educational Assistant	J. Glass	(204) 488-7357	jglass@pembinatrails.ca
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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 learning and students are well supported by teachers and an educational assistant.

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 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 Fort Whyte Farms, Internships at the University of Manitoba, access to Elders and Knowledge Keepers, art-based activities, 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.



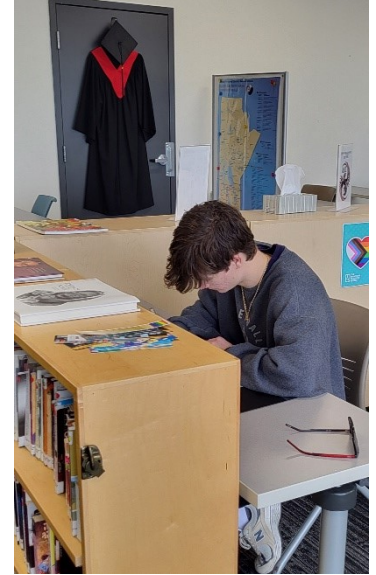
“I think you almost find a new version of yourself here!”

~ 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.

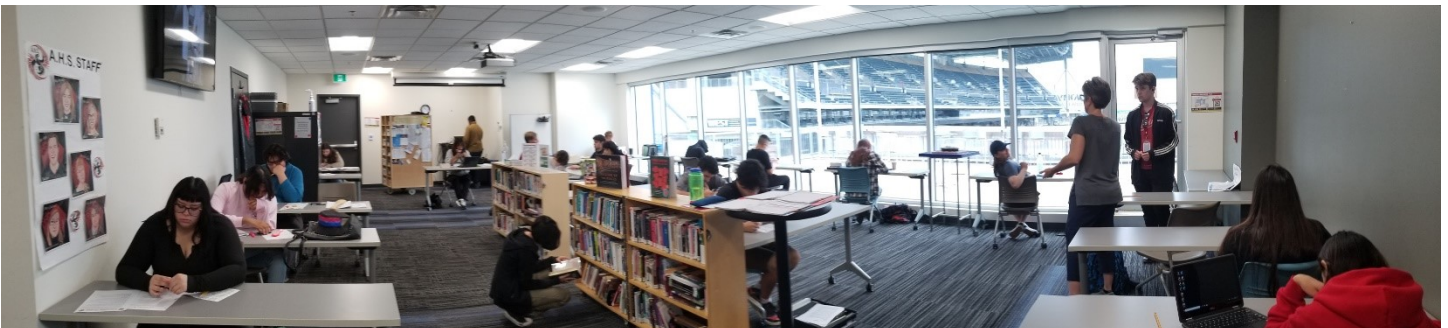


Students work on 1-4 courses per semester. Courses are personalized to students' needs, strengths and interests. The goal for all students is graduation. Many of our students prefer to work throughout the noon hour. There are staff members available each day to support students who choose this option.

Staff meetings are held every second Wednesday morning, from 8:30 a.m. to 10:00 a.m. The school is open starting at 10:00 a.m. on these days.

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 semester. 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.

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, February and June. Graduating students will receive an official transcript with their diploma. Additional transcripts can be requested at any time.

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. The Alternative High School does not hold regular Parent/Teacher interviews. Contact between home and school occurs on a continual basis.



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:

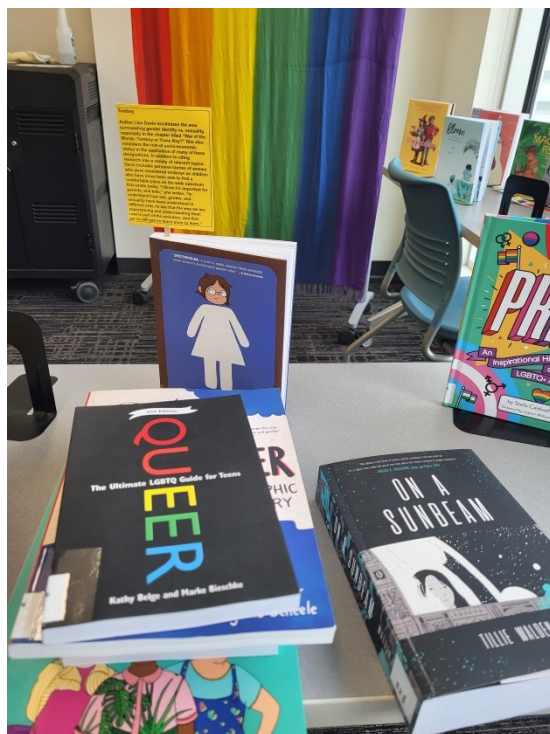
Creating a Safe and Caring Learning Community

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.

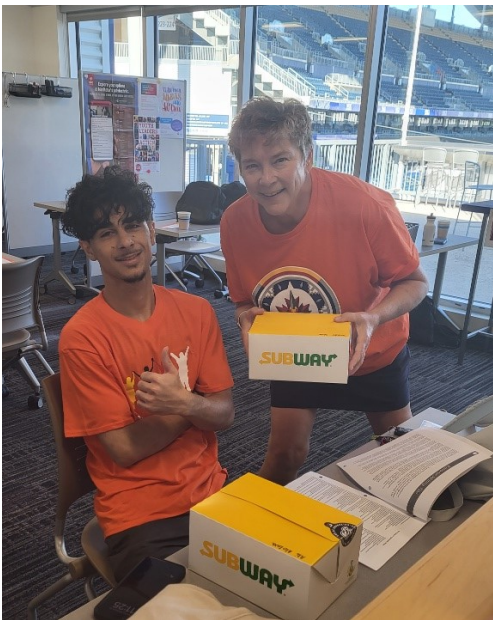
Active Living Centre, University of Manitoba—430 University Crescent.

HOLD AND SECURE AND LOCKDOWNS

In serious emergency situations, we may be asked to increase our security. This may include a **HOLD AND Secure** 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, additional one 30F credit
- 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 including grade 12 English and Math. 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 – This course is structured as a combination of field trips, workshops, and individual art projects. Students are encouraged to experiment with different art mediums to explore and express their perspective on a particular theme. All art field trips, workshops, and projects will include a reflection or artist statement.

BIO40S: Biology is a life science course with an emphasis on genetics and biodiversity. Topics of study include inheritance, evolutionary theory, organization and conservation of biodiversity. This course helps students to develop skills, ideas, and confidence to continue studies at the post-secondary level.

CHEM40S: Chemistry builds upon knowledge from grade 10 and 11 chemistry including balancing equations and using stoichiometry to relate volume, mass, and mole measurements. These skills will be used to explore aqueous reactions, atomic structure, kinetics, chemical equilibrium, acid-base equilibrium and electrochemistry. This course helps students to develop skills, ideas, and confidence to continue studies at the post-secondary level.



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~

CWMH40S Cinema as a Witness to Modern History - This course deals with historical events and themes that have influenced world history over the last hundred years. Significant historical events explored in film include, but are not limited to, World War I, the Russian Revolution, the Great Depression, the Holocaust, World War II, the Cold War, the Vietnam War, the Civil Rights Movement, the Iranian Revolution and the Rwandan Genocide. Throughout the course, students will enrich their understanding of the past as they view and deconstruct films based on major topics in world history. This course is a combination of in-class and at home film viewing.

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.



FS40S: Family Studies – This course provides skills and knowledge in the areas of personal development, relationships, parenthood, and diversity in families. 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 guest speakers and group discussions. Seminar topics have included, healthy relationships, mental health, 2SLBGQTQ+ themes, adulting, the brain and financial literacy.

FNMI40S: First Nations, Metis, and Inuit Studies – This course explores the histories, traditions, cultures, world views and contemporary issues of Indigenous Peoples in Canada and worldwide. Students will use critical thinking and inquiry skills to better understand past and present realities of Indigenous Peoples. The course focuses on identity, relations with government, social justice issues and Indigenous people around the world. This course is a blend of coursework and experiential learning. Students have opportunities for cultural learning with various field trips, workshops led by our knowledge keeper and access to Miigizi Agamik on Campus at the University of Manitoba.



Law 40S: Law – This course focuses on basic legal principles and practices in Canada’s legal system. The course focuses on the foundations of law, criminal law, civil law and family law. It examines the Canadian legal system, torts, contracts, property rights, and Indigenous perspectives on justice. In addition to understanding the relevance of law in everyday life, the outcomes of this course are aimed at helping students develop critical thinking skills and form personal opinions on contemporary legal issues.

LWT40S: Life/Work Transition is designed with the realities of today's workplace needs in mind. It is about managing life, learning and work. This course explores employability skills, goalsetting and career options for a smoother transition from high school to post-secondary education, training or employment. The practical components of the course include resume writing, job application strategies, and interview preparation. If employed, 80 hours of a student’s work experience can be used as part of this credit.

PE40F: Physical Education focuses on the importance of both health education and physical education. This course gives you the opportunity to learn more about yourself and encourages you to make more informed decisions about healthy living. The course content focuses on social development, healthy relationships, nutrition and regular activity. Students will have access to the U of M Active Living Center and fitness classes if they wish.



PSY40S: Psychology – This course exposes students to the major topics found in the field of psychology. It also emphasizes the issues that are of particular interest and relevance to students completing high school. Studying psychology gives students lifelong skills such as dealing with issues proactively, solving problems, and nurturing healthy relationships. It helps students understand themselves, and deal with issues in their own lives such as inner conflicts, relationships with parents and peers, and intimacy. It also helps students understand societal problems like drug dependency, aggression, and discrimination. Units include research methods, biopsychology, developmental psychology, cognitive psychology, and variations in individual and group behaviour.

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.

WR40S — World Religions – This course explores the diversity of religions and religious perspectives in Canada and globally. The course is intended to help students develop greater awareness, understanding and appreciation of several world religions, specifically, Judaism, Christianity, Islam, Hinduism, Buddhism, and Indigenous spirituality. Additionally, students explore the similarities and differences across religions, and the historical and continued significance of religious diversity in Manitoba, Canada and the world.



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. Students must hold a lifework credit at any grade level to be eligible for CFE credits.

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. 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 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.

CDI (35G): Career Development Internship Credit there can be opportunities within the faculties of the University of Manitoba for internship opportunities which total 55 hours leading to a half credit.



**We are here to support students from one stage to the next.
We believe helping students attain graduation and plan for their career
aspirations gives them hope and purpose.**

~Katherine Barclay, Principal~

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 to take online Inform Net courses if there is a course not offered at the AHS. Some examples include MPC40S, MNP40S, PHY40S.

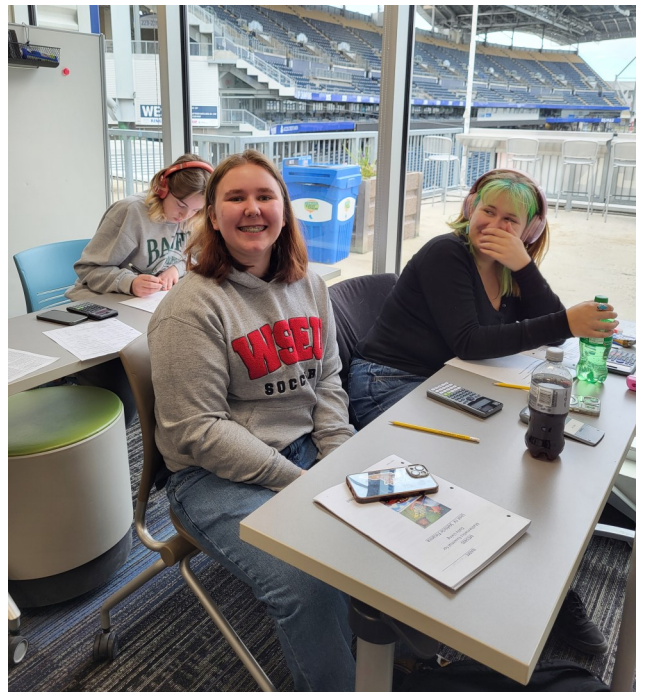
MITT Manitoba Institute for Trades and Technology: Students from AHS are eligible to attend MITT and earn credits towards high school graduation. Students usually attend for half days, returning to AHS for academic courses during the other half day. Programs available at MITT may include: Automotive Technology, Culinary Arts, Electrical Trades Technology, Hairstyling, and Welding Technology.



TVE Technical Vocational Education at Pembina Trails Collegiate: Students from AHS are eligible to attend TVE programming with a new, state-of-the-art facility featuring modern labs, professional equipment, and industry-aligned workshops. Students will learn in an advanced environment that supports hands-on skill development, safety, collaboration, and preparation for post-secondary training and apprenticeship pathways.

TVE offers apprenticeship-aligned training in Welding, Machining, Culinary Arts, and Pastry Arts. These immersive programs support multiple pathways, including direct workforce entry, continued study at Red River Community Program (RRCP), or progression toward Red Seal and technical careers. Student would attend AHS in first semester to complete their core courses and attend the TVE program in semester two for full days.





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

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