

Parkland Immanuel Christian School High School Handbook



Mission: To Glorify God through Reformed Christian Education.



HIGH SCHOOL

HIGH SCHOOL PROGRAM

There are a lot of steps between finishing Grade 8 and completing a high school education. This handbook will outline everything you need to know to stay on track. Included below are topics such as diploma requirements, course selection, course descriptions, applicable policies, and scholarships. More information on off-campus programming and alternate programming for students following a modified learning path can be found below.

Parkland Immanuel Christian School (PICS) aims to meet the following 5 outcomes:

1. Provide biblical instruction that is faithful to the Word of God as summarized in the Reformed confessions.
2. Develop student growth academically, socially, and spiritually as responsible stewards of their God-given gifts and talents.
3. Ensure a joyful, safe, and engaging environment for students and staff to flourish.
4. Engage the Reformed church community to support Christian education.
5. Promote unity between home, church, and school.

GENERAL PROGRAMS

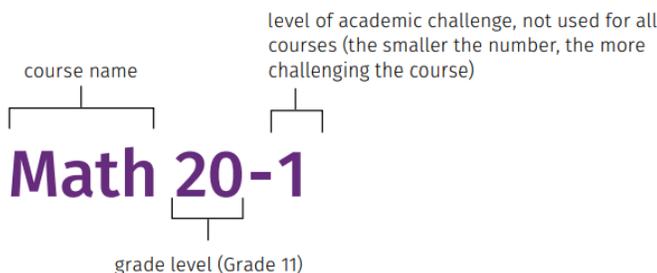
PICS offers a variety of curricular and extracurricular programs. Students are provided with many opportunities to develop their gifts and talents and give glory to God. Extra-curricular programs include various club activities, Drama, and Athletics. Our curricular programming is explained in detail below.

COURSE NAMES, NUMBERS, AND SEQUENCES

Each course is assigned a name related to the content of the course and a number which reflects the grade level at which the course is normally taken.

- Courses numbered with 9s are normally taken in Grade 9.
- Courses numbered in the 10s are normally taken in Grade 10.
- Courses numbered in the 20s are normally taken in Grade 11.
- Courses numbered in the 30s are normally taken in Grade 12.

Academic level is usually indicated by a dash and a number after the course number. The lower this number the more academically rigorous the course is, i.e., Math 20-1 is more rigorous than Math 20-3.



KNOWLEDGE AND EMPLOYABILITY (K&E, -4)

K&E courses are designed for students who meet the criteria and learn best through experiences that integrate essential and employability skills in occupational contexts. These courses provide students opportunities to enter into employment or continue their education. K&E courses are for students in Grades 8 to 12 who demonstrate reading, writing, mathematical and/or other levels of achievement two to three grade levels below their age-appropriate grade. Students may combine K&E courses with other junior–senior high school courses or transition in and out of K&E courses throughout Grades 8 to 12. Students taking K&E courses may qualify for a Certificate of High School Achievement or they may continue their studies to qualify for an Alberta High School Diploma. To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic K&E course.

COURSE CREDITS

To earn credits in a high school course, you need to complete the course with a mark of at least 50%. While Grade 9 courses aren't assigned credits, courses in Grade 10 through 12 are assigned either 1, 3 or 5 credits, and credits can only be earned once in any course. A high school diploma requires that a student successfully complete, among other things, a minimum of 100 credits of classes.

SEMESTERED COURSES

Semestered classes are taught in half an academic year (a semester). In grades 10-12 most courses will be semestered, while in Grade 9 most courses will run year long. The value of semestering is that it maximizes opportunities to take 30 level sciences, reduces the number of diploma exams students write in each exam period, and reduces the number of courses students need to manage during a given semester.

ALBERTA HIGH SCHOOL CREDENTIALS

The Alberta High School Diploma and the Alberta Certificate of High School Achievement are symbols of student achievement throughout their schooling. The requirements for these pathways are outlined in the chart below.

Students can use a variety of courses to fulfill the diploma and certificate requirements. PICS cannot offer all courses authorized by Alberta Education, but we attempt to offer a program that:

- meets the Alberta diploma and certificate requirements.
- allows students to gain admission into most university programs.
- provides a wide range of complementary courses.
- develops the knowledge, skills and attitudes needed to live well in society.
- is responsive to parent and student input.

In high school grades, and especially in grades 11 and 12, course selection is important. It is important to choose courses with a view to each student's post-secondary goals. To make informed decisions about courses, consider researching any potential post-secondary programs' entrance requirements or the career the student wishes to enter. For further advice, talk to the school's career and academic counselors.

MyPASS

MyPass is an Alberta Education self-service website for students. PICS will strive to set up students on myPASS in Grade 10. Once set up, students can order high school transcripts, view diploma exam marks, view and print Detailed Academic Reports (DAR), track number of credits earned, view progress towards a diploma or certificate, and receive notifications for important messages. The school office will direct students and parents to access myPASS for questions relating to the above.

HIGH SCHOOL PATHWAYS

Alberta High School Diploma Requirements	Alberta Certificate of High School Achievement
<p>Earn a minimum of 100 credits in the following:</p> <ul style="list-style-type: none"> ▪ English 30-level—30-1 or 30-2; AND ▪ Social 30-level—30-1 or 30-2; AND ▪ Math 20-level—20-1, 20-2 or 20-3; AND ▪ Science 20-level—Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20; AND ▪ Physical Education (PE) 10; AND ▪ Career and Life Management (CALM); AND 	<p>Earn a minimum of 80 credits in the following:</p> <ul style="list-style-type: none"> ▪ English 20-2 or Knowledge and Employability (K&E) English 30-4; AND ▪ Math 10-3 or K&E Math 20-4; AND ▪ Science 14 or K&E Science 20-4; AND ▪ Social 10-2 or K&E Social 20-4; AND ▪ Physical Education 10; AND ▪ Career and Life Management (CALM); AND
<p>Earn 10 credits, in any combination:</p> <ul style="list-style-type: none"> ▪ Career and Technology Studies (CTS) courses ▪ Fine and Performing Arts courses ▪ Second Language courses ▪ Physical Education 20 and/or 30 ▪ Knowledge and Employability (K&E) courses ▪ Registered Apprenticeship Program (RAP) courses ▪ Locally Developed and Authorized courses in CTS, Fine arts, second languages or K&E occupational courses; AND 	<p>Earn 5 credits in:</p> <ul style="list-style-type: none"> ▪ 30-level K&E occupational course; OR ▪ 30-level Advanced Level (3,000 series) CTS courses; OR ▪ 30-level Locally Developed and Authorized course with an occupational focus <p>Earn 5 credits in:</p> <ul style="list-style-type: none"> ▪ 30-level K&E Workplace Practicum course; OR ▪ 30-level Work Experience course; OR ▪ 30-level Green Certificate Specialization course
<p>Earn 10 more credits, in any 30-level course (in addition to English 30-1 or 30-2 and Social 30-1 or 30-2) from:</p> <ul style="list-style-type: none"> ▪ 30-level Math, Science, Fine Arts, Second Languages, or PE ▪ 30-level Advanced Level (3,000 series) CTS courses ▪ 30-level Locally Developed and Authorized courses ▪ 30-level Work Experience courses ▪ 30-level Registered Apprenticeship Program (RAP) courses ▪ 30-level K&E courses ▪ 30-level Green Certificate courses 	<p>OR, instead of the 10 credits in the section immediately above earn 5 credits in:</p> <ul style="list-style-type: none"> ▪ 30-level Registered Apprenticeship Program (RAP) course <p>IMPORTANT: A Certificate of Achievement is NOT a high school diploma. K&E courses align with other courses to maximize opportunities for your success, to support your completion of high school, and to easily allow you to transfer to other courses. Such flexibility makes it possible to work toward achieving a High School Diploma. Another semester or year of high school may be part of your plan to do this.</p> <ul style="list-style-type: none"> ▪ To qualify for a Certificate of High School Achievement, you must successfully complete a minimum of one academic Knowledge & Employability course (English, Math, Science or Social). ▪ A Certificate of High School Achievement can be earned in 2 to 4 years. ▪ Written consent is required to register in each K&E course.
Alberta Certificate of High School Completion	
<p>Student requirements to apply for an Alberta Certificate of High School Completion include:</p> <ul style="list-style-type: none"> ▪ in school for at least 12 years (and is 17 years of age by March 1st of the current year); ▪ significant cognitive delays and involved in special education programming; ▪ nominated by the principal in the last year of school programming; ▪ worked towards goals and objectives in an I.P.P. (Individualized Program Plan); and ▪ typically, did not achieve credits in any high school English, mathematics, social studies, or science courses. 	

COURSE OFFERINGS

Parkland Immanuel Christian School's course offerings are designed to meet the requirement for High School Diplomas or Certificates of Completion and provide a well-rounded education to prepare students for active citizenship in God's kingdom.

Core courses are those courses necessary for completion of an Alberta High School Diploma or Certificate of Completion. Students are expected to take courses in the stream most appropriate for them and that support their post-high school plans. For each grade level students are required to take a set number of core courses (see below).

Complementary courses (options for students to choose) are subject to change and will be assigned based on indicated preference and availability. More detailed descriptions of these courses can be found in this handbook's appendix.

COURSE SELECTION PROCESS

Students will typically make course selections starting in April. The school will make every reasonable effort to accommodate student requests. At the start of each semester students will be provided with their schedule and course load.

PREREQUISITES

A prerequisite is something you need to do or know before doing or learning something else. Most Grade 11 and 12 courses have prerequisites. Usually, you need to earn a grade of at least 50% in a prerequisite course to take the next course in a sequence. If you earn less than 50%, you may choose to:

- repeat the course or
- with your principal's approval, continue to the next level in a less challenging course sequence (if available) and earn credits retroactively
 - For example, if you earn less than 50% in Social Studies 10-1, but continue to Social Studies 20-2 and complete the course (with at least 50%), you will earn credits for Social Studies 10-2 and Social Studies 20-2.

PROBATIONARY PERIOD

After consultation with the teachers involved, parents, and administration, students who did not meet a course's prerequisites may be granted permission to challenge a course. These students will have until the end of September (end of February for Semester 2), or first unit of study, to prove that they are able to meet the expectations of the course.

ADD/DROP DATES

Students may make course changes up until the end of the second week of each semester.

STREAMING

Some course sequences provide multiple streams to accommodate different levels of ability. In general, the lower the number of the stream the more academically challenging the course. Students in streamed courses (-1, -2, -3, or -4) must designate their stream of choice by the end of September (Semester 1), or end of February (Semester 2).

Below is a summary of the courses required/available to most students. This does not necessarily reflect special accommodations made for students with an Individualized Program Plan (IPP) or other considerations. K&E, -3, and -4 courses may be offered where there is sufficient need and school resources and personnel are available.

GRADE 9

Required Courses:

- Religious Studies 9
- English 9
- Math 9
- Social Studies 9
- Science 9
- Physical Education 9
- Health 9
- French 9

Complementary courses* are subject to change and will be assigned based on indicated preference, availability, and/or prior achievement. These may include:

- Music 9
- Construction
- Food Studies/Textiles
- Photography
- Computer Science
- Art

**more detailed descriptions of complementary courses can be found in this handbook's appendix*

GRADE 10

Required Courses:

- Religious Studies 15 (3 credits)
- English 10-1 or 10-2 (5 credits)
- Social Studies 10-1 or 10-2 (5 credits)
- Science 10 (5 credits)
- Math 10c or Math 10-3 (5 credits)
- Physical Education 10 (3 credits)
- CALM (3 credit)
- Leadership 10 (3 credit)
- Workplace Safety 3000/3010 (3 credit)

Complementary courses* are subject to change and will be assigned based on indicated preference, availability, and/or prior achievement. These may include:

- Art 10
- Instrumental Music 10 (Band)
- Construction
- Food Studies/Textiles
- Photography
- Computer Science

**more detailed descriptions of complementary courses can be found in this handbook's appendix*

GRADE 11

Required Courses:

- Religious Studies 25 (5 credits)
- English 20-1 or 20-2 (5 credits)
- Social Studies 20-1 or Social Studies 20-2 (5 credits)
- Math 20-1, 20-2, or 20-3 (5 credit)

The following 5-credit science courses will be assigned based on prior achievement and indicated preference. Students can take multiple science courses in Grade 11.

- Biology 20
- Chemistry 20
- Physics 20
- Science 24 (may not be offered in-person every year)

Complementary courses* are subject to change and will be assigned based on indicated preference, availability, and/or prior achievement. These may include:

- Art 10/20
- Instrumental Music 20 (Band)
- PE 20
- Construction 20
- Cosmetology
- PE 20
- General or Personal Psychology
- World Geography
- Study Blocks**

**more detailed descriptions of complementary courses can be found in this handbook's appendix*

*** In grade 11 students are allowed to drop up to the equivalent of one 5 credit course for study blocks*

GRADE 12

Required Courses:

- Religious Studies 35 (5 credits)
- English 30-1 or English 30-2 (5 credits)
- Social Studies 30-1 or Social 30-2 (5 credits)

One of the following (5 credit) math courses based on prior achievement and indicated preference. Although many post-secondary programs require students to have a 30 level math course, Math 30 is not a graduation requirement.

- Math 30-1
- Math 30-2
- Math 30-3 (may not be offered in-person every year)

The following 5-credit science courses will be assigned based on prior achievement and indicated preference. Students can take multiple science courses in Grade 12.

- Biology 30
- Chemistry 30
- Physics 30

Complementary courses* are subject to change and will be assigned based on indicated preference, availability, and/or prior achievement. These may include:

- Art 10/20/30
- Instrumental Music 30 (Band)
- PE 20/30
- Cosmetology
- PE 20/30
- General or Personal Psychology
- World Geography
- Math 31
- Study Blocks**

**more detailed descriptions of complementary courses can be found in this handbook's appendix*

*** In grade 12 students are allowed to drop up to the equivalent of one 5 credit course for study blocks*

NOTES TO COURSE SELECTION

1. Students in Grade 9 don't earn credits but will generally be expected to maintain a full course load.
2. Students must be enrolled in the required number of course credits (please see Policy 515 STUDENT COURSE REQUIREMENTS in the Appendix for more information):
 - a. Students in Grade 10 will normally carry a full 40 credit course load.
 - b. Students in Grade 11 and Grade 12 will take course loads of at least 35 credits.
3. High School students write diploma exams in the following courses:
 - a. Biology 30
 - b. Chemistry 30
 - c. Physics 30
 - d. English 30-1
 - e. English 30-2
 - f. Math 30-1
 - g. Math 30-2
 - h. Social Studies 30-1
 - i. Social Studies 30-2
4. As much as possible, students will be placed in courses that allow them to best use the talents they have been given. Parkland will strive to provide an excellent core academic program and provision will be made for students who can best use their gifts in less academic courses if possible. Each student's situation will be evaluated on an individual basis, but the following prerequisite charts have been developed based on many years of experience and, unless there are extenuating circumstances, the prerequisites listed will guide course assignments. Input from the student, parents, teachers involved, and administration will be considered before a student can drop or switch a course.
5. As much as possible, student course requests will be accommodated, but due to constraints (time, staffing, scheduling, capacity) limits may be put on the number of students who can enroll in any given course.

SPECIAL EDUCATION PROGRAMMING

Every student is made in the image of God, unique and with different strengths and challenges. Our desire is to support all students in their learning and to help nurture their spiritual, social, emotional, intellectual, and physical well-being. If your child has unique learning needs that may require specialized supports and services to help them achieve success, contact our learning assistance department to ask questions about available programs and how they can support your child's learning.

STUDENT ASSESSMENT

Assessment guidelines and parameters are laid out in Policy 502. See appendix for more details.

COURSE DESCRIPTIONS FOR GRADES 10-12

For detailed descriptions of the Alberta program of studies for each subject area, along with general and specific course outcomes, please visit Alberta Education's website: <https://www.alberta.ca/programs-of-study>

ENGLISH LANGUAGE ARTS

Language is a gift of God to man. Through language God has revealed Himself to us in His Word. It is also through language that we respond to God's revelation, showing ourselves to be created in His image. Although language may take many forms, its primary purpose should be to glorify our Creator. In addition to aspects of private/public worship through prayer, Bible reading and public speaking, we may glorify God through creative self-expression and communication with others. In this way we seek to fulfil our calling to serve God and our neighbour.

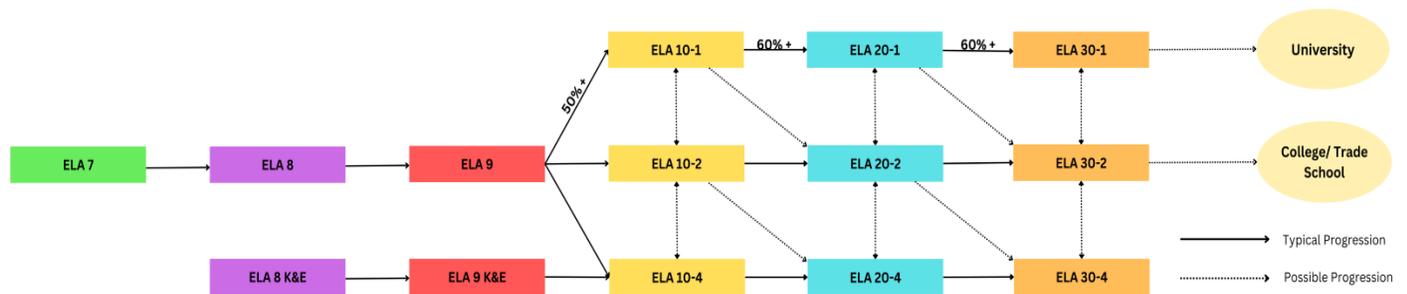
All language arts are interrelated and interdependent; facility in one strengthens and supports the others. The Alberta curriculum has divided language arts into the following six elements: Listening and Speaking, Reading and Writing, Viewing and Representing. The aim of the language arts program is to enable students to understand and appreciate language, use it confidently and competently in a variety of situations, and engage in personal growth and learning.

There are several course sequences students can follow. The English 10-1, 20-1, 30-1 stream is designed for students heading to university. The English 10-2, 20-2, 30-2 stream is designed for students heading to vocational schools. Both streams focus on interpreting texts and refining students' ability to show that they understand those texts. Additionally, both sequences meet diploma requirements upon completion of the 30-level course. However, ELA 10-1, 20-1 and 30-1 place more emphasis on understanding complex texts, and students who take this course sequence will create and analyze a variety of increasingly sophisticated literary texts. The K&E and -4 streams are designed for students entering the trades or the workforce immediately after high school.

Some post-secondary programs accept English Language Arts 30-2 for entry. Make sure you're familiar with entrance requirements for the programs being considered. Talk to our school counsellor to make sure the chosen course sequence is right for you.

The ELA progression chart below shows the pathways available and prerequisites for each level.

English Language Arts (ELA) Progression Chart



SOCIAL STUDIES

Social studies operates within the Biblical framework of Creation, Fall, Redemption, and Restoration. After the fall into sin there exists a constant struggle between God and His Church on one side, and Satan and the world on the other. Therefore, all aspects of social studies (history, geography, economics, politics, cultural development, etc.) are part of this intense struggle. We are in the first place citizens of heaven, belonging to God our Creator, and we must therefore be shining lights in the world in which he placed us. God, as King, desires to be honored and glorified by His Creation.

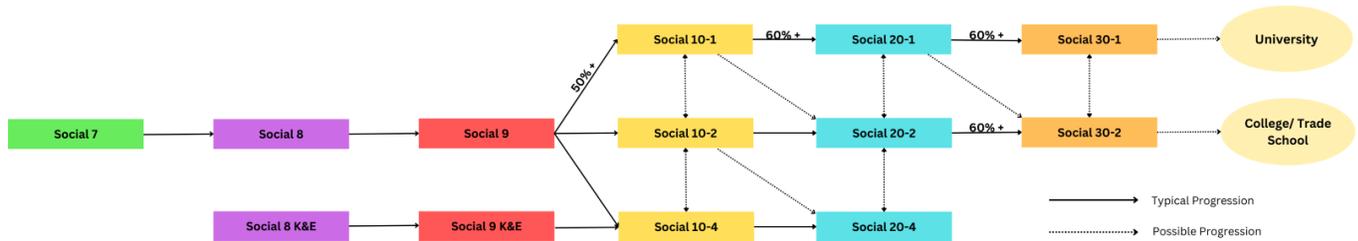
Responsible Christian citizenship in a God-centered world is an important goal of social studies. Basic to this goal is the development of critical thinking. The responsible citizen is one who is knowledgeable, purposeful, and makes responsible choices. By studying past and present issues, students will learn about truth, diversity and respecting multiple perspectives. Social studies explores how people are connected to one another and investigates how man has progressed in this fallen world.

There are two main course sequences in social studies: Social Studies 10-1, 20-1 and 30-1 and Social Studies 10-2, 20-2 and 30-2. In both sequences, students explore the meaning and effects of globalization, nationalism and ideologies. Additionally, both sequences meet diploma requirements upon completion of the 30-level course. However, the expectations for Social Studies 10-1, 20-1 and 30-1 put more emphasis on complex concept development, critical thinking and skill development. The K&E and –4 streams are designed for students entering the trades or the workforce immediately after high school.

Many post-secondary schools accept Social Studies 30-2 for entry. It's important for students to be familiar with entrance requirements for the postsecondary programs they are considering. Talk to your counsellors to make sure your chosen course sequence is right for you.

The social studies progression chart below shows the pathways available and prerequisites for each level.

Social Studies Progression Chart



MATHEMATICS

Mathematics reveal the order in creation and inspire awe of our Almighty God. He created the universe, marvelous in its system of orderliness, matchless in its beauty. This revelation of God in nature involves all areas, including mathematics, with its exploration of numbers, form, symmetry, systems and laws governing the harmonious workings of all things. Becoming literate and competent in math is an important way for man to give glory to the God of the universe. Everywhere in God’s works there is evidence of mathematical relationships. So, man, who is created in the likeness of God, finds in his work a need for mathematics. All his personal affairs must be managed in harmony with God’s Word and Will. Often, this requires reasoning and quantitative thinking. Mathematics is a common human activity, increasing in importance in a rapidly advancing, technological society. A greater proficiency in mathematics increases the opportunities available to individuals. Students need to become literate in math to explore problem-solving situations, accommodate changing conditions, and actively construct new knowledge in striving for self-fulfillment.

There are four basic math streams (-1, -2, -3, -4). Students have a choice of three mathematics courses when entering Grade 10: 10C, 10-3 and 10-4. Math 10C is a combined pre-calculus and foundations course designed for entry into post-secondary programs in a variety of disciplines including math and science.

Math 20-1 is a pre-calculus math course designed for entry into post-secondary programs with a math/science focus. Math 20-2 is a math foundations course designed for entry into post-secondary programs in a variety of disciplines not focused on math/science.

Math 30-1 is a pre-calculus math course designed for entry into post-secondary programs with a math/science focus. Math 30-2 is a math foundations course designed for entry into post-secondary programs in a variety of disciplines not focused on math/science.

Mathematics 31 may be offered if there is an available teacher and sufficient student interest. Math 31 is a calculus course that prepares students for post-secondary programs that recommend or require high school calculus for entrance. Students can take Mathematics 31 at the same time as Mathematics 30-1.

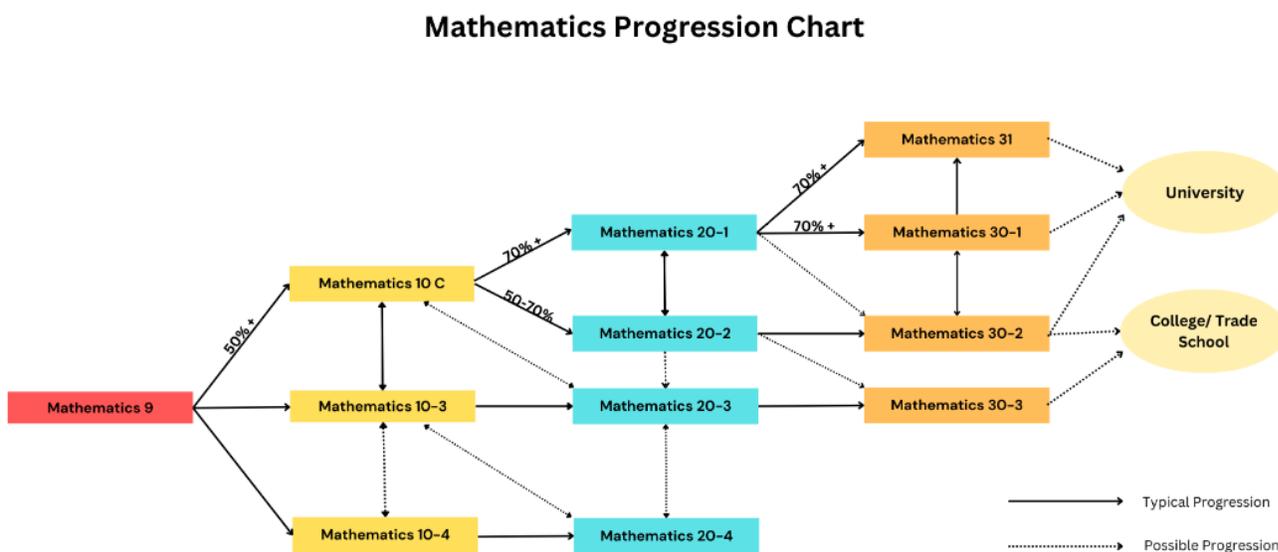
Students choosing 10-3 follow the 20-3 and 30-3 course sequence through Grade 11 and Grade 12. This course sequence is designed for students entering the trades or the workforce immediately after high school.

Students choosing 10-4 can follow the 20-4, Knowledge and Employability, course sequence through Grade 11 or move to 10-3. This course is designed for students who need a functional knowledge of basic mathematics to live independently in society. Students in a -4 stream cannot use these courses to satisfy specific diploma requirements, although it does provide students with credits.

Students who enroll in 10C don't need to choose their course sequence until Grade 11. This gives students an extra year to decide which sequence best suits their interests and their future needs.

Students can transfer between the -1 and -2 course sequences in grades 11 and 12, which allows them to change their mathematics program if their future goals change.

The following chart depicts the math streams and the pathways that exist between them.



SCIENCE

Science is knowledge about the natural and created universe. It is the study of what we perceive as being reality. This reality has been created by God who has revealed Himself through His created world. Science inspires a sense of wonder and curiosity about God's world. Through scientific inquiry we can perceive a degree of the amazing complexity and orderliness of God's world. Students will become more familiar with the world around them and understand that God's laws govern the universe. Studying relationships in creation and between science, technology, and society can help students understand how and why things work.

The focus of our science program of studies is two-fold: one is to develop the skills that will allow students to undertake systematic inquiry and to solve problems. The other is to help students come to know some of the concepts and generalizations held by scientists and to differentiate between what is truth and untruth based on God's Word.

Science 10 is the prerequisite for all academic sciences. In other words, students need to complete Science 10 before advancing to other science courses. Science 10 gives an overview of the biological, chemical, physical, and earth sciences and an awareness of their connections. Science 10 is a mandatory course designed for credit towards an Alberta High School Diploma.

Biology 20 and 30 explore how living organisms interact with each other and within their systems. Biology 20 focuses on energy and matter exchange and is a prerequisite for Biology 30. Biology 30 emphasizes adaptation and change.

Chemistry 20 and 30 examine matter and how it interacts on a molecular level. Students will explore and understand the natural world and see chemistry's influence on everyday life.

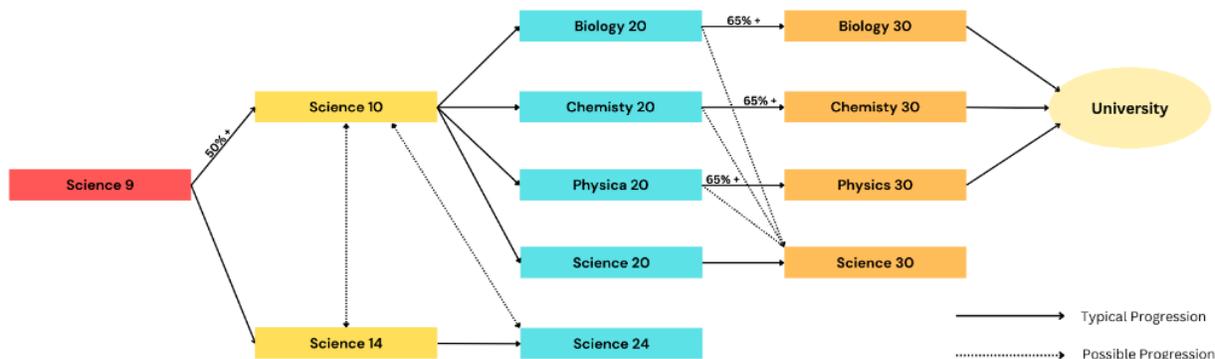
Physics 20 and 30 examine matter and energy and their interactions. Students will study the underlying physics principles behind natural events.

Science 20 and 30 (only offered if there is sufficient student need/interest and an available teacher) explore concepts related to physics, biology, chemistry and earth sciences. Biology 20, Chemistry 20 or Physics 20 can be used as prerequisites for Science 30.

Science 14 and 24 include topics in biology, chemistry and physics students can apply in their daily life. These courses allow students to meet the credit requirements for an Alberta High School Diploma.

The Science progression chart below shows the pathways available and prerequisites for each level.

Science Progression Chart



**Students desiring to take Chemistry 20 or Physics 20 must also achieve 65% in Math 10C.*

FRENCH AS A SECOND LANGUAGE

Language is a gift of God to man and may take many forms. Its primary purpose should be to glorify our Creator. The Second Language Program of Alberta Education encourages schools to teach a second language from Grade 4 to Grade 12. Additionally, the value of learning a second language to one's general academic growth is well established. Also, the ability to speak in another language increases one's ability to show Christian hospitality to all. Given its status as an official language in Canada and its widespread worldwide use, French is the second language of choice at PICS, and will be offered when possible.

French is mandatory in Grades 4-9. In years where a qualified teacher is not able to teach French 10 other options will be pursued. French 20 and 30 will be offered when there is both a sufficient level of interest and a qualified instructor is available. Students will engage in various language activities, based on the context, the communicative task, and the different information and communication technologies available.

PHYSICAL EDUCATION (PE)

In the development of a physical education program, we remember two basic principles. First, God created us in both body and soul. Our bodies are important, and the physical condition of our bodies affects our total well-being. Students should learn to care for their bodies, in order that they may be able to serve God and man to their full potential. Secondly, our bodies are temples of the Holy Spirit. We are to be responsible for the development and care of all our God-given talents, including physical skills. We also realize that in physical education many social skills are taught and required as an important component of Christian education.

In physical education students will be given the opportunity to practice and understand such values as personal integrity, cooperation, self-respect, responsibility, and self-discipline, as well as learn practical skills and sports. By means of sequential, goal-centered education, this program will attempt to develop understanding, appreciation, confidence, and skills. Students will be given the opportunity to learn about their created bodies, develop positive attitudes towards maintaining a healthy body, and develop physical skills to the fullest.

PE 10 is a mandatory graduation requirement. PE 20 and 30 are considered complementary courses and may be offered as either 3 or 5 credit options.

The physical education program emphasizes:

Active living- with a focus on physical activity that is valued and integrated into daily life.

Benefits health- understand, experience and appreciate the benefits resulting from activity.

Cooperation- interact positively with others.

Do it daily, for life- assume responsibility to lead an active way of life.

RELIGIOUS STUDIES

The aim of our religious studies program is to reveal the creative and redemptive work of God in the history of His chosen people, in the story of Christ, and in the history of the early Christian community. God has revealed Himself to His people through His Word. The Bible is the holy, infallible Word of God. It contains everything we need to know for our salvation. The study of God's redemptive work throughout all generations is an integral part of our covenantal worldview. Through the study of God's Word, students will realize how God gathers, protects, and preserves a people for Himself. Students will be encouraged to give God the glory and honour He deserves, and to also see His grace at work in their own lives.

This sequence is a mandatory sequence at PICS and is therefore considered a compulsory component for graduation. The progression of outcomes in Religious 15, 25, and 35 is non-sequential and as such they may be taught in any order and no course is a pre-requisite for any other. Additionally, these courses may be taught as either 3 or 5 credit courses.

The general structure of these courses is a progression from the study of Christian scriptures and history to an examination of world religions and influential worldviews. Finally, they conclude with an examination of how different religious viewpoints answer fundamental questions about life.

CAREER AND LIFE MANAGEMENT (CALM 20)

God, the giver of life, has given each person distinct, unique characteristics and limitations. Each has the potential to grow as a child of God and to live his/her life in a manner which glorifies God. The school, as an extension of the home, should assist students to see themselves as unique and important individuals. A health program encompasses many facets of the nature of the person and his development. It should assist

the students in recognizing their role and responsibility in life, in accordance with the gifts they have been given.

The aim of the CALM 20 course is articulated through three general outcomes: Personal Choices, Resource Choices, and Career and Life Choices. CALM is a mandatory course designed for credit towards an Alberta High School Diploma.

WORKPLACE SAFETY 3000/3010

Students in Grade 10 will take HCS 3000 (Workplace Safety Systems) and 3010 (Workplace Safety Practices). These courses give students the fundamentals of workplace safety practices. Students will learn basic practical knowledge for off-campus education and a safer work experience. After completing these courses, students will understand the principles and practices of workplace health and safety. HCS 3000/3010 are prerequisites for enrolling in off-campus programs.

OFF-CAMPUS PROGRAMMING

The Board of Parkland Immanuel Christian School supports the provision of off-campus education opportunities through school/community partnerships to help students acquire knowledge, skills and attitudes and gain practical experience related to life skills and career opportunities. Off-Campus Education credits will only be offered when enough students are enrolled to make offering the program feasible. Such decisions are at the discretion of school administration.

Off campus programs include:

- Work Experience 15, 25, 35
- Career Internship 10
- Registered Apprenticeship Program (RAP)
- Green Certificate Program

In you are interested in learning more about these programs please talk to a school counselor for more information. More details on off-campus programming can also be found in the appendix (see Policy 517 Off-Campus Education Policy and Procedures).

ADDITIONAL COSTS

In addition to regular tuition some courses and programs have additional costs that students or their parents are responsible for. These courses and programs may vary from year to year, but several are listed below.

COURSE COSTS

Physical Education Courses: Although these courses don't have set fees they often have a higher than average number of field trips which may have some costs associated with them.

Instrumental Music: Students are responsible for providing their own instruments for this course. The school will rent out some types of instruments and we provide access to the rental program run by Long and McQuade, but ultimately it is the responsibility of the students and their parents to either access these opportunities or make other arrangements.

Construction Courses: In order to cover the costs of materials for projects that students will be able to take home when completed, a fee may be assessed for each course depending on need.

Wildlife: In order to cover some of the costs associated with the overnight trip that is an essential part of this course, a fee is assessed to each student. In addition to this a successful trip requires that the students will have a significant amount of hiking gear that they will need to either borrow or buy.

Other Curricular Field trips: Occasionally teachers will take students on a field trip which may involve some costs (e.g. Science Riverwatch, Museum outings, etc.).

EXTRA-CURRICULAR ACTIVITIES

Athletics: Athletic teams generally assess a fee to help cover the costs associated with their activities.

Student Clubs (e.g. Art, Outdoor, ARPA, etc.): In order to cover the costs of materials various student organizations may require a fee or engage in fundraising activities.

AWARDS AND SCHOLARSHIPS

Various awards and scholarships are available to our graduating students each year. Full details can be found in our school handbook and on the school website. Each year the school administration will present these awards and scholarships to Grade 12 students. Students and parents are encouraged to contact the school's career counselor if they have questions or would like more information.

AWARDS

The following awards recognize the unique gifts and talents given to our students by God. These awards are representative of the showering of God's gifts among the entire student body.

- Christian Leadership Award
- Female Athlete of the Year Award
- Male Athlete of the Year Award
- Penguin Award for Outstanding Character in Academics
- Penguin Award for Outstanding Character in Athletics
- Band-Member-of-the-Year Award
- Top Academic Honors
- Art Award
- Valedictorian

SCHOLARSHIPS

Scholarships recognize the achievements of our Grade 12 students and often provide financial assistance for future post-secondary studies. Unless otherwise stated scholarships will be awarded at the Graduation Ceremony of Parkland Immanuel Christian School. For all school managed scholarships, funds will be disbursed upon proof of registration into the relevant post-secondary program unless otherwise specified. Additionally, any scholarships will be added to the general Parkland scholarship fund if they are not claimed within 3 years from the time they were awarded.

- Academic Athlete Scholarship
- Academic Excellence Scholarships
- Alexander Rutherford Scholarships
- Ali DeNijs Medical Scholarship
- Christian Credit Union Scholarship
- Dutch Delicious Scholarship
- Remuda Above and Beyond Ordinary
- The Gary Drost Memorial Scholarship
- Governor General's Bronze Academic Medal
- Honors in Music Scholarship
- Parkland Immanuel Christian School Education Scholarship
- Parkland Immanuel Christian School Special Needs Support Scholarship
- Premier's Citizenship Award/Founders Memorial Scholarship

OTHER SCHOLARSHIP OPTIONS:

The following websites provide information on additional scholarships. Students are encouraged to access these resources to finance their post-secondary education.

<http://studentaid.alberta.ca/scholarships.aspx>

<http://www.univcan.ca/programs-and-scholarships/>

<http://www.scholarshipscanada.com/>

<http://alis.alberta.ca/hs/fo/pay/scholarships.html>

APPLICATION DEADLINES

ALEXANDER RUTHERFORD SCHOLARSHIPS FOR HIGH SCHOOL ACHIEVEMENT

(When enrolment is secured)

ALI DE NIJS MEDICAL SCHOLARSHIP	May 1
CHRISTIAN CREDIT UNION SCHOLARSHIP	March 1 to April 15
DUTCH DELICIOUS SCHOLARSHIP	May 1
REMUDA ABOVE AND BEYOND ORDINARY	May 1
PARKLAND IMMANUEL CHRISTIAN EDUCATION SCHOLARSHIP	May 1
PARKLAND IMMANUEL CHRISTIAN SPECIAL NEEDS SUPPORT SCHOLARSHIP	May 1
PREMIER'S CITIZENSHIP/FOUNDERS MEMORIAL SCHOLARSHIP	May 1

APPENDIX

Complementary Courses

Policy 502: PICS Assessment Policy

Policy 509 Student Motor Vehicle Policy

Policy 509.1 Open Campus Policy

Policy 515: Student Course Requirements Policy

Policy 517: Off Campus Education Policy and Procedures

Policy 523: Student Personal Devices

COMPLEMENTARY COURSES

A range of fine arts, career and technology studies, sciences, and other courses will be offered at PICS as determined by capacity, student interest, and staff expertise. These courses are used to complement the core curriculum. Some of these courses will consist of several modules which combine to form a connected course of study as indicated below. If there is sufficient interest however, a section of Independent Study may be set up where students may choose from a selection of CTS modules and complete these modules under the supervision of a teacher but with a greater degree of independence than a 'regular' classroom. These courses are subject to change and different combinations may be offered from year to year.

ART 10/20/30 (5 credits each)

This art program part of a unified, sequential course that focuses on three major components of visual learning:

- Drawings or delineations – all the ways we record visual information and discoveries
- Compositions or structures – all the ways images are put together to create meaning
- Encounters with art – where we meet and how we respond to visual imagery.

INSTRUMENTAL MUSIC 10/20/30 (5 credits each)

Instrumental Music 10 / 20 / 30 is a performance-based stream of music courses in which students can continue to hone their musical skills. Students will be able to participate by playing wind, brass, or percussion instruments. The Instrumental Music program uses a developmental approach to music instruction and provides for several levels of student ability and achievement. Students have the opportunity to strive for excellence in the following areas: performing, listening, creating and valuing. Through Instrumental Music, students are encouraged to develop their creative abilities and apply maximum effort in performance through physical and mental discipline. Evaluation is based on participation, music analysis, playing tests and performance. Opportunities will also exist for larger concerts and events inside and outside of the community.

COMPUTER SCIENCE 10

Computer Science 10 will consist of the following three modules.

CSE1210: CLIENT-SIDE SCRIPTING 1

Students are introduced to Internet computing through the use of one or more Web-specific markup languages. As part of this process, students learn how the Web uses markup languages to provide a client-side approach to display static information. Students also learn how to analyze, modify, write and debug algorithms and documents that use a markup language.

CSE1110: STRUCTURED PROGRAMMING 1

Students are introduced to a general programming environment in which they write simple structured algorithms and programs that input, process and output data, use some of the more basic operators and data types, and follow a sequential flow of control.

CSE1120: STRUCTURED PROGRAMMING 2

Students work with structured programming constructs by adding the selection and iteration program control flow mechanisms to their programming repertoire. They write structured algorithms and programs that use blocks to introduce an element of modularity into their programming practice.

FINANCIAL MANAGEMENT 10

This course will consist of the following modules.

FIN1015: ACCOUNTING PREP

Students are introduced to accounting and terminology unique to financial accounting. They become familiar with financial statements, generally accepted accounting principles and how to prepare for starting a business.

FIN1020: ACCOUNTING CYCLE 1

Students are introduced to the accounting cycle for a service business. They will analyze and record business transactions up to trial balance for the fiscal period of a business using terminology unique to financial accounting.

FIN1030: ACCOUNTING CYCLE 2

Students complete the accounting cycle for a service business, preparing financial statements and closing accounts. They also will explore other factors of a business, including budgets.

CONSTRUCTION TECHNOLOGIES

Construction courses generally involve learning skills while producing a piece of work that the student will then be able to take home and enjoy. In order to cover the costs of the materials for these projects a fee will be assessed on a course-by-course basis.

CONSTRUCTION TECHNOLOGY 10

CON1010: Basic Tools & Materials.

Students develop basic hand tool and production skills to transform, safely, common building materials into useful products.

CON1120: Project Management

Students develop basic shop drawing and estimating skills and apply them to build a project.

CONSTRUCTION TECHNOLOGY 20/30

There are no set modules for this course since it is dependent to a certain degree on the shop experience of the students in the class and on other factors (i.e. we may not build sheds every year, especially as the classes grow because there may not be sufficient demand for the number of sheds produced by a large class.) However, the following modules represent a sample of the modules we use in this course.

CON 1070: Building Construction

Students examine common building systems and develop basic skills related to building a simple model or full-size system/structure.

CON 2035: Floor Framing System

Students develop basic framing knowledge and skills associated with the construction of a floor and wall system.

CON 2045: Wall Framing Systems

Students develop basic framing knowledge and skills associated with the construction of a wall system.

CON 2050: Roof Structures 1 (Framing and Finishing)

Students develop basic knowledge and skills associated with framing and finishing a simple roof system.

CON 1130: Solid Stock Construction

Students develop basic hand and power tool skills to build a product made from solid wood.

CON 1160: Manufactured Materials

Students select and use the appropriate materials and tools to build a product or structure from a wood composite or another manufactured material.

CON 2120: Multiple Materials

Students develop a product that incorporates two or more types of material in its construction.

CON 2160: Cabinetmaking 1 (Web and Face Frame)

Students apply web and face frame construction techniques and use solid and/or manufactured materials to produce a built-in or modular cabinet.

CON 2170: Cabinetmaking 2 (Door and Drawer)

Students use solid and composite materials to develop skills in building cabinet doors and drawers.

FOOD STUDIES 10

The following modules make up the Food Studies 10 Course:

FOD1010: FOOD BASICS

Students learn safe and sanitary food handling procedures, equipment care, comprehension of recipes and the importance of efficient work habits.

FOD1020: CONTEMPORARY BAKING

Students develop and demonstrate an understanding of traditional and contemporary baking focusing on basic measuring techniques, preparation methods, role of ingredients and the proper use of equipment for baked goods.

FOD1060: CANADIAN HERITAGE FOODS

Students become aware of how food in Canada today reflects the country's history and origins by examining food patterns and customs, and by analyzing and preparing ethnic foods.

FOD2040: CAKE & PASTRY

Students expand their knowledge and skills in the production of a variety of cake and pastry products

MEDIA, DESIGN, AND COMMUNICATION**DESIGN 10**

This course focuses on the development of design skills that will be useful in a variety of contexts. Specific emphasis will be on construction projects.

DES1050: CAD 1

Students develop basic knowledge and skills in computer-aided design (CAD).

DES2055: CAD 2

Students develop intermediate knowledge and skills in computer-aided design (CAD).

PHOTOGRAPHY 10

This course focuses on the development of design and photography skills that will be useful in a variety of contexts.

COM1005: VISUAL COMPOSITION

Students learn to employ fundamental elements and principles of design for various media and gain a strong foundational multidisciplinary experience in preparation for other Communication Technology courses.

COM1205: PHOTOGRAPHY – INTRODUCTION

Students develop essential skills in camera use with a focus on basic composition, set-up and an examination of exposure. Students operate a camera to capture images and produce final display proofs.

COM1215: PHOTOGRAPHY – EXPOSURE

Students learn the technical and creative uses of aperture, shutter speed and ISO, and demonstrate how combinations of the three elements give very different results. Students also discover how a correct exposure is obtained through the combination of shutter speed, aperture and ISO, which make up the photographic triangle.

TEXTILES 10

This course focuses on the development of fashion and textiles skills that will be useful in a variety of contexts.

FAS1030: SEWING FUNDAMENTALS

Students learn how to safely use and care for sewing and pressing equipment and apply these skills during project assembly.

FAS1060: CREATING ACCESSORIES 1

Students use basic sewing skills and techniques to construct a home or personal accessory.

LEADERSHIP 10

Christian leadership involves service and managing interpersonal relationships. In addition to leadership training, this course will also include a focus on service, important life skills, asking good questions, and future paths. Through learning and application, students will demonstrate Christian leadership and skill in a variety of areas, including apologetics. Students will also design and execute a volunteer service project in their community. This course is made up of the following CTS modules:

HSS1080: LEADERSHIP FUNDAMENTALS 1

CSS1080: Community Volunteerism

HSS 1910: Project A

WORLD GEOGRAPHY

In this course, students will be introduced to the concepts of physical and cultural geography. Discover how physical processes, weather, climate, landforms, soils, and vegetation affect the earth and its inhabitants. You'll also learn how human activities, such as industry development, land use, settlement patterns, and resource exploitation impact the environment.

PERSONAL PSYCHOLOGY

The goal of psychology courses is to take a scientific approach to understanding human behaviour and the motivations that underlie it. In personal psychology, students explore personality, development of behaviour (language, social, physical, emotional, etc.) through the lifespan, different types of intelligence,

the influence of genetics and environmental factors ("nature vs. nurture") on behaviour, and the functioning of the brain in sensing and perceiving the world around, which has close links to Biology 30 content.

GENERAL PSYCHOLOGY

In the general psychology module, there is less focus on biological science, and ironically, just as much personal application! Students learn about skills and problems related to learning, memory, thinking and reasoning, dealing with frustration and conflict, adolescent roles, relationships, identity, etc., and a range of serious behavioural disorders and treatments. There are many opportunities to discuss being a Christian in today's culture, as well as fascinating topics like cults and criminal behaviour. There is also a focus on exploring potential career opportunities.

COSMETOLOGY

This course includes several 1-credit modules, beginning with Cosmetology 1010, which is a prerequisite for courses related to all things hair, skin, makeup, etc. The specific chosen modules we combine for this course teach students transferable skills related to personal grooming, health, professionalism, ethics, stewardship, and safety before focusing on the face. Skincare is studied both scientifically and with hands-on practice on self and "clients" as a foundation. Then, theatrical makeup techniques are used to support the Adrenaline Theater program, which is great fun! Finally, students learn makeup techniques for makeup they could wear and/or apply on others for a variety of specific occasions.

502 PICS STUDENT ASSESSMENT POLICY

1.0 INTRODUCTION

Parkland Immanuel Christian School will strive to use assessment practices that inspire and challenge students to use their God-given talents to joyfully learn about God and our world from a covenantal perspective.

2.0 DEFINITIONS

- 2.1 “**Assessment as Learning**” (a component of “**formative assessment**”): the collection and use of assessment information by students to learn about their learning processes in order to plan, regulate and reflect on their own learning and metacognitive strategies.
- 2.2 “**Assessment for Learning**” (a component of “**formative assessment**”): the collection and use of assessment information by teachers to adjust teaching for the purpose of improving students’ learning. This process involves the on-going exchange of information among the teacher and students. This information is not usually used for grading and reporting.
- 2.3 “**Assessment of Learning**” (also known as “**summative assessment**”): the collection and use of assessment information by teachers to make judgments about students’ achievement at key points during and at the end of a cycle of instruction, for the purpose of grading and reporting.

3.0 GUIDELINES

- 3.1 Assessment information shall be used for the purposes of assessment *of* learning, assessment *for* learning and assessment *as* learning.
- 3.2 Students shall be actively involved in assessment as users of assessment information to support learning.
- 3.3 Principals shall inform students and their parents/guardians of how students’ achievement will be assessed and of the achievement standards.
- 3.4 Teachers shall assist students to understand achievement standards for learning outcomes.
- 3.5 Teachers shall inform students on an ongoing basis how their achievement will be determined.
- 3.6 Teachers shall assess student achievement across the range of learning outcomes.
- 3.7 Communication among teachers, students and parents/guardians shall be ongoing and timely, employing a variety of methods to identify progress, success and gaps in students’ achievement of the learning outcomes.
- 3.8 When students fail to submit a sufficient number of assessments for grading purposes, and every effort to obtain the assessments has been exhausted, teachers in consultation with the Principal shall use professional judgment to determine students’ marks for the missing assessments, that is, failing marks or zeros.
- 3.9 The School Board shall hear appeals from administrative decisions that significantly affect the education of a student provided the appeal is brought in accordance with this policy and its associated guidelines and Policy.

4.0 ASSESSMENT PRACTICES

- 4.1 Principal ensures that guidelines and procedures are in place within the school to support assessment of, as, and for learning.
- 4.2 Teachers assess students’ performance and determine their achievement (attainment of the learning outcomes in the Alberta Program of Studies) across the range of learning outcomes.
- 4.3 Assessment tasks and instruments assess enduring understandings and transferable skills where reasonable.
- 4.4 Assessment tasks and instruments are valid and reliable and clearly linked to identified learning outcomes.
- 4.5 Assessment tasks and instruments are reviewed on an ongoing basis for validity and reliability.

- 4.6 Teachers assess students' performance and determine their achievement of learning outcomes at the grade level assigned for their instruction.
- 4.7 Teachers select assessment methods that are compatible with the learning outcomes being assessed.
- 4.8 Teachers inform students on an ongoing basis of how their achievement will be determined.
- 4.9 Teachers provide students with clear descriptions of performance criteria and standards, such as in rubrics and exemplars, prior to assessment tasks.
- 4.10 Teachers ensure students with special education needs receive appropriate accommodations to complete assessments.
- 4.11 Teachers retain assessment records in indirect forms, such as anecdotal notes, recordings, rubrics, and percentage scores.
- 4.12 When percentages are used for final grades, teachers may use their professional judgement to raise marks that border pass/fail, honours/not honours. For example, 48 or 49% becomes 50%, 78 or 79% becomes 80%.
- 4.13 Teachers use the evidence that supports their most accurate judgement about students' achievement of learning outcomes. For example, a teacher may exclude an assessment that contradicts achievement consistently demonstrated by a student when determining a final grade.
- 4.14 Teachers use a variety of methods to gain insights into students' interests and learning profiles for the purpose of planning assessment.
- 4.15 Teachers monitor students' actions and performance on an ongoing basis to determine and respond to their learning needs.
- 4.16 Teachers provide students with feedback that describes in a clear and understandable way students' current performance relative to learning outcomes.
- 4.17 Teachers teach students to become aware of their own learning strengths and needs and to identify their own progress toward learning outcomes.

5.0 FINAL EXAMS/ASSESSMENTS

Junior and Senior High school students will write midterms and final assessments as scheduled.

5.1 Junior High

- 5.1.1 Grade 7 and 8 will write final exams in Math, Social, and Science
- 5.1.2 Grade 9 students will write PAT's in Social, Science, Math, and Language Arts only
- 5.1.3 Grades 7-9 may complete a final assessment in Religious Studies and English, as determined by the teacher of that course. These assessments may be completed outside of exam week
- 5.1.4 Final assessments will be weighted at 20% for each course

5.2 Senior High

- 5.2.1 Grade 10 and 11 will write midterms and final exams in Social, Science, and Math
- 5.2.2 Grade 12 students will write midterms and Diploma Exams for the courses they are enrolled in
- 5.2.3 Grades 10-12 may complete a final assessment in Religious Studies and English, as determined by the teacher of that course. These assessments may be completed outside of exam week

- 5.2.4 Final assessments will be weighted at 20% for non-diploma courses
- 5.3 Guidelines
 - 5.3.1 Final assessment criteria/parameters (e.g. length and complexity, format, schedule) will be established by teachers in conjunction with administration, for each course and type of final assessment
 - 5.3.2 Depending on the level of need, accommodations, and/or modifications, students on IPP's may be exempt from final exams/assessments, at the discretion of administration, teacher(s), and LASN coordinator
 - 5.3.3 Students unable to write a final assessment because of serious illness, injury, bereavement or for other compelling reasons for which sufficient cause is demonstrated, should apply to the Principal who determines if an alternative final assessment is appropriate. Accommodation may take the form of:
 - 5.3.3.1 An exemption from the final assessment, if sufficient evidence is available to determine students' achievement of the learning outcomes.
 - 5.3.3.2 Students writing an equivalent final assessment administered under secure conditions.
- 5.4 Rationale
 - 5.4.1 It gives students the opportunity to demonstrate mastery of key learning outcomes for major courses of study
 - 5.4.2 It provides all students with valuable learning opportunities
 - 5.4.3 It gives students opportunities to learn and practice study skills
 - 5.4.4 It helps prepare students for post-secondary studies
 - 5.4.5 It provides teachers and the school will valuable information related to student learning
- 6.0 COMMUNICATION AND REPORTING
 - 6.1 Principal ensures communication with parents/guardians about students' learning.
 - 6.2 Principal ensures that the schedule for final assessments is communicated to students and parents/guardians.
 - 6.3 Teachers employ a variety of strategies to communicate student progress and achievement to parents/guardians.
 - 6.4 Report cards will be issued a minimum of twice during a semester and a minimum of three times for full year programs in grades K-12.
 - 6.5 The report card and Individualized Program Plan (IPP) are complementary documents for students identified with special education needs. An IPP is based on diagnostic information and provides the basis for intervention strategies. The report card indicates achievement in life skills, foundational skills, academic readiness and/or achievement of learning outcomes.
 - 6.6 Students who have not completed a sufficient number of assessments for the assessment of their achievement will have their achievement reported as Incomplete (I) until these assessments have been completed.
 - 6.7 Parent/teacher/student conferences (students optional) will be offered a minimum of two times per year.
 - 6.8 Principal ensures that appeals are dealt with in a timely manner according to appeal procedures.

6.9 Every student and/or parent/guardian has the right to appeal final assessment results to the Principal or designate. Information regarding the appeal procedures is to be made available to students and parents/guardians (unless students are independent). If the student and parent/guardian are not satisfied with the decision made at the school level, they may appeal to the School Board.

7.0 APPEAL PROCEDURES

The student and/or parent/guardian may appeal a school awarded final course grade, final examination mark or a course or program placement. This appeal must be submitted in writing, to the Principal/designate within 14 days of the assessment results being made available. Once received, a decision on the appeal must be made in writing within ten school days. In reviewing an appeal, the Principal/designate:

7.1 Meets with the student and parent/guardian;

7.2 Consults with appropriate teachers to review assessment information; and

7.3 Submits in writing to the student, parent/guardian (where applicable) and teacher(s), a decision regarding the appeal.

8.0 PLACEMENT

8.1 Decisions concerning course, grade and program are made in consultation with the student (where appropriate), parents/guardians, and teachers and Principal/designate.

8.2 These decisions are the result of ongoing communication between the school and student and parents/guardians.

8.3 Retention of a student in Kindergarten to Grade 9 will be considered only if parents/guardians and the Principal and teacher(s) are in agreement that a student's social, emotional, and academic development would benefit.

509 STUDENT MOTOR VEHICLE POLICY

1.0 POLICY & PROCEDURE

1. All students from Kindergarten to Grade 10 will only leave School during school hours with specific permission from their parents; this permission must be communicated by parents directly to the Administration office.

2. Students are also forbidden from driving other students (with the exception of siblings) from School to School sponsored events.

3. All parents who drop off or pick up elementary aged students must escort their children to and from their vehicles to the south sidewalk of the School.

4. On school days from 8:20 AM to 8:30 AM and from 3: 20 PM to 3:30 PM there is a No Vehicle Movement Rule in effect for the Bus Lane.

1.

1.1 This means that parents must avoid the bus lane to ensure students can move safely to the busses, and to ensure a smooth arrival and departure of busses to and from the School.

1.2 Parents who arrive during this time must use the designated East entrance by the church and leave using the designated West Exit of the parking lot.

509.1 OPEN CAMPUS POLICY

POLICY & PROCEDURE

1. Students in Grades 11-12 may leave School campus during spares or breaks without specific permission from parents/legal guardians.
2. Students may drive with other students as long as they are not travelling from School to a school-sanctioned event.
3. Students must sign-in and sign-out at the School office when coming and going.
4. In cases where students leave during school hours without permission, the school will notify parents where possible and apply standard disciplinary procedures.
5. Leaving during school hours is a privilege. Students who arrive late to class or abuse this privilege may lose it.
6. Students are to conduct themselves in accordance with the Student Code of Conduct while off campus.
7. “Alcohol, Tobacco, Cannabis and Other Inhalants 513” applies to students who leave school campus during school hours.
8. The School is responsible for providing supervision for students while on-site and during school sanctioned trips and extra-curriculars.
9. Parents/legal guardians may decide to withhold permission for their child(ren) to leave School campus during school hours.
10. Parents/legal guardians remain ultimately responsible for their child(ren)’s behavior while leaving school premises.

515 STUDENT COURSE REQUIREMENTS POLICY

INTRODUCTION & RATIONALE

Encourage Maximum Instruction Periods:

1. It is each individual’s responsibility to develop their God given talents to the fullest, and Staff and Board at Parkland Immanuel Christian School will provide and encourage an industrious learning environment.

Spares:

1. Our objective is to discourage excessive spares, not all spares.
2. Spares or study periods can be just that – a time for study enabling the student to achieve better grades in the courses they are taking.
3. In the more senior grades study time is increasingly important. However, more than five credits worth of “Spare” time during a year is considered excessive.
4. Excessive student loitering or free time has disadvantages that outweigh the benefits.
5. Too many spares prevent students from developing their talents to their utmost. The atmosphere of leisure is infectious, encouraging other students to spend too much of their time in a similar unproductive manner.
6. Without adequate study facilities, students with spares are often idle in the halls or foyer. This does not present a good image of the school to visitors or other students.
7. Students with spares may remain at school as long as they are using their time wisely, obeying school rules, and not causing disruptions or mischief.

School Culture:

1. Compliance with the Course Requirement Policy contributes to a positive culture.
2. PICS strives to develop student growth academically, socially, and spiritually as responsible stewards of their God-given gifts and talents.

3. Compliance with the policy is considered by the Board to be critically important for the benefit of the school and of all students.

DEFINITIONS

1. “Spare”: A block without supervised instructional activity (excluding lunch).
2. “Credit”: a unit awarded for successful completion of a course. Each credit roughly corresponds to 25 hours of instruction.

REQUIREMENTS

1. Grade 11 and 12 students at Parkland Immanuel Christian School must be enrolled in 35 credits per year.
2. Credits may be obtained by taking teacher-taught courses at PICS, correspondence courses, or through work experience and off campus programs.
3. Correspondence courses being used to meet the requirements of this policy will only qualify if approved by school administration. Students may not enrol in a correspondence course at the same time it is being offered at PICS.
4. Students are expected to be in class during all class time, not including lunch break. If students are taking correspondence courses they are expected to be working on their course material as directed by administration and/or their designated supervisor.

ACCOMMODATIONS

Occasions may arise where accommodations will be considered for students with special circumstances.

1. Students on an Individual Program Plan (IPP) or Student Success Plan (SSP) may qualify for a reduced course load.
2. Students with medical conditions and/or diagnosis may qualify for a reduced course load. Documentation must be provided to support the request for a medical exception to this policy.
3. School administration reserves the right to deny requests for a reduced course load.

517 OFF-CAMPUS EDUCATION POLICY AND PROCEDURES

1.0 POLICY

The Board of Parkland Immanuel Christian School supports the provision of off-campus education opportunities through school/community partnerships to help students acquire knowledge, skills and attitudes and gain practical experience related to life skills and career opportunities.

2.0 DEFINITIONS

Key terms:

2.1 “Off-campus Education” includes work experience programs, Registered Apprenticeship Program (RAP) and Internships.

2.2 “Work Experience” means off-campus experiential learning undertaken by a senior high school student that meets the following criteria:

2.2.1 It is an integral part of a planned school program.

2.2.2 It is under the cooperative supervision of an off-campus-coordinator and the employer.

2.2.3 It constitutes a separate course based on 25 hours per credit of logged work.

2.3 “Registered Apprenticeship Program” means experiential learning undertaken by a senior high school student that meets the following criteria:

- 2.3.1 It is an integral part of a planned school program.
- 2.3.2 It is under the cooperative supervision of an off-campus-coordinator and the employer.
- 2.3.3 The program meets the requirements of Alberta Education relating to apprenticeship training.
- 2.3.4 The learning experience constitutes a separate course based on 25 hours per credit.

3.0 REQUIREMENTS

- 3.1 The work experience program consists of three courses: Work Experience 15, 25, and 35. There is 1 prerequisite course required to participate: HCS3000. A student is also required to complete an occupation exploration activity, provide an updated cover letter and resume, and provide 3 references.
- 3.2 The Registered Apprenticeship Program (RAP) has 2 prerequisite courses required to participate: HCS3000 and HCS3010.
- 3.3 The Internship Programs have 1 required prerequisite course to complete: HCS3000.
- 3.4 Students shall comply with the age requirements.
- 3.5 Off-campus Education shall be carried out under the supervision and guidance of administration and the off-campus coordinator.
- 3.6 Off-campus Education shall be evaluated by the supervising off-campus coordinator and employer.
- 3.7 Off-campus Education shall include an in-school job orientation and debriefing component to facilitate the development of knowledge, skills, and attitudes that students must acquire in order to enter, adjust and advance in a career.
- 3.8 The off-campus coordinator shall determine that a worksite is acceptable prior to the student starting.
- 3.9 For students registering in a program that includes Off-campus Education, the off-campus coordinator shall meet the following criteria:
 - 3.9.1 The work sites/stations shall be approved by the off-campus coordinator.
 - 3.9.2 The “Agreement for Off-campus Education Program” will be signed for approval by parent/guardian, employer and participating student.
- 3.10 Students enrolled in Off Campus programs are responsible for communicating their intentions to PICS Administration. The school office will track and keep accurate records of students enrolled in off-campus programs.
- 3.11 The Off-campus Education Policy shall be kept current and systematically reviewed under the direction of Administration and the Career Counsellor.

4.0 PROCEDURES

- 4.1 The “Agreement for Off-campus Education Program” shall be signed by the employer, the student worker, the parent/guardian and the off-campus coordinator.
- 4.2 The Off Campus agreement (contract) shall be on file at the school and/or by the designated third party before students are placed at work sites. A copy with the original signatures shall be kept at the school and uploaded to PASI under the student's file as required by law.
- 4.3 The working hours for senior high school work experience students are designated by the school and/or a third party according to Alberta Education. The exemption from the minimum wage by the Employment Standards Branch, Alberta Labour, and Workers’ Compensation Board coverage by Alberta Education applies only during these hours.
- 4.4 The off-campus coordinator shall contact the employer regularly over the period of the off-campus placement. Administration and the supervising off-campus coordinator shall ensure that adequate supervision is provided for students.

4.5 A bi-annual report shall be prepared by the Career Counsellor. This report shall be submitted to the Principal and the Education Committee by the end of January and the end of June each year. This report shall include the following:

4.5.1 A list of the students participating in Work Experience, RAP and Internships, where they were placed (employer name), and a summary of how the placement went.

4.6 In the case of a Workers' Compensation Board (WCB) claim, the off-campus coordinator shall submit the necessary forms to the school Administration, then submit the forms to WCB and Alberta Education for processing and filing with the Workers' Compensation Board.

PICS REGISTERED APPRENTICESHIP PROGRAM OUTLINE

Step 1: The student expresses interest in a trade and shares this with the Career Counsellor.

Step 2: The Career Counsellor goes over the PICS requirements to participate in RAP.

Step 3: The student completes an exploration activity on 3 trades using <https://tradesecrets.alberta.ca> or <https://alis.alberta.ca>. They must choose two trades of interest, and one trade that they know nothing about for this activity.

The student will submit the completed activity to the Career Counsellor.

Step 4: The Student requests to be signed up for HCS3000 and HCS3010 through Safegen (The Career Counsellor can provide access)

The student completes the required courses to participate in RAP: **HCS3000** Workplace Safety Systems and **HCS3010** Workplace Safety Practices: SafeGen [Alberta High School Safety Courses | SafeGen | Workplace Safety for Teens](#). The student will inform the Career Counsellor when completed. Grade 10 will take these mandatory courses starting in 2023.

Other **recommendations:** CPR/First Aid training/valid driver's license

Step 5: The student needs to provide 3 teacher/school references (confirming the student is on-time, completes assignments etc.)

The references could be administration, a teacher, EA or the Career counsellor. The student will submit these documents to the Career Counsellor.

Step 6: The student makes a cover letter outlining why they have chosen this trade, their goals, and how their experience relates to the trade. They also need to complete a **targeted** resume. Submit to the Career Counsellor.

Step 7: The student completes Careers application if they are looking for an employer <https://www.careersnextgen.ca/student-applications/>

If the student has found an employer on their own, they are required to let the Career Counsellor know details.

Step 8: If Careers has an opportunity in the students specified trade, Careers will let potential employers know about the student, and forward the students cover letter and resume for consideration.

Step 9: Once an interview is set up the Career Counsellor or Careers Program Coordinator will do some interview prep with the student. They will outline employee expectations: conduct, and potential drug and alcohol testing. This may occur in person or over the phone.

Step 10: The student will attend the scheduled interview and report back to the Career Counsellor how it went.

(Students compete for positions with other students in the Edmonton area. There are no guarantees that they secure a placement, but Careers will do their best)

Step 11: Once the student has secured an employer the student contacts Vista Virtual(VV) [Vista Virtual School - \(vvschool.ca\)](http://VistaVirtualSchool-(vvschool.ca)) and enrolls in Careers Internship10 (this is the transition Off Campus Course for RAP while their blue book is being processed).

[Off-Campus Programs - Vista Virtual School \(vvschool.ca\)](http://Off-Campus Programs - Vista Virtual School (vvschool.ca))

The student's next steps will be completed through Vista Virtual and will be outlined in the link above.

Step 12: The Vista Virtual Off-Campus Coordinator will monitor the student and input the students credits as they are earned (based on hours worked).

(The Vista Virtual Off Campus Coordinator and the Career Counsellor will be in contact during the students placement to ensure the placement is going well.)

PICS INTERNSHIP PROGRAM OUTLINE

Step 1: The student expresses interest in an internship and shares this with the Career Counsellor.

Step 2: The Career Counsellor goes over the PICS requirements to be placed in an internship.

Step 3: The student completes an exploration activity on the occupations of interest at <https://alis.alberta.ca>. Example: with a medical lab assistant internship you would research a medical lab assistant occupation.

The student shall submit completed activity to the Career Counsellor.

Step 4: The student completes the required online course to participate in an internship with Careers. HCS3000 Workplace Safety Systems is **required**. Students can register for this course through Safe Gen (The Career Counsellor will provide know you access). Grade 10's will be completing HCS3000 at PICS starting 2023 and going forward.

Alberta High School Safety Courses | SafeGen | Workplace Safety for Teens

The student shall inform the Career Counsellor when completed.

Other **recommendations:** CPR/First Aid training and a valid driver's license

Step 5: The student needs to provide 3 teacher/school reference forms (confirming the student is on-time, completes assignments etc.)

The references could be completed by administration, teacher, EA or career counsellor. The student shall submit completed documents to the Career Counsellor.

Step 6: The student makes a cover letter outlining why they have chosen this area for an internship, their goals, and how their experience relates to the field. They also need to complete a **targeted** resume. Submit to the Career Counsellor.

Step 7: The student completes Careers application online and the Career Counsellor scans their documents into the portal on the Careers website. <https://www.careersnextgen.ca/>

Step 8: If Careers has an opportunity in the students specified interest area, Careers will match the student to employers that have positions available.

(students compete for positions with other students in the Edmonton area, so there are no guarantees that they secure a placement)

Step 9: Once an interview is set up the Career Counsellor or Careers Program Coordinator will do some interview prep with the student. They will outline employee expectations, conduct, potential drug/alcohol testing, proof of vaccination etc.

Step 10: The student will attend the scheduled interview and report back to the Career Counsellor how it went.

Step 11: If the student is offered a position they are required to let the Career Counsellor know.

Step 12: Once the student has secured an employer the student contacts (VV) [Vista Virtual School - \(vvschool.ca\)](http://vvschool.ca) and enrolls in Work experience. [Off-Campus Programs - Vista Virtual School \(vvschool.ca\)](http://vvschool.ca)

Step 12: The student will connect with an off-campus coordinator at Vista Virtual who will set up a site visit with the employer.

Step 13: The student will be supervised cooperatively by their VV off-campus coordinator and their employer. Their off-campus coordinator will maintain regular contact with both the student and their employer.

Step 14: The Career Counsellor will have regular contact with the VV off campus Coordinator to track the students progress.

(The student will earn one credit for every 25 hours of logged work. Students may use a maximum of 15 work experience credits toward their Alberta high school diploma requirements.)

523 [STUDENT PERSONAL DEVICE POLICY](#)

1.0 INTRODUCTION

The digital age has led to the proliferation of personal devices in society. We acknowledge that personal devices can be useful at times and are often necessary in the work environment. However, in general they are detrimental to learning environments and are having an increasingly negative impact on school culture, academics and social interactions at PICS. Students do not need personal devices to fulfill their role at school and will need to follow the guidelines below. In particular, personal mobile devices (cell phones

and other cellular-connected devices) undermine a positive school atmosphere and work against the learning environment we are striving to cultivate.

2.0 PURPOSE

The purpose of this policy is to remove unnecessary distractions, create an environment more conducive to learning and improve social interactions among staff and students. In addition, restricting personal devices will also serve to better protect students at PICS by limiting opportunities to share inappropriate content available on the Internet.

3.0 DEFINITION

The term “personal device” refers to all personal electronic devices that may or may not have Internet capability, including but not limited to Smartphones, Smartwatches, cellphones, earbuds, E-readers, tablets, MP3 players, gaming systems, etc.

4.0 PROCEDURES & GUIDELINES

The following guidelines apply to all students at PICS.

1. The use of personal devices is not permitted during school hours.
 - a. During school hours personal devices must be stored in school provided lockers. Students who drive to school can also leave their personal device(s) in their vehicle.

Personal devices may be limited during after-hours extra-curricular and off-site school activities. A coach or staff member will communicate expectations for the use of personal devices at athletics events, field trips, and other off-campus activities.

2. Personal devices may be allowed during school hours under the following circumstances:

For educational purposes staff have the flexibility to allow the use of personal devices (e.g., project, audio-visual assignment).

- a. For health and medical purposes (e.g., monitoring insulin levels); the school reserves the right to request a clear rationale and/or medical documentation may be required to support an exception.
 - b. To support special education needs (approved on a case-by-case basis).
 - c. For ‘b’ and ‘c’ above, the school reserves the right to limit the use of and provide guidelines for storing of personal devices.
3. At any point during school hours or during a school activity staff may confiscate a student’s personal device if school guidelines are not being followed.
 4. When a personal device is confiscated and there is reasonable suspicion of inappropriate use and/or activity, information on the device may be accessed by school staff as deemed necessary.
 5. If there is reason to believe that an assessment has been compromised by the use of technology (personal device or other tool) the results of the affected assessment(s) will not be recorded, and disciplinary measures will apply.
 6. Students may continue to wear athletic watches during school hours that are not connected to cellular technology.
 7. Personal devices are permitted on buses but must be put ‘away for the day’ when students arrive at school.
 - a. Staff have the right to restrict the use of personal devices on fieldtrips utilizing buses.
 8. A courtesy phone is available in the office area for students, subject to the discretion of office staff.

9. Parents needing to contact their children during the school day are welcome to call the office to have a message passed on.

5.0 CONSEQUENCES

1. First offense: the personal device will be confiscated and kept in the school office. Students can retrieve their device at the end of the school day.
2. Second offense: the personal device will be confiscated and kept in the school office. Students can retrieve their device at the end of the school day. Parents/guardians will be notified of the second offence and the student will serve a detention.
3. Third offence: the personal device will be confiscated, and the student will receive a disciplinary record. The device will be released only to a parent/guardian.
4. Additional offences and related consequences will be determined at the discretion of school administration. These include but are not limited to additional detentions, removal from extra-curricular activities, and school suspensions. The procedures and guidelines in Discipline Policy 505 will be followed when students continue to display improper attitudes or actions.