

Student & Parent

Handbook

Frank Spragins High School
190 Tamarack Way
Fort McMurray AB T9K 1A1
Phone: 780-714-3434

At Frank Spragins High School, we care about students and want them to be successful. The school is founded on the belief that if students are given a structured alternative academic program in a safe, secure learning environment, they will strive for and experience success.

 Revised August 18th, 2022

 

Welcome to Frank Spragins High School!

Frank Spragins

High School

“Where

Everyone

Belongs”

We are pleased that you have decided to include our school in your educational journey. Frank Spragins is an outreach school and we are unique in the way we approach teaching and learning. From setting your own schedule, to choosing your own course completion sequence - no doubt your experience here will be markedly different from any other school you have attended.

Frank Spragins offers a variety of programming options which includes: On-campus learning (which involves coming to school regularly), off-campus learning (working at home), dual-student registration, upgrading, and adult programming.

Frank Spragins staff endeavors to provide a rich academic and school community experience. We also arrange enjoyable wellness activities for our students. Get involved with the student council, participate in fun activities, and converse with your peers. This is your school - make it your own.

Finally, if during your time at Frank Spragins High School, something is not working for you; please let one of the staff know. We will assist in finding a solution that works for you. Please ask questions, and talk to your teachers and educational assistants. We are all here to help!

 *James and Staff*

*Welcome To Your School!*

#### **About Us**

Frank Spragins High School offers a blend of assisted self-paced instruction and independent learning. Credits received through Frank Spragins are recognized as Alberta Learning credits and count towards a high school diploma. Frank Spragins students have access to all core high school courses.

###### **Our Programs**

Frank Spragins offers flexible options, in a non-traditional High School environment, for students who need just a few credits or wish to complete all of their high school requirements. We can accommodate students who require a small group setting or who cannot commit to the time frame required in a traditional high school. We are primarily a Grade 10-12 school, but accept junior high students by referral under certain circumstances.

Therefore, Frank Spragins High School operates on a module based learning model. This type of education allows for flexibility and the self-paced environment that many of our students seek.

**On-Campus Programs**

Our on-campus students are offered a flexible schedule in order to accommodate their responsibilities outside of school. After meeting with the administrative team to discuss course completion and goals, we can help you decide on a schedule that is right for you.

On-campus students at Frank Spragins also can gain access to in-class courses taught through guided instruction, usually in a condensed time frame. These in-class courses are not mandatory, but exist to give students options for course completion. If you choose to enroll in these courses, attendance is expected every day. Usually, English 30-2 and Social 30-2 are taught in the second semester every year. We also offer a Math 20-3/10-3 blend and a Science 14/24 blend once a year. We also offer a Physical Education class daily.

We encourage all students to take part in on-campus activities, such as Talk Tuesday, Wellness Wednesdays, and Student Council.

When working on-campus at Frank Spragins, students are expected to use their time wisely, and keep focused on your goals. Staff members are here to assist you in your learning and help you reach your full potential. In the event that an on-campus student is not adhering to the expectations of the school, they may be placed in our off-campus program for a period of time, or indefinitely.

**Off-Campus Programming**

Off-campus programs work the same way as on-campus programs, except that students choose to complete their modules at home instead of at school. Off-campus students are also invited to partake in classes with guided instruction when they are offered, and come in to get help at school when needed.

Off-campus students are expected to complete modules in a timely manner, and touch base with our Off-campus Coordinator (Sarah) through email, phone, or her school Facebook page. You should also be dropping in at least once every week with completed work.

**Adult Learners**

Adult programming is offered on an individual basis, and has a fee per course schedule. Adults wishing to access these services are asked to call the school and make an appointment to consult with an academic counsellor. Please bring transcripts of all schools attended, if available.

**Registered Apprenticeship and Work Experience Programs**

Earn while you learn! RAP students can earn a salary plus 40 high school credits including four 35-level, 5-credit courses towards their high school diploma. The Work Experience Program is an opportunity to earn high school credits while working in a part time job or volunteering. See our Work Experience Coordinator (Angie), for more information on how to begin an apprenticeship program in the trades or to begin earning work experience credits.

**Diploma Exam Schedule**

Students have the opportunity to write diploma exams four times throughout the school year. Diploma exam times and dates are non-negotiable. These dates are set by Alberta Education and cannot be changed. See one of our academic counsellors for dates and more information.

**Please see dates and times for diploma exams will also be posted around the school, on social media and on the government of Alberta Education website.**

**Food Program**

The food program is free to Frank Spragins students, and offers daily hot lunch prepared by our on-staff food attendant to students on school days – as well as snacks available throughout the day. Lunch is usually served around 11:30.

**Mental Health Supports**

Frank Spragins has its own Mental Health Therapist on-staff (Natalie) who is available to support our students on Tuesdays, Wednesdays, and Thursdays. Our mental health supports in are also integrated with services provided through government (Alberta Health, Child and Family Services, etc.) and through community agencies such as the Personal Support Network. School counsellors across the district provide both individual and group interventions that focus on identifying core problem areas and supporting classroom learning. If you are facing a difficult problem, and need direction and support, see Natalie for guidance.

**Student Parents**

Student parents are welcome to bring their infants under the age of 1-year with them into assigned areas of the school to complete school work and have access to teachers. Student parents are required to be in the room with their child at all times. Teachers and/or other students are not able to supervise other student’s children.

##### **Hours of Operation**

Frank Spragins is open to students Monday from 8:45 am to 3:15 pm, and Tuesday to Thursday from 8:45 am to 8 pm. Our office hours run from 8:00 am – 4:00 pm, Monday to Friday. We are closed to students on Fridays, Saturdays, and Sundays.

#### **Frank Spragins Staff Directory**

**Administration**

James Hayward– Principal (James.Hayward@fmpsd.ab.ca)

**Academic Counsellors**

Nicole Giles- Learning Assistance Coordinator (Michellenicole.Giles@fmpsd.ab.ca)

Sarah Hiscock- Off-Campus Program Coordinator

(Sarah.MacDonald-Hiscock@fmpsd.ab.ca)

**Administrative Assistants**

Shelley Connors- Head Secretary (Shelley.Connors@fmpsd.ab.ca)

Marla Peake – Student Services Secretary (Marla.Peake@fmpsd.ab.ca)

**Support Staff**

Alvina Power - Food Services Attendant (Alvina.Power@fmpsd.ab.ca)

**Counsellor**

Natalie Doucette-Mental Health Therapist (Natalie.Doucette@fmpsd.ab.ca)

**Teachers**

Michael Parr – Mathematics/Options Teacher (Michael.Parr@fmpsd.ab.ca)

Nick Walsh- Science/PE/Options Teacher (Nicholas.Walsh@fmpsd.ab.ca)

Angela Murrin- K & E /RAP/Work Experience/Junior High (Angela.Murrin@fmpsd.ab.ca)

Kelly Walsh- Social Studies/Options Teacher (Kelly.Walsh@fmpsd.ab.ca)

Natashia.Gushue-English Teacher (Natashia.Gushue@fmpsd.ab.ca)

Julia McDougall-Indigenous Student Services Cultural Teacher (Julia.McDougall@fmpsd.ab.ca)

**Educational Assistants**

Anna Bremner- Options (Anna.Bremner@fmpsd.ab.ca)

**COURSE INFORMATION**

Below is a comprehensive list of courses taught by each staff member, as well as the number of modules contained in each course in the brackets next to the course? If you have a question specific to a course, please feel free to email or call the staff member that is linked to that course.

|  |  |
| --- | --- |
| Angela MurrinMath 10-4 (1) Math 20-4 (1) Science 10-4 (4)Science 20-4 (4)English 10-4 (5)English 20-4 (5)English 30-4 (5)Social 10-4 (6)Social 20-4 (6)HCS 3010 (1)HCS 3000 (1)Work Experience 10/20/30Forensics 25 (6)Forensics 35 (6)Forensics 35 (10)Agriculture 3000 (1)Junior HighAnna BremnerWorkplace Readiness 10-4 (1)Management and Marketing (1)Foods/Childcare Bundle (1)General Psychology 20 (8)Personal Psychology 20 (7)Mental Health Pathways (5)Body Systems (7)Tourism 1010 (1)General Sociology 20 (8)Learning Strategies 15/25/35 (1 each)Reading 15/25 (1 each)Heath and Community Studies (1)Kelly WalshSocial 10-2 (8)Social 10-1 (6)Social 20-1 (8)Social 20-2 (8)Social 30-1 (8)Social 30-2 (8)CALM (5)Aboriginal Studies 10 (7)Aboriginal Studies 20(7)Aboriginal Studies 30 (7)World Geography 35 (5) | Michael ParrMath 10-3 (6)Math 10C (8)Math 20-3 (4)Math 20-2 (7)Math 20-1 (7)Math 30-3 (8)Math 30-2 (8)Math 30-1 (7)Math 31 (8)Finance 1010Natashia GushueEnglish 10-2 (7)English 10-1 (5)English 20-2 (7)English 20-1 (7)English 30-2 (7)English 30-1 (7)Nick WalshScience 14 (4) Science 24(4) Science 10 (4)Science 20 (4)Science 30 (4)Biology 20 (4)Biology 30 (18)Chemistry 20 (8)Chemistry 30 (4)Physics 20 (8)Physics 30 (12)Physical Education 10/20/30 (n/a) |

**Course Credits Summary**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject** | **GRADE** **10** | **GRADE** **11** | **GRADE** **12** |
| Career and Life Management |  | CALM (5 cr.) |  |
| English Language Arts | English 10-1 (5cr.)English 10-2 (5cr.)English 10-4 (5cr.) | English 20-1 (5cr.)English 20-2 (5cr.)English 20-4 (5cr.) | English 30-1 (5cr.)English 30-2 (5cr.)English 30-4 (5cr.) |
|  |  |  |  |
| Mathematics | Mathematics 10C (5ccr.)Mathematics 10-3 (5cr.)Mathematics 10-4 (5cr.) | Mathematics 20-1 (5cr.)Mathematics 20-2 (5cr.)Mathematics 20-3 (5cr.)Mathematics 20-4 (5cr.) | Math 30-1 (5cr.)Math 30-2 (5cr.)Math 30-3 (5 cr.)Mathematics 31 (5cr.) |
| Physical Education(75 hours=3 cr.)(100 hours=4 cr.)(125 hours= 5 cr.) | Physical Education 10 3cr.)Physical Education 10 (4cr.)Physical Education 10 (5cr.) | Physical Education 20 (3cr.)Physical Education 20 (4cr.)Physical Education 20 (5cr.) | Physical Education 30 (3cr.)Physical Education 30 (4cr.)Physical Education 30 (5cr.) |
| Science | Science 14 (5cr.)Science 10 (5cr.)Science 10-4 (5cr.) | Science 24 (5cr.)Science 20 (5cr.)Biology 20 (5cr.)Chemistry 20 (5cr.)Physics 20 (5cr.)Science 20-4 (5cr.) | Science 30 (5cr.)Biology 30 (5cr.)Chemistry 30 (5cr.)Physics 30 (5 cr.) |
| Social Studies | Social Studies 10-1 (5cr.)Social Studies 10-2 (5cr.)Social Studies 10-4 (5cr.) | Social Studies 20-1 (5cr.)Social Studies 20-2 (5cr.)Social Studies 20-4 (5cr.) | Social Studies 30-1 (5cr.)Social Studies 30-2 (5cr.) |
| Social Sciences |  | General Psychology 20 (3cr.)General Sociology 20 (3cr.)Personal Psychology 20 (3cr.) | General Psychology 30 (3cr.)General Sociology 30 (3cr.)Personal Psychology 30 (3cr.)World Geography 35 (3cr.) |
| Forensic Sciences | Forensic Sciences 25 (3cr.)Forensic Sciences 35 (5cr.) | Forensic Science 25 (3cr.)Forensic Science 35 (5cr.) | Forensic Science 25 (3cr.)Forensic Science 35 (5cr.) |
| Workplace Readiness | Workplace Readiness 10-4 (5cr.) |  |  |
| Work Experience | Work Experience 15(3 to 10cr.) | Work Experience 25(3 to 10cr.) | Work Experience 35(3 to 10cr.) |
| Aboriginal Studies  | Aboriginal Studies 10 (5 cr.) | Aboriginal Studies 20(5 cr.) | Aboriginal Studies 30(5 cr.) |

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| --- | --- | --- |
| **CATEGORY** | **COURSE** | **CREDITS** |
| **Agriculture** | AGR3000  | (1) |
| **Body Systems** | HCS 1910 Project A- Introduction To The Human BodyHCS 1050- Musculoskeletal SystemHCS 1060- Digestive SystemHCS 1070- Respiratory SystemHCS 1080-Cardiovascular SystemsHCS 2050- Nervous SystemHCS 2060- Endocrine SystemHCS 2070- Urinary System | (1)(1)(1)(1)(1)(1)(1)(1) |
| **Career Transitions** | CTR1010 Job Preparation  | (1) |
| **Health and Community Services** | HCS3060 Pregnancy and Child Care HSS3050 Becoming a MenteeCCS3050 Supporting Positive Behaviors CCS3060 Supporting Disabilities 1 CCS3070 Supporting Disabilities 2 | (1)(1)(1)(1)(1) |
| **Health Care Services** | HCS 3000 Workplace Safety SystemsHCS 3010 Workplace Safety PracticesHSS 1020 Nutrition and WellnessHSS 1040 Developing Maturity and Independence | (1)(1)(1)(1) |
| **Management and Marketing**  | MAM1050 Agriculture Consumer Products & ServicesMAM3010 The Business OrganizationMAM3020 Business in the Canadian EconomyMAM3030 Business in the Global MarketplaceMAM3040 Promotion-Sales TechniquesMAM3050 Distributing Goods & Services | (1)(1)(1)(1)(1)(1) |
| **Foods and Childcare Bundle** | FOD1010 Food BasicsFOD1070 Farm to TableFOD2150 Food Safety and SanitationFOD2030 Food Decisions and HealthCCS3110 Early Learning and Child Care | (1)(1)(1)(1)(1) |
| **Reading** | Reading 15Reading 25 | (5)(5) |
| **Learning Strategies**  | Learning Strategies 15Learning Strategies 25Learning Strategies 35 | (5)(5)(5) |

**Graduation Requirements and Academic Information:**

***ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS***

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| The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses. |
| **100 CREDITS** including the following: |
| ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2) |
| SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2) |
| MATHEMATICS – 20 LEVEL (Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24) (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3) |
| SCIENCE – 20 LEVEL**1**(Science 20**2**, Science 24, Biology 20, Chemistry 20 or Physics 20) |
| PHYSICAL EDUCATION 10 (3 CREDITS)**3** |
| CAREER AND LIFE MANAGEMENT (3 CREDITS)**4** |
| 10 CREDITS IN ANY COMBINATION FROM: • Career and Technology Studies (CTS)• Fine Arts • Second Languages**5**• Physical Education 20 and/or 30**6**• Locally developed/acquired and locally authorized courses in CTS, fine arts , second languages, Knowledge and Employability occupational courses or IOP occupational courses •Knowledge and Employability courses •Registered Apprenticeship Program courses |
| 10 CREDITS IN ANY 30-LEVEL COURSE(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVELSOCIAL STUDIES COURSE AS SPECIFIED ABOVE)**7**These courses may include:• 30-level locally developed/acquired and locally authorized courses • Advanced level (3000 series) in Career and Technology Studies courses• 30-level Work Experience courses• 30-level Knowledge and Employability courses • 30-level Registered Apprenticeship Program courses• 30-level Green Certificate Specialization courses• Special Projects30 |

**1**The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.

**2**Science 20 is not available in Francophone schools.

**3**See information on exemption from the physical education requirement.

**4**See information on exemption from the CALM requirement.

**5**Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

**6**Students entering Grade 10 in the 1998–1999 school year and subsequent school years will be able to use Physical Education 20 and/or 30 to meet this 10-credit requirement.

**7**30-level English language arts or 30-level social studies courses from a different course sequence may not be used to meet the 30-level course requirement.

**8**Students may earn any number of credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

**FURTHER NOTES:**

• For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark and the diploma examination mark.

***CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS***

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| The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses. |
| **80 CREDITS**2including the following: |
| ENGLISH LANGUAGE ARTS 20-2 OR 30-4 |
| MATHEMATICS 10-3, 14 OR 20-4 |
| SCIENCE 14 OR 20-4 |
| SOCIAL STUDIES 10-2 OR 20-4 |
| PHYSICAL EDUCATION 10 (3 CREDITS)**3** |
| CAREER AND LIFE MANAGEMENT (3 CREDITS)**4** |
| 5 CREDITS IN**5**•30-level Knowledge and Employability occupational course, or•30-level Career and Technology Studies (CTS), or •30-level locally developed course with an occupational focusAND 5 CREDITS IN •30-level Knowledge and Employability Workplace Practicum course, or•30-level Work Experience course**6**, or •30-level Green Certificate course**7** |
| OR |
| 5 CREDITS IN •30-level Registered Apprenticeship Program (RAP) course**8** |

**1**Students enrolled in senior high school IOP (K&E) as of January 2006 may choose to complete the requirements for the Certificate of High School Achievement or the Certificate of Achievement

 (see Appendix 3).

**2**To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.

**3**See information on exemption from the physical education requirement.

**4**See information on exemption from the CALM requirement.

**5**To transition to the new Certificate of High School Achievement, 36-level IOP occupational courses may be used in lieu of 30-level Knowledge and Employability occupational courses.

**6**Refer to the *Off-campus Education Handbook* for additional information.

**7**Refer to the Alberta Education website for additional Green Certificate information.

**8**Refer to the *Off-campus Education Handbook* for additional information.

**STUDENT RIGHTS AND RESPONSIBILITIES**

Discipline starts in the home and the school has a secondary role in teaching and reinforcing appropriate student behaviour. Within this context, the basic purposes of developing a conduct procedure are to provide conditions which make effective learning possible; to ensure the safety of persons and property; and to promote personal development, as well as the social behaviours and attitudes for appropriate participation in an adult democratic culture.

### Definitions

Behaviour - The manner in which one conducts oneself in specific circumstances.

Discipline/Classroom Management - Training that is expected to produce a specified character or pattern of behaviour, especially that which is expected to produce moral or mental improvement, controlled behaviour that results from training.

Punishment and Consequence - The penalty imposed for wrongdoing or misbehaviour.

### Procedures

1. The roots of good behaviour are education, consistency and control. Since the Fort McMurray Public School Division's primary purposes are educational in nature, the major efforts to implement this Administrative Procedure are to focus on positive educational approaches to student conduct.
2. Parents/Guardians must be involved in helping to resolve any major problems. Other expectations of parents/guardians include communicating and cooperating with the school, ensuring student health, modeling positive behaviours, providing a moral foundation, setting parameters and being actively involved with the school. Parents/Guardians are encouraged to become involved in setting procedures at school through appropriate channels.
3. Students must make every effort to learn expected school and classroom behaviours and their appropriateness to various situations.
4. Teachers must teach social skills and problem-solving, model self-control and other socially acceptable behaviours, provide student supervision when students are under school auspices, motivate students through effective instructional procedures, exhibit and exercise strong classroom management skills.
5. Consequences for inappropriate behaviour are to be logically related to the nature and severity of the misbehaviour, individually applied, firm, fair, consistent, and timely. The level of consequence for inappropriate behaviour will reflect the age, maturity and individual circumstances of the student.
6. The following are prohibited in the schools:
	* Guns or offensive weapons;
	* Alcohol, cannabis, drugs, or other intoxicants; and
	* Tabacco and tabacco like products.
7. Principals will establish, within their schools, codes of standard conduct and stated student behaviour expectations.
8. Expectations
Students are expected to exhibit appropriate behaviours of a personal and interpersonal nature. As well, students, particularly older students, are expected to exhibit the ability to reason through socially difficult situations.
	* Personal Factors - Each student is expected to:
		1. Show consideration for how others feel;
		2. Maintain good grooming i.e. neat and clean appearance;
		3. Accept responsibility for their actions;
		4. Express feelings in a positive, appropriate manner;
		5. Show initiative; and
		6. Control Anger.
	* Interpersonal Factors - Each student is expected to:
		1. Understand and help others;
		2. Share and cooperate with others;
		3. Explain opinions, beliefs and feelings;
		4. Show a reasonable amount of assertiveness;
		5. Be complementary to others for things done well;
		6. Actively listen to others;
		7. Ask questions;
		8. Participate in group activities;
		9. Accept people who are different; and
		10. Compromise where it seems appropriate.
		11. Demonstrate tolerance and understanding of others.
	* Social Reasoning - Each student is expected to:
		1. Recognize unusual aspects of social situations;
		2. Understand why things have happened as they have;
		3. Resolve problems;
		4. Make decisions thoughtfully;
		5. Choose the best alternative; and
		6. Show curiosity.
	* Classroom Behaviours - Each student is expected to:
		1. Attend;
		2. Work independently;
		3. Persevere at an activity for an appropriate length of time;
		4. Contribute to discussions;
		5. Do homework on time;
		6. Follow classroom procedure;
		7. Listen to the teacher giving directors;
		8. Complete tasks;
		9. Be on time; and
		10. Use time efficiently.

***I can expect that all these rights will be mine as long as I am fulfilling all my responsibilities.***

***Failure to fulfil my responsibilities may result in my being asked to leave for the remainder of the school day and to come back and try again tomorrow, and/or a change of program from On Campus student to Off Campus student.***

Student Code of Conduct

The Fort McMurray Public School Division endorses a set of desirable personal and interpersonal character traits that incorporate universal values of respect, integrity, empathy, compassion, independence, cooperation, responsibility and self-control.

Students are expected to learn, practice and develop such personal and interpersonal character traits and to contribute to the development of welcoming, caring, respectful and safe learning environments. Students are further expected to respect diversity and refrain from demonstrating any form of discrimination as set out in the Alberta Human Rights Act, including gender expression and gender identity as set out in the Alberta Bill of Rights. Students are to foster a sense of belonging amongst all students.

Within the aforementioned context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, responsive and contributing members of society.

### Procedures

1. In displaying acceptable behaviour, students are expected to:
2. Students shall:
	* Conduct themselves so as to reasonably comply with the following code of conduct:
	* Be diligent in pursuing their studies;
	* Attend school regularly and punctually;
	* Co-operate  fully with everyone authorized by the Board to provide education programs and other services;
	* Comply with the rules of the school;
	* Account to their teachers for their conduct;
	* Respect the rights of others.
	* Ensure that conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
	* Refrain from, report and not tolerate bullying or bullying behaviour directed towards others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
	* Positively contribute to the school and community;
	* Demonstrate desirable personal characteristics and behaviors when interacting with others that are respectful, responsible, fair, honest, caring, loyal and committed to democratic ideals.
3. Students are accountable for demonstrating respect for:
	* Authority;
	* Others and their property;
	* School property, equipment and textbooks; and
	* Differences in ne another such as race, religious beliefs, color, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, and/or sexual orientation.
4. Students are prohibited from engaging in unacceptable behaviour, whether it occurs within the school building, during the school day or by electronic means.
5. Examples of such behaviours include, but are not limited to:
	* Use, possession of, sale, distribution of or active contact with, a weapon on a student’s person, in a student’s locker or desk, on District property, or in a vehicle on District property used by a student or occupied by a student as a passenger;
	* Threats;
	* Conduct which endangers others;
	* Encouraging conduct which endangers or may endanger others;
	* Encouraging unacceptable conduct;
	* Use or display of improper, obscene or abusive language;
	* Distribution or display of offensive messages or pictures;
	* Theft, including identity theft;
	* Assault;
	* Willful damage to school or others’ property;
	* Use, possession of, distribution of, or active contact with, or collection of money for illicit drugs, alcohol, cannabis, or inhalants in school, on District property or in the context of any school-related activity;
	* Attending school or any school-related activity under the influence of illicit drugs, alcohol, cannabis or inhalants;
	* Personal or sexual harassment;
	* Hazing, initiation activities, the formation or the operation of sororities, fraternities, gangs and secret organizations;
	* Extortion;
	* Disruptive behaviour, willful disobedience or defiance of authority;
	* Interfering with the orderly conduct of classes or the school;
	* Tampering with fire alarms and safety equipment;
	* Criminal activity;
	* Contravention of the school’s code of conduct;
	* Workplace violence;
	* Bullying, including cyber-bullying; and
	* Inappropriate information technology use.
6. Unacceptable student behaviour:
	* May be grounds for disciplinary action; and
	* Provides an opportunity for critical learning in the areas of:
		1. Personal accountability and responsibility;
		2. The development of empathy;
		3. Conflict resolution;
		4. Communication; and
		5. Social skills development.
7. When responding to unacceptable student behaviour, the following are to be considered:
	* The effect of the student’s behaviour upon other students, the staff, the school, and the community;
	* The nature of the action or incident that calls for disciplinary or alternative measures;
	* The student’s previous conduct and previous interventions;
	* The student’s age, maturity and individual circumstances;
	* The impact of proposed action on the student’s future behaviour;
	* The student’s learning needs; and
	* Any other information considered appropriate or relevant.
8. The consequences of unacceptable behaviour may be:
	* Assignment of a student whose behaviour is unacceptable, disruptive or destructive to an alternate supervised location;
	* Short term removal of privileges;
	* Detention;
	* Use of reasonable force as required by way of correction to restrain a student from carrying out a violent or destructive act that could harm the student or others;
	* Alternative interventions such as community conferencing or other forms of restorative justice;
	* Corrective student transfer;
	* Suspension; and
	* Recommendation for expulsion.
9. Support will be provided for students who are impacted by inappropriate behaviour as well as for students who engage in inappropriate behaviour.
10. Students will contribute, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth.

**Frequently Asked Questions:**

1. **How do I enroll at Frank Spragins?**

Grade 10, 11, and 12 students can enroll at Frank Spragins any time during the year by registering online at: <https://www.fmpsdschools.ca/registration> . You may choose to enroll as a full time student or in just one course. Families interested in registering their junior high students should contact the school. All new students, full time or part-time, must provide a Canadian birth certificate, or Canadian citizenship documents upon registration.

1. **How many courses may I enroll in at one time? And how long do I have to complete a course at Frank Spragins?**

All students at Frank Spragins are usually given one core course at a time. When that course is completed, and the books are returned, then you may have another course. In certain circumstances, and with permission from your academic counsellor, students may have a second course to work on. Courses are expected to be completed in a timely manner.

1. **What procedure is to be followed when completing and submitting coursework or tests?**

Students may complete their assignments by paper and pencil or assignments may be mailed, submitted through Google classroom, emailed, dropped off at the Frank Spragins main office, or in the drop box located outside the building when the office is not open. Tests, exams, and quizzes are generally written at Frank Spragins.

1. **Can a student receive help from a staff member when completing a course?**

A teacher or educational assistant has been assigned to mark each course. They are also available to assist students through tutorials, one-on-one help, e-mail and/or by telephone. See the staff directory located on page nine for staff email addresses.

**6. What is the cost of enrolling in a course through Frank Spragins?**

Generally the cost for school age students who are registered in our School Division as of September 30th of the current school year is $30 for registration. Adult program fees are $500 per course to a maximum tuition of $2500 per school year.

1. **How does one obtain information regarding a student’s progress?**

There are several methods that may be used to obtain student progress reports.

* Students will receive telephone calls from time to time from their teacher and/or academic counsellor to discuss progress.
* Report cards and student progress are always available through the parent portal.
* Progress updates are available during Parent Teacher Interviews.
* If you have questions about your Parent Portal login, please see Marla at the front office.

1. **Do the courses at Frank Spragins lead to a high school diploma?**

Yes! All courses correspond to the Alberta School Curriculum. Students may receive their high school diploma once all the course and graduation requirements are met.

1. **Does Frank Spragins have a graduation ceremony?**

Frank Spragins graduation is held at Keyano Theatre. The afternoon cap and gown ceremony is followed by a light buffet of finger foods.