

MacGregor Collegiate Institute



Student Handbook

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DIRECTORY

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MENTAL HEALTH & WELLNESS CONTACTS

Mental Health Crisis Service	1-866-588-1697
Crisis Counselling	1-888-322-3019
Suicide Line	1-877-435-7170
Sexual Assault Crisis Line	1-888-292-7565
Kids Help Phone	1-800-668-6868

INTRODUCTION

Principal's Message:

Welcome to MacGregor Collegiate Institute! Home of the Mustangs!

MCI takes pride in its many academic and extra-curricular accomplishments and successes. Many activities are offered throughout the school year. Active participation in school life will make your time at M.C.I. much more fun and exciting. Get involved!!

This Student Handbook has been developed for students and their parents. These guidelines have been established to create an environment in which students are free to pursue their educational interests in a safe and secure manner with as few interruptions and distractions as possible. Please take the time to review our policies and procedures. I look forward to working with you this year.

This Handbook will provide a brief overview of the policies, procedures and regulations which govern our school. Students and parents should familiarize themselves with the contents. If further clarification is required, please do not hesitate to contact the school.

We hope that you enjoy the school year and all of the new challenges and successes it will bring. Keep calm and stampede on Mustangs!

Welcome to MCI and best wishes for a successful year!

School Philosophy:

MacGregor Collegiate believes in providing students with a stimulating, supportive and positive environment in which they can realize their potential as thinking, caring human beings. Students are encouraged to participate in a variety of experiences, programs, and open-ended opportunities where they can develop academically, socially, physically and emotionally.

In promoting the school division motto, "Learning for Living", we will maintain an atmosphere where individuals feel safe and valued, as members of the school community.

School Mission Statement:

MacGregor Collegiate will foster an educational community in which all members learn.

GENERAL INFORMATION

Accident Insurance:

Students should ensure that they are fully covered – either through their family insurance or by taking out the insurance policy recommended by the School Board. Parents are reminded to deal directly with the insurer. Claim forms are available at the school office.

Athletic Fees:

Due to the high cost of referees, tournament entry fees and transportation, it is necessary that fees be applied to all sports. The Phys. Ed. department and the coaches of each individual sport will set the fees at the conclusion of the sporting season.

Provincial Assessment Policy: Academic Policy: Academic Responsibility, Honesty, & Promotion/Retention

The following are excerpts from the Pine Creek School Division Policy Manual.

Assessment & Reporting:

Teachers are expected to provide instruction and assessment of progress based on the curriculum for every student in their classrooms. This must include differentiated instruction and adaptations to assist the students to meet expected learning outcomes.

Teachers play a key role in identifying the need for further assessment. They must identify when a student is having difficulty meeting expected learning outcomes once adaptations and differentiated instruction have been demonstrated to be insufficient. Divisional Student Services procedures for assessment and programming will then be followed.

Student Evaluation & Reporting of Student Progress:

Beginning in the 2015-16 school year, student evaluation and reporting in all schools from Grade 1-12 is to be in accordance with the requirements of the Provincial Report Card for each grade level as adopted by the province. Should the province change or adapt the provincial report card in the future all schools in the school division will adhere to the recommended changes within the timelines set by the province.

Academic Promotion/Retention:

In accordance with the standards set by the Province of Manitoba in the Provincial Assessment Policy, Kindergarten to Grade 12, the Pine Creek School Division adheres to the following policy and attached regulations with regard to Academic Promotion and Retention. Students should be placed in the grade that is appropriate for their curricular, cognitive, social, and emotional learning needs.

Decision around promotion or retention of students may have far-reaching implications for student success in school and will be considered with the utmost care to insure decisions are based on the learning needs and the long-term interests of the student involved. Under no circumstance will a K-8 student be more than one year behind their age appropriate grade level. Grade retention shall not be only grade repetition – there will be a clear focus, a detailed plan, and specific supports identified for the learner to successfully meet grade-level outcomes.

24 APR 12

Academic Responsibility:

In accordance with the standards set by the Province of Manitoba in the Provincial Assessment Policy, Kindergarten to Grade 12, the Pine Creek School Division adheres to the following policy and attached regulations with regard to Academic Responsibility.

Assessment practice must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values. Therefore, it must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late.

Regulations:

Pine Creek School Division teachers also have important responsibilities in supporting the learning of all students. Their responsibilities include the following

1. Establish and clearly communicate expectations regarding assignments.

Assignment requirements and assessment criteria should be discussed with students. Teachers communicate to students the intended learning outcomes, the nature of the products and performances, and the criteria for judging the evidence of learning. Teachers should be prepared to clarify the expectations if necessary, by providing exemplars, and to provide timely and specific feedback to students.

2. Set and communicate reasonable timelines for assignments and support students in meeting these timelines.

The timelines teachers set should provide adequate time for students to complete the work, while being mindful of other demands and of student strengths and challenges. Teachers should use their professional judgment to establish reasonable but firm expectations regarding timelines. They should also use their professional judgment to support and motivate students who do not take responsibility for their work through the use of a variety of strategies to ensure students make regular progress on assignments. Regular communication about student progress among teachers, students, and parents will support timely completion of assignments.

Other strategies may include the following:

Solicit and consider student input and collaborate with other staff to coordinate the timing of major assignments.

Share assignment timelines and reminders through many means, including classroom web pages, email, and course outlines.

Assist students to manage time effectively—monitoring student progress at each stage of a complex assignment can ensure they stay on track.

Anticipate which students may require additional supports to complete assigned tasks, and monitor those students more closely.

Choose, when appropriate, to extend time for completing assignments, especially for students who communicate with the teacher in advance of the due date.

Contact parents to discuss strategies for keeping students on track when they are falling behind or not taking responsibility for their work.

3. Establish, communicate, and apply consequences for late and missing work.

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers may apply the following strategies based on their professional judgment:

- * Confer with the student and, where appropriate, with the student's parents about the reasons for not completing the assignment, and consider the legitimacy of reasons.
- * Develop an agreement with the student to complete the work.
- * Require the student to complete missing work during school time or at lunch or after school within a supervised setting in accordance with school division policy.
- * Provide appropriate support to students in the form of counseling or peer tutoring to address issues and barriers that may be preventing the student from completing assigned work.
- * Provide additional supports for students who are learning English as an additional language.
- * Provide alternative assessment tasks that accommodate diverse learning needs.
- * Deduct marks for late or missing assignments.

In applying consequences to late or missing work, teachers will consider the nature of the assignment, the individual circumstances of the student (especially struggling learners), and the potential impact of the consequence on subsequent learning and motivation. Whatever the consequence, students are ultimately responsible for the timely completion of their assignments and for knowing that there are consequences for failure to adhere to those parameters.

The timelines and consequences must be communicated to parents/guardians and students. This communication can be achieved through a variety of methods including, but not limited to, school handbooks, the course outline or syllabus, on the assignment sheet, on the school web page or wiki. While the exact standards may vary slightly from situation to situation, Pine Creek School Division schools are responsible to ensure practices within a school are *reasonably consistent* from course to course, teacher to teacher and circumstance to circumstance. It is expected that standards will become increasingly higher as a student progress through the grades.

If a student does not submit the necessary evidence of learning to be granted a credit by the teacher(s) of a course, the principal of the school shall have the authority to decide on the assignment of a failing grade or the opportunity to complete the credit through assigning a grade of "IN" (incomplete). If an "IN" is assigned, a plan will be put in place by the principal and teacher(s) to assist the student in submitting the outstanding evidence of learning in order to receive the credit within a reasonable, agreed-upon timeframe.

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Code of Conduct

Student Discipline

Schools will incorporate a continuum of supports including positive and preventative approaches and strategies, as well as consequences corresponding to the nature, severity, and frequency of the behaviour or infraction. The consequences are to be considered in conjunction with the age, grade level, exceptional learning needs, and other factors affecting the individuals to whom this process is applied.

The Division's focus will be on preventative, proactive measures to teach respectful and responsible behaviour. It is recognized that, on occasion, it will be necessary to address disrespectful and irresponsible behaviour through disciplinary policy and procedures. Consequences for disrespectful and irresponsible behaviours will be based on individual needs, the degree of the problem and the need to maintain a respectful learning environment.

Policy on student discipline will be communicated to school division staff, parents, and students at the beginning of each school year or upon the registration or enrolment of new students during the year.

Principles

1) Rights

Foundational to a safe and caring learning community, are the rights of all members to:

- a. be safe
- b. be accepted and treated with dignity and respect
- c. learn and teach without interference

2) Responsibilities

Membership in a community comes with responsibilities.

It is expected that all learning community members (students, staff members, parents and other adults on site) will accept responsibility for their behaviour to foster a safe, caring and productive learning community. It is the responsibility of all individuals to ensure that their behaviour, individually and collectively, does not infringe upon the rights of others. Consideration for the safety of others is the responsibility of each member of the learning community.

3) Respect

It is expected that all learning community members will exhibit behaviour that shows respect for the rights, property and safety of themselves and others.

The above principles are supported by the Education Act under several sections including the Preamble and those pertaining to the duties of students, parents, teachers, superintendents and support staff.

The Code of Conduct applies to participation at school, at school activities, school sponsored activities and School Division activities and sponsored activities. It also applies to community behaviour that impacts the learning community.

Individuals or groups violating these principles become subject to a range of appropriate responses as defined by the Pine Creek School Division's code of Conduct.

One of the priorities of the Pine Creek School Division is that "students will develop skills and attitudes which will make them lifelong learners and productive members of society."

Students are responsible for:

- complying with the Code of Conduct of the Pine Creek School Division and its individual schools
- showing respect for the rights, property and safety of themselves and others
- respecting and appreciating the diversity of all school members regardless of their race, culture, ethnicity, gender, sexual orientation, age and ability
- expressing themselves with socially acceptable language and behaviour
- exhibiting behaviour that avoids all forms of intimidation, harassment, racism, and discrimination
- dressing in accordance with school dress standards
- treating school property and the property of others with a reasonable standard of care
- respecting the responsibilities of all school members in exercising their duties
- promoting positive behaviour through the avoidance of all types of violent acts
- attending classes, activities and events and being prepared and punctual
- showing courtesy and respect for the rights of all people in the school and in the community
- showing respect for school property and the personal property of others
- demonstrating behaviour that contributes to an orderly, supportive, and safe learning environment
- resolving interpersonal conflicts and difficulties through discussions or by seeking assistance from school personnel
- developing self-discipline

Professional Staff Members are responsible for:

- subscribing to the tenets of the Manitoba Teachers' Society Code of Professional Conduct and School Board Policies regarding responsible professional behaviour
- treating parents, students, and fellow staff with dignity and respect at all times
- participating and cooperating with parents and other school staff in the development and implementation of plans to address the learning needs of their students

- communicating information about student progress, attendance, and behaviour to students, parents, and administration
- establishing and maintaining a safe, secure, non-threatening learning environment
- providing a positive role model for students
- providing an environment that promotes self-esteem and self-discipline

Parents are responsible for:

- instilling basic values and responsibilities in their children
- treating staff with dignity and respect at all times
- following established protocol in expressing concerns about individual staff members
- participating and, in conjunction with school and Divisional personnel, cooperating in the development and implementation of plans to address their child's learning (academic, social, emotional, behavioural) needs
- ensuring that their child attends regularly and punctually
- maintaining regular communication with their child's educational progress as necessary
- demonstrating support for the school by attending events and meetings and offering constructive input
- problem solving in a manner respectful of all involved

Parents' responsibilities are in accordance with The Public Schools Act, The Child & Family Services Act and the obligations outlined therein.

Drugs, Alcohol

Using, possessing or being under the influence of alcohol or illicit drugs at school or at any school-sanctioned activity is unacceptable.

Consequence: Suspension to expulsion

Tobacco

No student shall smoke, chew, or otherwise use tobacco on Division property.

Consequence: Conference to suspension

Assault

Bullying, or abusing physically, sexually, or psychologically – orally, in writing or otherwise – any person is unacceptable.

Consequence: Conference/Counseling to Suspension/Expulsion

Discrimination

Discriminating on the basis of any characteristic set out in subsection 9 (2) of *The Human Rights Code* is unacceptable.

Consequence: Conference/Counseling to Suspension/Expulsion

Theft

The unauthorized taking, or using of another's property is unacceptable.

Consequence: Restitution to Suspension

Scholastic Dishonesty

A student shall not engage in academic cheating. Cheating includes, but is not limited to, the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. A student shall not engage in plagiarism, which includes the copying of language, structure, idea, and/or thought of another and representing it as his/her own.

Consequence: Conference to Suspension

Disruptive Behaviour

Student behaviour which negatively affects the learning of other students is unacceptable.

Consequence: Conference to Expulsion

Student Dress

Students are required to dress appropriately for school activities. Schools may, in the interest of safety, prohibit students from participating in certain activities if students are not wearing appropriate clothing.

Appropriate clothing is required for academic classes, consistent with the standards of the community. Clothing which exhibits sexual messages (explicit or implied), sacrilegious or profane comments, or logos/messages which promote drugs, alcohol or tobacco is unacceptable.

Consequence: Conference to Suspension

Weapons

Possessing a weapon, as “weapon” is defined in section 2 of the *Criminal Code (Canada)* is prohibited.

Consequence: Suspension to Expulsion

Vandalism

The damage or defacement of buildings, grounds, equipment or property of the Division, Division personnel or of another student caused by deliberate, malicious, or reckless behaviour is unacceptable. This would also include damages or defacement of another’s property while on Division property, or at a school-sanctioned activity.

Consequence: Conference to Expulsion

Gangs

Gang involvement on Division property or at any school-sanctioned activity is unacceptable.

Consequence: Conference to Expulsion

Information Communication Technology

Students are expected to adhere to the policies respecting the appropriate use of electronic mail and the Internet. The accessing, uploading, downloading or distributing material that the school has determined to be objectionable is unacceptable.

Consequence: Conference to Expulsion

Summary of Consequences

Students and parents can expect that as the incidence of misbehaviour of any given child increases in frequency and/or severity, intervention will normally go through a continuum of varying consequences as outlined below. In the case of serious violations of expectations the sequence of involvement will be accelerated at the discretion of the principal, and superintendent and/or school board where necessary and/or prescribed by policy.

The following are examples of consequences and/or strategies that may be considered in response to inappropriate behaviour:

- informal interview with student(s)
- formal interview with the student
- teacher/student/principal interview
- phone call home by teacher or principal
- interview with parents
- involvement of school counselor
- involvement of mentor
- peer counseling; peer mediation
- time out, a “cooling off” period

- withdrawal of privileges
- withdrawal from course because of poor attendance
- making amends either monetarily or through school-based community service
- implementation of a behavioural or performance contract
- involvement of school division clinicians and/or student support services staff; involvement of community agencies, including police
- out-of-school suspension
- Individual Education Plan (IEP); Behaviour Intervention Plan (BIP)
- alternative educational settings
- out of class, in-school suspension
- immediate suspension of up to 5 days to secure safety before broadening any response
- suspension for the remainder of the school year
- expulsion; involvement of the school administration, Superintendent and Board of Trustees is required for expulsion to be determined an appropriate response
- discipline learning assignment
- parental involvement in modifying student's behaviour
- student detention
- Threat Assessment
- Emotional and intellectual curricular exercises eg. Mediation, role play, empathy building exercises

Threat Assessment:

A threat is an expression of intent to do harm or act out violently against someone or something. Threats may be verbal, written, drawn, posted on the Internet or made by gesture only and may be direct, indirect, conditional or veiled. All threats will be taken seriously and evaluated. High risk student behaviours shall be reported to the Principal (or designate) who will then activate the Threat Assessment protocol. The school based Threat Assessment Team will assess the level of threat and student(s) who has made the threat to evaluate the likelihood that the threat will actually be carried out. Information to assist in the evaluation of the threat can come from teachers, staff, other students, parents and other sources such as Police or mental health specialists. Based on the results of the evaluation, an intervention plan will be developed. In addressing misbehaviour, Pine Creek School Division expects that responses shall

- be logical, realistic, and timely
- be appropriate for the student's stage of development and considerate of the student's special needs
- reflect the severity of misbehaviour and take into account the frequency, duration, and intent of the misbehaviour
- be chosen primarily to restore safety and order
- make sense to the student as much as possible
- enable students to generate appropriate responses and solutions

Student Suspension/Expulsions

Schools will keep records on the nature and duration of all suspensions, both in-school and out of school.

Schools will offer and arrange alternative programming for students who are suspended for more than five days.

A written plan will be developed for students who are suspended out of school more than two times during a school year.

Teachers- have the right to suspend a student from the classroom (in school suspension only) for a period not exceeding 2 days for conduct the teacher considers to be detrimental to the classroom learning environment, and for behaviour that contravenes the school's code of conduct. The school board may limit a teacher's right to suspend.

Principals- (or designate) have the right to suspend a student from school for up to 10 days for conduct the principal (or designate) considers injurious to the school's welfare or educational purpose.

Superintendent - (or designate) has the right to suspend a student from attending school for up to 6 weeks.

Suspension Procedures:

Any teacher who suspends a student from class must promptly document the incident and inform the principal of the suspension.

The principal shall ensure that:

1. The parent/guardian is promptly informed of the suspension and the reasons for it.
2. A letter which outlines the reason for the suspension is to follow within 24 hours.
3. Repeated suspension of a student from a teacher's classroom will result in action in accordance with the school protocol which has been developed in consultation with the teaching staff.
4. The Superintendent is to be notified of all suspensions within 24 hours and is to receive a copy of the letter of suspension. Notification is to include the name of the student, the length/period of suspension, and the acts for which the pupil is suspended.
5. The bus garage is notified of all out of school suspensions which involve bus students.
6. The Superintendent will inform the Board of all suspensions.

Appeal Process:

In cases where a student suspension is for more than five days, the student and parent(s) have the right to appeal the suspension to the school board. The school board will review the suspension and confirm, modify or cancel the suspension. The student and parent(s) will be notified in writing of the board's decision. A scheduled meeting with the board does not necessarily delay the commencement of a suspension.

Corporal Punishment:

The use of corporal punishment as a form of discipline is not permitted in any of the schools in Pine Creek School Division.

Procedure for Handling Contraband in Schools

Contraband – is any article or substance, which the Principal considers to be injurious to the school's welfare or educational purpose of the school. This might include: alcohol, drugs, weapons, or visual, auditory, or print material. It may also include stolen property.

- Employees of the Division have both the right and responsibility to seize contraband found on school division property or at any school-sanctioned activity.
- If the substance is illegal, or if the student is not old enough to possess the substance, the RCMP are to be informed.
- All seizures are to be reported immediately to the Principal.
- A Contraband Seizure Form is to be completed by the employee making the seizure.
- The contraband substance as well as the Contraband Seizure Form is to be given to the Principal. If the substance has been handed over to the RCMP, only the form is to be provided to the Principal.
- The Principal will ensure that the substance and form are stored in a secure location.
- A copy of the form is to be forwarded to Division Office.
- After 30 calendar days, if the matter has been closed, the Principal is to dispose of the substance. A completed copy of the Contraband Seizure Form is to be forwarded to DivisionOffice.

9 May 00 (221); Rev 14 May 02 (285)

Automobiles:

Vehicles at school must be parked on the student parking lot. Students are expected to drive carefully at all times. **Permission must be obtained before any vehicle can leave the lot at any time during the day, (including noon hour) before 3:20 p.m. dismissal.** Parents should contact the school when it is necessary for a student to use a vehicle during school time. The parking lot is **out of bounds** during the school day. Students contravening this policy risk losing the privilege of bringing a vehicle to school.

Awards:

Students and parents are encouraged to contact the school for information regarding bursaries, awards and scholarships that are available for eligible graduating students.

Behavior:

Students at M.C.I. have the right to a positive learning environment and the opportunity to achieve their educational goals. Rules and policies have been developed by the school and the school division trustees to ensure that the learning climate gives each student such opportunities. Students are expected to comply with school rules and divisional policies. In so doing, they are showing respect for the rights of others to learn in an atmosphere which is positive and orderly.

The purpose of schooling is to help young people develop the skills, knowledge and values, which enable them to live full and worthwhile lives as contributing members of society. All students have certain rights, responsibilities and obligations. Students share the school with other students who have similar goals: academic success, maximum participation and enjoyment of extra-curricular activities. Everyone can achieve these goals when behavioral expectations are met.

GENERAL EXPECTATION AND OBLIGATIONS OF STUDENTS

Respect for Self:

Students at MacGregor Collegiate have the right to be treated with dignity and respect. They are expected to behave responsibly, speak considerately, dress appropriately and work diligently. Doing so will illustrate integrity and good character.

Respect for Others:

Students share this school with many other people. They are expected to help it function effectively by treating both fellow students and collegiate staff with courtesy and respect, through the display of a positive attitudes and appropriate language. Relationships are a healthy part of high school life. Because school is a public place however, students are expected to limit close physical contact and demonstrate appropriate social conduct.

Respect for Property:

This school and its contents have been provided by local and provincial taxpayers for all students. Students are expected to treat the building and its contents with care so that those who follow will enjoy the same quality of opportunity as students do now. Students are responsible for maintaining and returning all learning materials, loaned by the school. Students are also expected to show consideration for others by ensuring that the building and grounds remain clean and tidy.

Classroom Obligations:

Students' classroom obligations are straightforward. They are at school to learn and that is their job, just as it is the teacher's job to help all students learn. The classroom expectations are posted in each classroom are,

1. Be on time.
2. Come prepared to work, and stay on task.
3. Respect yourself, others, and property.
4. Use respectful language.
5. No food or drink (except water) to be consumed during class time.

All student behavior should be helpful to the learning process. By fulfilling these obligations students make the achievement of their academic goals more attainable.

Out-of-Class Obligations:

All out-of-class behavior should reflect the expectations listed above. Whether students are enjoying free time, travelling on a field trip or a tour, participating in work exposure/experience, or participating in an athletic event, they are representatives of MacGregor Collegiate, and their behavior should always bring credit to themselves and the school.

Breaks:

If parents need to contact their child(ren) during the school day, breaks occur between:

- 10:02- 10:11
- 11:13-11:18
- 12:20-1:00
- 2:10-2:15

Calendar:

The school year operates on a six-day cycle. The days will follow that cycle except on days designated for in service, parent-teacher day and administration day. A monthly calendar will be printed with the days of the cycle. This calendar will be sent home with the monthly newsletter. If school is closed for a storm day, that day on the cycle is lost.

Canteen:

We are very fortunate to have a canteen available every day of the week. Students are reminded that it is open during the morning break from 10:02-10:11 and then again at lunch. Weekly menu can be found on our website: <http://mci.pinecreeksd.mb.ca/>.

Cell Phones/iPods, Etc.:

iPod use is at the discretion of every teacher and is a privilege that can be removed at any time.

Furthermore, cell phones are not to be used inside the school building, except in circumstances where teachers might specifically request their use for educational purposes.

Students who are uncooperative regarding cell phones or iPods may risk confiscation of their devices. Further sanctions through the Code of Conduct may also occur.

Change of Demographic Information:

Please let the office know immediately of any changes during the school year of parent, guardianship, address or home/work telephone number(s).

Community Service Student Initiated Project (SIP (P.C.S.D. POLICY):

P.C.S.D. believes it is important that our students contribute to the well-being of our communities. In recognition of this contribution through volunteering, the school division will grant up to 1 credit, which can be used toward earning a graduation diploma. The credit earned will be considered a Student Initiated Project (SIP). In order to earn a credit, the student must provide written documentation that they have voluntarily participated in a community service activity.

A list of **Student: Roles and Responsibilities** is available through the General Office or Student Services Department. It is important to note that **prior approval** must be received from the principal. It is necessary for students to submit final documentation to the office by **Friday June 3rd, 2016**.

Course Changes:

Since selecting and registering in courses is a serious process, it is expected that students remain in classes for which they have registered. On occasion students may make inappropriate selections and only then should they change courses, in consultation with the principal. Students who wish to drop a course must do so **after the first 7 days enrolled in the course**, except in extenuating circumstances.

Credit System:

Manitoba Education requires that a student acquire 30 credits in order to graduate. MCI requires that a student acquire 32 credits to graduate. Students that graduate with 35 credits will graduate with Distinction.

When selecting courses, consideration should be given to needs, interests and abilities as well as the admission requirements of the post-secondary institution and/or work situation to which the student aspires.

Over his/her high school career, students must select seventeen (17) compulsory courses which have been developed by Manitoba Education. Students are required to earn a course credit in each of the subjects listed at each level:

Student Rights and Responsibilities

- ★ I have the **right** to learn.
- ★ It is my **responsibility** to be on time, be prepared, and to do my best.
- ★ I have the **right** to hear and be heard.
- ★ It is my **responsibility** to communicate in a way that does not disturb others when they are speaking and learning.
- ★ I have the **right** to be treated with respect.
- ★ It is my **responsibility** to act in a way that does not harass or hurt others in any way. When conflicts arise, it is my **responsibility** to resolve these conflicts through appropriate and peaceful discussion.
- ★ I have the **right** to be safe.
- ★ It is my **responsibility** to move in an orderly manner throughout the building and behave in a way that does not threaten or physically harm anyone.

- ★ I have the *right* to have my personal property respected.
- ★ It is my *responsibility* to respect the property of others.

Academics:

MacGregor Collegiate Institute operates on a 10-month semester system. The semester change is on February 4, 2019.

Course Offerings:

Course descriptions of all courses offered at MacGregor Collegiate Institute are provided in a Course Description handbook at course registration time in the spring. Students unfamiliar with this document may obtain a copy at the office or visit the school website.

Alternate Credit Options:

a) Cadets: Students enrolled in Cadets may be eligible for up to 2 credits. These cannot be used as part of the 30 credit requirement for graduation.

b) Community Service Student Initiated Project: Pine Creek School Division believes it is important that our students contribute to the well-being of our communities. In recognition of this contribution through volunteering, the school division will grant students up to 1 credit, which can be used toward earning a graduation diploma. The credit earned will be considered a Student Initiated Project (SIP). In order to earn a credit, the student must pre-register with the school and provide written documentation that he/she has voluntarily participated in a community service activity for 55 hours for .5 credit or 110 hours for 1 credit.

c) Dual Credits (Post-secondary credits & senior years): Senior Years students may take a maximum of 5 post-secondary credits. The content of a post-secondary course must be at least 50% different from other courses the student has taken and should lead to a diploma/certificate.

d) Independent Study Option (Correspondence)/Teacher Mediated Option (TMO)/Web Based Courses: These courses are offered by the Department of Education and are available to students of MacGregor Collegiate who, with the approval of parents and the principal and who....

- a) wish to take a course not offered by the school;
- b) are not able to take a school course due to a timetable conflict;
- c) wish to take extra courses or special interest courses in addition to their regular course load.

The following policy applies to independent study courses:

- a) Students taking an ISO/TMO/Web course may be assigned to a supervised area, or to a designated classroom for specific class periods. This will normally be equal to the time allotted to a course.
- b) All exams must be completed under the supervision of the facilitator or a teacher.

Upon successful completion of the course, the school division may reimburse the student the cost of the course tuition.

e) Private music option: The Private Music Option through Western Board or Royal Conservatory is another means of gaining high school credit. Contact the school for further information on these programs.

f) Student Initiated Projects: Students may include among their electives necessary for graduation up to two (2) credits for programs or projects that they themselves have initiated and which the school, within the parameters of departmental guidelines, is prepared to approve and supervise for credit purposes. Such a project would be identified on the student's transcript as a Student Initiated Project (S.I.P.). A SIP credit may be earned as a community service project. Students must provide written documentation that they have voluntarily participated in a community service activity.

Course Prerequisites:

Within the high school program of studies, many course prerequisites are no longer specified. However, the sequential development of skill or content inherent in certain subjects, especially in the vocational skill areas, the study of second languages, mathematics, etc., should be observed.

Credit system:

The high school program contains compulsory and elective courses. 30 credits are required for graduation from Manitoba Department of Education and 32 credits to graduate from MCI. 17 credits are compulsory as shown in the following list:

Grades 9-12 English Language Arts	4 credits
Grades 9-12 Mathematics	4 credits
Grades 9-10 Science	2 credits
Grades 9-12 Physical Education/Health	4 credits
Grade 9-11 Social Studies/History	3 credits

Other options or elective courses vary somewhat from year to year. Information on current offerings is available from the school or on the website. Students seeking admission to post-secondary institutions should be guided in their choice of options by the requirements of the institution, school, or faculty that they plan to enter.

Laggards:

In order for students who are making a reasonable effort to have the opportunity to receive attention from their teachers, it is important that teachers not have their focus diverted to catching up students who are behind through a deliberate lack of effort. It is destructive to the learning environment to have students in class who are not putting forth a reasonable effort and such behavior will be deemed unacceptable. The school may at some point define persistent lack of effort as defiance, and this may result in consequences ranging from detention to withdrawal of credit.

Physical Education Classes:

Dress - students must wear a T-shirt, gym shorts or sweats, sweat socks and gym shoes. All students should wear a separate pair of running shoes for exclusive use in the gym. These should not be worn for outside Phys. Ed. activities. Sweat suits and/or sweaters are to be available for outdoor activities. No jewellery is to be worn when participating in physical activities.

Students not properly dressed will not be permitted to take part in Phys. Ed. classes, and may have marks deducted for the missed classes.

***Illness/Injury** - A note or call from the parent/guardian or the family doctor will be required before a student's lack of participation will be excused from Phys. Ed. classes. In cases of prolonged absence from Phys. Ed. classes, students may be required to complete an alternate research project on an assigned topic or be transferred to a different Phys. Ed. class to accommodate the injury healing.

ASSESSMENT

The following policies are in accordance with the standards set by Pine Creek School Division and the Provincial Assessment Policy defined by the Province of Manitoba.

Academic Honesty:

Students must understand that the tests/exams they complete and the assignments they submit as evidence of learning must be their own work and that cheating (e.g. copying others' work, using cheat notes), lying (e.g. Misrepresenting contributions to group work, lying about circumstances to obtain extensions), and plagiarizing (submitting or representing someone else's work as one's own), will not be tolerated.

The following consequences may be applied appropriate to the case:

- Parental/Guardian contact
- Documentation of the incident in the student's file
- Documentation of the incident on the student's report card
- Enforce other disciplinary measures such as detention or, in a severe or repeat case, suspension
- Have the student redo the work honestly
- Deduct marks for academic dishonesty as determined in consultation with the principal

Whatever level of sanction is imposed, students must complete the work in an honest way in order to complete the requirements of the course and credit.

Academic Responsibility:

Assessment practice must support students' responsibility for their learning. In addition to developing academic knowledge, it is important to support students in the development of lifelong learning skills and values. Therefore, it must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for not completing work and for submitting work late. These consequences may include:

- Conference with the student, and where appropriate, with the student's parents/guardians
- Development of an agreement with the student to complete the work
- Completion of missing work during school time, at lunch, or after school
- Provision of supports such as counselling and/or peer tutoring
- Provision of supports for students who are learning English as an additional language
- Provision of alternate assessment tasks that accommodate diverse learning needs
- Deduction of marks for late or missing assignments

If a student does not submit the necessary evidence of learning to be granted a credit by the teacher(s) of a course, the principal of the school shall have the authority to decide on the assignment of a failing grade or the opportunity to complete the credit through assigning a grade of "IN" (incomplete). If an "IN" is assigned, a plan will be put in place by the principal and teacher(s) to assist the student in submitting the outstanding evidence of learning in order to receive the credit within a reasonable, agreed-upon timeframe.

Assessment and Reporting:

Teachers are expected to provide instruction and assessment of progress based on the curriculum for every student in their classrooms. A variety of assessment strategies are to be used.

Final marks are to be weighted in a manner where they reflect the amount of time placed on specific areas within the curriculum. This weighting will be announced to students at the start of the year in course outlines.

Each student is required to write 2 final exams in the core subjects. The compulsory core exams are as follows:

- Grade 9 - Science 10F, Social Studies 10F
- Grade 10 - English 20F, Science 20F
- Grade 11 - Canadian History 30S, Mathematics 30S (all courses)
- Grade 12 - English 40S, Mathematics 40S (all courses)

Final exams are comprehensive in nature. Time to write is 1.5 to 3 hours.

Student evaluation and reporting will be in accordance with the requirements of the Provincial Report Card as adopted by the province for the 2016-2017 school year. Two report cards will be issued per semester.

Two parent teacher interviews will take place during the school year, one during the fall term (November 23rd evening and 25th afternoon, 2016), and one during the spring term (April 26th evening & 29th morning, 2017)

Appeals:

Students who believe that they have been unfairly treated in a course should first direct their complaints to the course teacher. If they fail to find resolution to their complaint, they should then communicate their complaint to the school principal in writing. If the principal does not resolve their complaint, students should then direct their complaint to the school superintendent.

Tests:

Grade 9 students must have all tests signed by a parent or guardian and returned to the teacher. Teachers may require students at the grade 10 to 12 level to have tests signed by parents if they deem it necessary.

ATTENDANCE

Students are expected to be in school at all times unless they are excused due to illness or family reason. When students are absent parents/guardians are expected to notify the school about the absence by phone or in writing within one day of the absence.

The Pine Creek School Division attendance policy is developed to encourage appropriate student work habits. The policy is not intended to penalize students who may be absent for reasons beyond their control such as extended illness or family emergency. Rather, it is intended to encourage responsibility and appropriate attendance practices.

Student absences will be tracked on a class-by-class basis with absences in each specific course recorded by the classroom teacher.

Lates:

Students are expected to be on time to all classes to ensure they are receiving all information and instructions and increase opportunity for success. Any student who is late to a class will be marked as such and this is visible within Maplewood by parents/guardians immediately on the website. Individual classroom teachers will monitor students in his/her class with regards to lates. Interventions for chronic lates may result in detentions, alternate or make-up work outside of the class that still covers course outcomes, loss of open campus, etc. These interventions are decided by each individual classroom teacher, however, the principal is notified and further interventions, such as parental/guardian contact to develop a plan may be introduced.

Missing Tests:

If a test is written during a student absence, the student and parent should make arrangements to reschedule. These arrangements should be made prior to the absence if possible.

Skipping:

If a student misses a class without a parent's permission, that student is regarded as skipping and is subject to disciplinary action that may range from loss of privileges to school suspension.

Calendar:



PINE CREEK SCHOOL DIVISION 2018-2019

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Online Information:

Refer to the school website at www.mci.pinecreeksd.mb.ca for a weekly schedule and a list of upcoming events. The Divisional calendar for the 2016-2017 is also posted here.

Newsletters:

A newsletter will be distributed to students and parents/guardians via email. The newsletter can also be found on our website. A hard copy of the newsletter can be attained upon request.

Daily Schedule:

MCI operates on a 6-day cycle. At the opening bells of 8:55 a.m. and 1:00 p.m., students will proceed to the first class scheduled for the morning or afternoon. Announcements will be read at the beginning of class. Attendance will be taken at each class. Dismissal is at 3:20 p.m.

Period 1:	8:55	am	–	10:02	am
Period 2:	10:11	am	–	11:13	am
Period 3:	11:18	am	–	12:20	pm
Period 4:	1:00	pm	–	2:10	pm
Period 5:	2:15	pm	–	3:20	pm

Period changes:

There is either a five or nine-minute period change between classes for having a snack, gathering books for the next period, using the washroom, and proceeding to the next class.

Leaving school during school hours:

During the school day, students in Grades 9 or 10 may be permitted to leave the school property for specified times providing they supply written permission from a parent or guardian beforehand. All students leaving the school, including Grades 11 and 12 who have open campus privileges, must sign out at the office, and sign in upon their return.

Open Campus:

Because of the increasing course load at the higher grade levels, Grade 11 and 12 students are allowed to leave periods free to be used as study periods. These periods are intended to be used to do homework in the student lounge or the library, unless the student has been assigned to a specific location. These periods are not guaranteed, and may be removed by teachers (see below). Grade 9 and 10 students do not have open campus privileges.

Grade 11 and 12 students are eligible for open campus privileges during study periods. The following conditions will apply:

- a) the privilege is subject to parents' written consent
- b) the privilege is subject to the principal's approval and the principal has the right to suspend or withhold this privilege for any student
- c) Grade 11 and 12 students are expected to maintain a satisfactory academic standing in all courses. Should a teacher deem that a student's work in a course is unsatisfactory, it is an expectation that the student will use spares to study and seek additional assistance. Should this occur, open campus privileges may be suspended until the student meets academic expectations to the satisfaction of his or her teacher(s)
- d) Grade 11 and 12 students on open campus privileges are expected to behave appropriately when off campus. School rules still apply. Any student behaving inappropriately while off campus will be subject to having all open campus privileges suspended as well as any other disciplinary action deemed necessary by the principal
- e) Grade 11 and 12 students are subject to the same school policies regarding attendance of scheduled classes as are students in grade 9 and 10.
- f) Students exercising open campus privileges are expected to leave and return to the building in an orderly and quiet manner. Students exhibiting inappropriate behavior in the hallways will be subject to having all open campus privileges suspended.
- g) Students exercising open campus privileges, who contribute to the truancy of any grade 9 or 10 student, will be subject to having all open campus privileges suspended.
- h) Students with more than five unexcused absences in any one subject area will be subject to having all open campus privileges suspended.
- i) Students leaving the building are required to sign out at the office when they leave and sign in when they return to class.

Lunch Break:

The lunch break is from 12:20 pm until 1:05 pm. (Warning Bell at 1:00 pm) All students are permitted to leave school premises at this time if parents/guardians have granted this privilege. A nutritional lunch is prepared by Tummy Treats.

Hallways and Washrooms:

Students are not to go to their lockers or be in hallways during class time unless sent by a teacher. At the high school level, the need to leave class should be minimal

EXTRA-CURRICULAR

Participation on school teams requires the full payment of the team transportation/officiating fee at the conclusion of the sporting season. This fee will vary from sport to sport. Students on extra-curricular teams and student spectators at home games are representatives of the school, and as such, their behaviour reflects upon the entire school. Students must demonstrate respect and good sportsmanship to officials, opposition and spectators. In particular:

- no player shall employ derogatory remarks or gestures
- all students should be courteous to opposition team members, spectators, and officials
- the above applies at games, on the bus, and in public places, such as restaurants, etc.
- failure to meet these guidelines may result in suspension from play and/or team.

Transportation/Officiating fees:

In order to help meet the costs associated with our extra-curricular trips (mileage and bus drivers) and officiating of home events, participation fees are a necessity. MCI attempts to keep these to a minimum each year.

Varsity & Junior Varsity sports uniforms:

MCI has attempted to maintain jerseys for all junior/varsity sports and will continue to do so. Students who participate on any junior/varsity team may be required to purchase black shorts from the store of their choice. These shorts should be of appropriate length and have no other colors/logos.

MISCELLANEOUS

Cell Phone Policy:

Many students have the convenience of having a cell phone for maintaining communication. This is in itself a very positive development. However, they can be very distracting. Given the increasing number of students carrying cell phones, students receiving phone calls while in class would create an intolerable distraction. In order to maintain an orderly classroom and maintain a good learning environment, students are to be respectful of socially acceptable use of phones and not make/take calls during class.

Rather than texting or calling students on cell phones, parents are asked to call the school to leave messages at the office during regularly scheduled class time if necessary. These messages will be passed on to students at breaks. Should an emergency occur, students will be called from class to take the call, with as little disruption as possible.

Many phones actually carry the capacity to have useful accessories (calculators, cameras, internet, etc.) Students live in a technological world and need to learn and appreciate the socially acceptable responsibilities and “good manners” of having a cell phone. Students that present inappropriate cell phone usage may be considered defiant and appropriate consequences will be applied.

SCHOOL PROPERTY/FACILITIES

Accidents/Student Accident Insurance:

Accidents to students or to school property should be reported promptly to the Principal's office.

All students are encouraged to have student accident insurance or equivalent insurance coverage. Parents are reminded to deal directly with the insuring agency for claims. Claim forms are available at the school office.

Behaviour in Foods, Science, IA Shop:

Students should behave in a way supportive to the learning for all in any classroom, but because of additional safety hazards involved with rowdy or careless student behaviour in specific rooms, students may be required to withdraw from these courses when their behaviour places themselves or classmates in danger, or increases the likelihood of damage to equipment. In Industrial Arts the wearing of safety glasses, hearing protection and appropriate footwear is compulsory at all times. Hairnets and beard nets (for more than 24-hour growth) must be worn in the kitchen, and appropriate eye protection and lab coat are to be worn in the science labs.

Internet:

Students are to refrain from visiting sites that are inappropriate. Those students violating these terms may be suspended from further access.

Library:

- a) Fiction books may be borrowed for a period of 3 weeks and may be renewed.
- b) Non-fiction may be borrowed 2 days to one week, at the librarian's discretion, subject to research projects and library needs.
- c) All books must be signed out at the librarian's desk.
- d) Returned books must be left on the librarian's desk.
- e) The librarian will be glad to help students find books and to teach them how to use the author, subject, and title file on the computer; and to assist them with utilization of the Internet for research projects.
- f) Reference books (labelled "R" or "Ref") encyclopedias, magazines and newspapers are for use in the library only.
- g) It is each student's responsibility to replace books, magazines, encyclopedias, and newspapers, as well as chairs, after use and before leaving the library.
- h) Library hours are 9:00 - 3:20 daily (some closures due to lunch/choir)
- i) No food or drink is allowed in the library.
- j) In any school, there must be an area where noise is not permitted. Therefore, students must be quiet at all times in the library. Library privileges will be cancelled for those students who cause a disturbance and/or misuse library property. Students who chronically abuse library privileges may be assigned to supervised study periods.

Lockers:

Lockers are the property of the Pine Creek School Division. Students will be issued a locker for their use. It is the student's responsibility to keep the locker locked, neat and tidy. The school principal may inspect school lockers with a student as deemed necessary. Students can rent a lock from the school office for a \$8 caution fee. This \$8 fee will be refunded in June when the lock is returned in working order. There will be monthly locker clean-ups.

Textbooks:

Textbooks are issued on loan by the school. MCI asks that students are respectful of this privilege and return all books in good condition at the end of each semester to reduce costs of replacement.

Trespassing:

Students may not be on private property throughout the community at any time. Students are reminded that they are representatives of MCI and their actions are subject to disciplinary actions at the school/board level. The owner of the property also has the right to contact the RCMP if the problem persists.

STUDENT COUNCIL

The council is an elected group of students chosen each spring by the student body to organize and execute the affairs of their association. The council consists of an elected executive as well as a general council of representatives supported by a minimum of ten students. Functions of council include the school dances, "spirit days", contributing to the extra-curricular transportation costs, funding the athletic council, etc. In order to raise money for the above, a student fee is charged each fall. Also, council engages in a number of fund raising activities during the school year.

Student fees:

\$55 Student fees are levied each year to assist the student council in providing activities for the student body. Included in this student fee is a MCI Yearbook. (\$35 student yearbook + \$20 student fee for student activities = \$55)

At no time shall any child in MacGregor Collegiate Institute be denied access to an activity due to an inability to pay. Parents / Guardians need just to contact the principal if finances are an issue so that a solution may be worked out. The privacy of the parent and student will be respected.

TRANSPORTATION

Buses:

All students are to board the buses in an orderly manner. Town students are to walk on the sidewalk well away from buses. No vehicles are to park in front of the school during school hours. Appropriate behaviour is expected while riding a bus for school, field trips, extra-curricular activities, etc. Please refer to the brochure distributed to students regarding bus safety for further details/expectations.

Student Use of Private Vehicles:

Students who come to school in private vehicles shall use them in a manner that is safe and orderly. Students who operate motor vehicles in a reckless, or dangerous manner will not be permitted to bring vehicles onto school property for periods of time specified by the principal, and may be reported to the RCMP. Students who park their vehicles in undesignated areas may have their vehicles towed at their expense.