LRSD

PURSUITS

LRSD Pursuits: Virtual School Student Handbook

“No Limits”

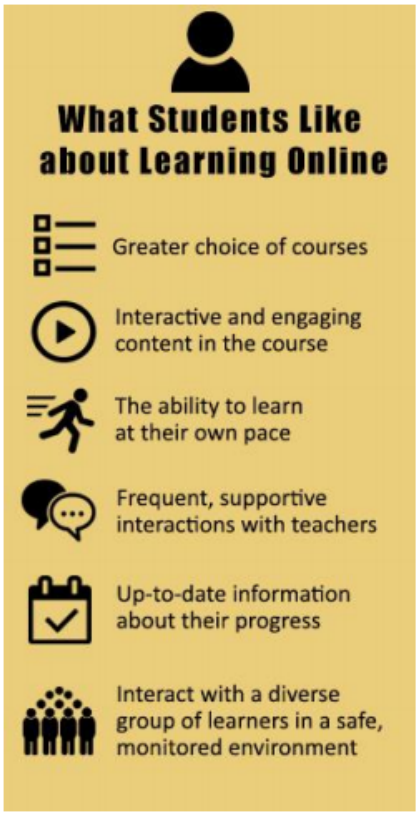
OUR MISSION

Livingstone Range School Division inspires excellence through meaningful relationships, innovation, and collaboration.

VISION

No Limits

How Do I Know if LRSD Pursuits is right for me?



Making a Decision

Deciding if online learning is the right learning choice is very important. Research indicates there are some characteristics that contribute significantly to a student's ability to be successful in online learning programs.

Successful Online Students

GOOD TIME MANAGEMENT

Can create and maintain a study schedule throughout the semester without face-to-face interaction with a teacher.

INDEPENDENT STUDY HABITS

Can study and complete assignments without direct supervision and maintain self-discipline to stick to a schedule.

ACADEMIC READINESS

Have the basic reading, writing, mathematics and computer literacy skills to succeed.

EFFECTIVE COMMUNICATION

Can ask for help, make contact with other students and the instructor online, and describe problems they have with learning materials using email, texting and/or telephone.

SELF-MOTIVATION

Have a strong desire to learn skills, acquire knowledge and fulfill assignments in online courses because of an educational goal.

TECHNOLOGICALLY PREPARED

Are able to use online technology to assist with learning and identify various file formats, including .doc, .xls, .pdf, .jpg.

While these are helpful for success, the most critical factor is a supportive family and school.

Having an understanding of the terms related to online learning helps provide clarity regarding what it is and how it is offered.

Online Course
An online course is one in which instruction and assessment takes place primarily over the internet through a Learning Management System (LMS).

Learning Management System
LMS is web-based software designed to store learning content, coursework, feedback, communications, and to manage student progress online.

Online Learning Program
An online learning program is a structured learning environment in which students engage with their teachers in one or more courses online. Alberta certificated teachers are responsible for instruction and assessment of student learning.

Blended Learning
Blended learning environments provide students with the opportunity to engage in their learning partly online away from their teacher and partly in a face-to-face environment, e.g., in a classroom or outreach setting.

Asynchronous Instruction
Instruction or communication that is not "live" between participants, e.g., email, forums, message boards, blogs, videos or podcasts.

Synchronous Instruction
Online teaching and learning in which the participants interact at the same time and in the same space. Video or web-based conferencing is an example of a tool used for synchronous instruction purposes.

Web-based Conferencing
Web-based conferencing is a way of meeting "live" or synchronously using a web cam, headset and microphone using software such as Blackboard Collaborate, Google Hangout, Skype, Zoom, Adobe Connect or Big Blue Button.

Credit Recovery
Credit recovery provides opportunities for students who have not been successful in a course to redo coursework or retake the whole course in order to obtain credit or a higher mark than previously earned. Online learning is one of many ways to achieve this.

https://education.alberta.ca/media/3795650/online-learning-student-and-family-guide-january-2-2019.pdf

Staff List

Administrative Team:	Tara Tanner: Principal
	Corby Potyok: Asst. Principal
Teaching Team:	Kirby Dietze
	Nial Jones
	Sydney Wallis
	Aleksander Borucki
	Deanndra Frandsen
	Clair Hockley
	Kylie Penner
	Stephanie Monteith
Support Staff:	Joanne Oliver: EA
	Garrett Kennedy: CYCW
	Michelle Hedley: Admin Assistant

Registration

Please go to https://www.lrsdvirtualschool.ca/registration and complete the registration process outlined. A staff member will connect with you once your registration is processed.

School Website

Please go to our website: https://www.lrsdvirtualschool.ca/ to stay current with the latest news/event/programs from LRSD Pursuits.

School Calendar

Please visit: https://www.lrsdvirtualschool.ca/calendar for this year's calendar.

Online Learning

LRSD Pursuits provides a form of online education which seeks to enhance learning opportunities for students. Students have the opportunity to take courses through a synchronous/asynchronous learning environment. Students are expected to connect with content, instruction and support online and through virtual meets with their instructors.

The learning platform Hapara is used to facilitate interaction between the student and the course content. The Google Apps for Education environment is used to facilitate interaction between the student and the teacher. This program can be accessed from anywhere via a computer and with internet connection. A complete listing of courses offered through the LRSD Pursuits can be found on our website:

https://www.lrsdvirtualschool.ca/registration. Diploma exams will be completed under supervision at one of our partner schools.

Fees

There are no fees for students in Alberta who are under 20 years old. All resources are located online. Students are responsible for print material.

Alberta Graduation Requirements

Throughout Grades 10-12, students must earn a minimum of 100 credits including:

- English 30-1 or 30-2
- Social Studies 30-1 or 30-2
- Mathematics 20 level
- Science 20 or Science 24, Biology /Chemistry/Physics 20
- Physical Education 10 (3 credits)
- Career and Life Management (CALM) – 3 credits
- 10 credits, in any combination, from: Career and Technology Studies (CTS) Fine Arts French and International Languages or Physical Education 20 and/or Physical Education

Diploma Exam Registration

All students in Grades 10-12 need to register for a myPass account at:
myPass: myPass.alberta.ca

myPass is an Alberta Education secure self-service website for Alberta students to:

- View diploma exam results and request rescores
- Register to write a diploma exam
- Order high school transcripts
- View progress towards a credential (diploma or certificate)
- View and print a Detailed Academic Report (DAR)
- Order additional copies of an awarded credential
- View student personal information

Important Conversations

Planning ahead is key to success in all learning, including online learning. Online learning can contribute to more independence in students. Here are some questions to consider together with your family that are above and beyond the usual types of supports. Use this page to talk together with your family about how best you can manage challenges and be set up for success.

Is your home work area designed for success?

- Do you have an organized place for textbooks, binders, and supplies?

Is your desktop computer or laptop set up for success?

- Do you have reliable high speed internet? What is your backup plan if it is interrupted?
- Do you have a word processor like Microsoft Word or Google Docs? Can you open PDFs?
- If the computer will be shared, is there a folder or desktop profile set up specifically for the student's use?
- Do you have a secure file or app for important passwords?

What routines will you need to establish in your week?

- When is it time to begin school work during the day? How will you structure your school week?
- How will you plan for important deadlines in the course?
- What time are synchronous classes? Are they online or in person?
- Is there a place you can work without noise and distraction if needed?
- What daily physical activity can you schedule to avoid sitting for long periods?

How will you get help with your learning?

- What arrangements can you make to ensure communication between the teacher and the caregiver?
- Is there a mentor that will help you during the day? A school counsellor, family friend, caregiver, grandparent or older sibling?

For the family caregiver(s):

- How will you monitor to ensure learning is successfully being completed each week?
- Do you have the username and password for the login to the courses, if under 18?
- Have you introduced yourself to your student's teacher through email or phone call?
- Are there opportunities for the student to take advantage of social opportunities that the school may offer, e.g., field trips, on-site activities, if interested?

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Policies and Procedures

Code of Conduct

Guiding Principles

1. LRSD Pursuits is committed to providing students and staff with a safe, welcoming and caring learning environment that respects diversity and fosters a sense of belonging.
2. A student shall conduct himself or herself so as to reasonably comply with Section 31 of the *Education Act*:
    a. Be diligent in pursuing the student's studies;
    b. Attend class regularly and punctually;
    c. Cooperate fully with everyone authorized by the board to provide education programs and other services;
    d. Comply with the rules of the school;
    e. Account to the student's teachers for the student's conduct;
    f. Respect the rights of others;
    g. Ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
    h. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others during the school day or by electronic means;
    i. Positively contribute to the student's school and community.
3. Students have the responsibility under the *Education Act* to respect the rights and dignity of others and to proactively participate in promoting and fostering positive relationships with others while:
    a. On and off LRSD property;
    b. Participating in school activities;
    c. Engaging in any digital communication or;
    d. In any other circumstances that may impact the school environment.

Discrimination

1. Discrimination, bullying and harassment in any form will not be tolerated, whether or not it occurs within the school building, during the school day or by electronic means.

Student Responsibilities for Promoting Positive Behaviours

1. Students are expected to behave in a manner that complies with the Code of Conduct and contributes to a safe, welcoming and caring learning environment.
2. Acceptable behaviours may include, but are not limited to:
    a. Demonstrating respect for self, others and the school environment through respecting:
        i. Differences in people, their ideas and their opinions, including when there is a disagreement;
        ii. Diversity;
        iii. The needs of others to work in an environment conducive to learning and teaching; and
        iv. The rights of others.
    b. Modeling positive social behaviours in all interpersonal interactions;
    c. Being courteous and treating each other with dignity;

d. Using positive and inclusive language;
e. Demonstrating good digital citizenship by using technology ethically;
f. Taking responsibility for personal belongings and respecting the personal belongings of others;
g. Demonstrating caring and compassion for others.

3. Students may be held accountable for behaviours that impacts the school beyond the hours of school operation when their conduct detrimentally affects the personal safety and well-being of individuals, the learning environment, or the effective operation of the school.

LRSD Pursuits Cell Phone Policy for Outreach Schools

In compliance with Board Policy 24 Personal Mobile Devices and Social Media in Schools and Administrative Procedure 145 Use of Personal Mobile Devices and Social Media in Schools, Walshe Crossroads and MHHS Gateway Schools have developed this Personal Mobile Devices and Social Media in Schools Plan to govern the appropriate use of personal mobile devices and social media at our school.

Effective Date: September 3 , 2024

Use of Mobile Devices at School

- Students may not access a personal mobile device or social media during instructional time (class time).
- Accommodations/exceptions for student use during instructional time/class time may be granted to support, monitor, or regulate an approved identified health and/or medical reason as per the medical plan or to support an approved identified inclusive educational need.

Storage

- Personal mobile devices are valuable electronic devices. Students and staff bring personal mobile devices to school at their own risk. The security and storage of these items is the sole responsibility of the owner and user. The Division assumes no responsibility for the safety, security, loss, repair or replacement of personal mobile devices.
- At Walshe Crossroads and MHHS Gateway Schools, students will store their personal mobile devices in a locked cabinet/closet provided by the school. Staff will provide access to phones during breaks/lunch hour.
- Employees are asked to leave cellphones in a secure place unless approved by the school administration for a work-related purpose.

Social Media

The Division has restricted access to the following social media platforms at this time. These are subject to change without notice. Limited student access to social media may be permitted, as determined by school administration.

Personal Mobile Devices and Social Media Infractions & Parent Notification

Failure to adhere to the personal mobile device expectations will result in the following consequences:

1st Offence - The staff member will verbally warn the student and make a record of it.
2nd Offence - The personal mobile device will be confiscated and stored in a secure location in the classroom. The student will be permitted to collect their personal mobile device at the end of the school day. The parent or guardian will be contacted by the teacher.
3rd Offence - The personal mobile device will be confiscated and will remain at the school until a parent or guardian is available to collect the personal mobile device.
4th Offence - The student, parent and school administration will have a meeting to discuss the implementation of a support plan for the student. This may include working on their online courses from home.

(The Division assumes no responsibility for the safety, security, loss, repair or replacement of personal mobile devices notwithstanding confiscation of the device for the purpose of discipline.)

Stakeholder Roles and Responsibilities
Students, parents, and staff will comply with the roles and responsibilities as outlined in this plan, LRSD Administrative Procedure and Board Policy.

Academic Dishonesty

Includes cheating and the use of unauthorized materials on examinations, recycling of your own work without acknowledgment (e.g. submitting the same paper for different classes); the fabrication of information or making up sources; improper collaboration; unauthorized use of artificial intelligence; use of paraphrasers; and plagiarism (claiming another's work as your own) as determined by the teacher's professional discretion.

LRSD Pursuits believes in a three-pronged approach to support students in maintaining academic integrity:

1. **Pedagogical:** teachers will work to create assignments that require students to think critically and self-reflect. Teachers will also seek to have assessments that include conversations/video evidence when appropriate.
2. **Clear expectations/student education:** Teachers will explicitly teach students about academic integrity and include academic integrity education in their workspaces.
3. **School Policy:** If a student is caught plagiarizing, the school will respond in the following way:
    - If a student is caught plagiarizing work, the teacher will contact both the student and their parent. There will be an opportunity for the student to complete the same or an alternative assignment (at the teacher's discretion). This could include an oral assessment or a requirement to complete the alternative/same assessment with the Pursuits testing center. The teacher will make the LRSD Pursuits Principal and Home School Principal aware of the situation.
    - If there is a second offense, the teacher will once again inform the student, parent, and principal(s) of the situation and alternate arrangements will be made to complete the assignment. The student will be required to complete an online assignment demonstrating their understanding of academic dishonesty.
    - Any subsequent offenses will be dealt with by the LRSD Pursuits Principal and may lead to a recommendation for alternative programming or a requirement for all summative work to be completed within the Pursuits testing center.

Unacceptable Student Behaviours

1. Unacceptable behaviour(s), whether or not the behaviour occurs within the school, during the school day or by electronic means, may include, but are not limited to:
    a. Disruptive or dangerous behavior;
    b. Defiance of authority;
    c. Encouraging unacceptable conduct and engaging in conduct which endangers others;
    d. Any conduct which is injurious to the physical, social or mental well-being of others;
    e. Creation, use, display or distribution of improper, obscene or abusive language, messages, gestures or pictures;
    f. Discriminatory behavior;
    g. Use of technology such as computers, cameras, cell phones, and other digital equipment for purposes that are illegal, unethical, immoral, or inappropriate;
    h. Theft, including theft of identity and intellectual property;
    i. Involvement in the formation of or affiliation with gangs or other groups which negatively impact the school environment;
    j. Hazing and initiation activities;
    k. Behaviours that interfere with the learning of others and/or the school environment, or that create unsafe conditions;
    l. Retribution against any person in the school who has intervened to prevent or report bullying or any other incident of safety concern;
    m. Use or display of improper or profane language;
    n. Criminal activity;
    o. Failure to comply with the Code of Conduct or;
    p. Failure to comply with Section 31 of the *Education Act*.

Complaint Procedure

1. It is the responsibility of students to not participate in, tolerate or encourage bullying in any circumstances that may impact the school environment.
2. Students who are subject to or a witness of bullying or conduct that interferes with maintaining a safe, welcoming and caring environment, should immediately report that conduct to a teacher, counsellor, administrator or any other staff member with whom they feel comfortable.
3. The principal or designate must assess, and where warranted, investigate and respond to all reports of bullying.

Responding to Unacceptable Student Conduct

1. Responses to student conduct must reflect a consistent school-wide approach that ensures a range of fair and predictable responses to unacceptable behaviour.
2. When responding to unacceptable student conduct, the principal or teacher must account for the student's age, maturity and individual circumstances.

Student Support

1. School staff shall support all students who engage in inappropriate behaviour as well as students who are impacted by inappropriate behaviour.

Consequences of Unacceptable Student Conduct

Consequences of unacceptable behaviour must reflect a progressive approach including both intervention and discipline at the classroom, school and system levels.

1. Classroom Level
    a. Initial responses to student behaviour occur within the context of the classroom and will involve the classroom teacher to support the student.
2. School Level
    a. Where classroom level responses have been unsuccessful or where the student conduct is sufficiently serious, the classroom teacher will involve the learning support team, which may include administration, learning coach, and/or the family school liaison counsellor.
    b. A principal may suspend a student from the school environment for up to 5 days in accordance with Section 36 of the Education Act.
3. System Level
    a. The principal may recommend expulsion in accordance with Section 37 of the Education Act.

Parent Responsibility

Parents and guardians play a vital role in developing student behaviour and conduct. It is LRSD Pursuits' expectation that a parent or guardian of a student has the responsibility to:

a. take an active role in the student's educational success including assisting the student in complying with Section 31 of the Education Act;
b. ensure that the parent's conduct contributes to a welcoming caring, respectful and safe learning environment;
c. co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student;
d. encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school;
e. engage in the student's school community;
f. cooperate with VTRA Protocol;
g. review the school's Code of Conduct with their child(ren);
h. assist the student in complying with the Code of Conduct;
i. promote the prevention of bullying;
j. assist the school in addressing disciplinary issues involving their child;
k. comply with Administrative Procedure 132 – Public Civility in Schools. (see www.lrsd.ca)

Attendance policy:

- Teacher communication: Teachers will call and email both parents and students when a student has not completed any course work for 2 weeks. A plan will be created with the family/teacher to get the student on track with his/her learning.
- Monthly no show list: At the end of each month, teachers will complete the monthly no show attendance list for students that have not engaged in their learning in the past month. The office staff will then try and connect with families on the teachers' behalf.
- Letters sent home: If the office staff is unsuccessful in connecting with parents on the no show list, a letter will be sent home by the LRSD Pursuits principal that will indicate the need to immediately connect with teachers or risk removal from the course.

- Removal from course: If there is still no response from the student/family, the student may be removed from their LRSD Pursuits course. This will be communicated via letter from the LRSD Pursuits Principal.

ASSESSMENT & REPORTING OF STUDENT ACHIEVEMENT

Grading and Reporting Procedures

It is the responsibility of the teacher to summatively assess and report what the student knows and is able to do in terms of learner outcomes. Consistent and accurate assessment occurs when:

1. Assessment is derived from the learner outcomes outlined in the Program of Studies.
2. Reporting of student achievement and progress to students and parents will be timely, frequent and involve multiple communication strategies (i.e. phone calls, reports, on-line parent/student access).
3. Students need a clear understanding of the assessment criteria which may come in the form of rubrics and/or exemplars.
4. Elementary classes will use a 4 point academic divisional rubric.
5. Junior and Senior High classes will use a percentage scale.
6. Grades will reflect accurate evidence of learning based on mounting evidence of curricular outcomes throughout the period of instruction (year/semester).
7. Assessment results need to be free of non-curricular influences such as lateness of work and/or extra credit.
8. Attitude, effort, work-habits, behavior and attendance are reported separate from grades reporting academic achievement, unless they are defined in the learner outcomes.
9. All classes will use an attitude and behavior rubric to report student success on responsible learner skills such as but not limited to work habits, behavior, participation and/or working in group.
10. If there is not enough evidence of a student's level of proficiency because of missing summative information or academic dishonesty, the student will initially receive an incomplete. In discussion with the teacher and parents, students will be given a reasonable amount of time to provide acceptable evidence for learning.
11. Junior High/High School teachers will provide written reports to parents at least four times per year, while elementary teachers will provide written reports to parents at least three times per year.
12. On-line grading and reporting access will be available to all parents and students. All teachers' emails will be activated to support and encourage communication.

INDEPENDENT STUDENTS

Background

The Education Act defines an Independent Student as a student who is

1) 18 years of age or older, or
2) 16 years of age or older and
   a) living independently as determined by a board in accordance with section 6, or
   b) a party to an agreement under section 57.2 of the *Child, Youth and Family Enhancement Act.*

An Independent Student is:

a) Entitled to exercise all the rights and powers as the student's parent or guardian;
b) Receives all the benefits of the students' parent or guardian and;
c) Becomes subject to all the obligations of the student's parent or guardian.

Upon confirmation of Independent Student status, the Independent Student's parents or guardians shall not exercise those rights, receive those benefits or be subject to those obligations.

Information regarding an Independent Student can only be shared with parents or guardians with the written consent of the Independent Student.

Procedures

1. Students who are 16 years of age and older, and less than 18 years of age, may apply to their Principal to be recognized as an Independent Student.
   a) It is the responsibility of the student to initiate the process in order to be declared an Independent Student and to inform the Principal of any change of independent status.
   b) The student who wishes to be declared an Independent Student will make a written application by completing the *Livingstone Range School Division Independent Student Declaration.*

2. The Independent Student status of the student may be revoked upon written notice from the Principal if the student does not comply with the criteria for Independent Student status.

3. The Principal will determine whether or not the student qualifies as an Independent Student.

4. When determining Independent Student status the Principal will consider the following criteria. None of these criteria alone is a sole indicator of independence, but the response to all of them will assist the Principal in determining whether or not a student is appropriately considered an Independent Student.

   a) Has the student completed the *Livingstone Range Independent Student Declaration*?
   b) Does the student demonstrate to the satisfaction of the Principal or designate that they make decisions with respect to day-to-day living?
   c) Does the student earn their own living or substantially contribute to their own maintenance or receive government financial support?
   d) Does the student handle major decisions such as health care and education?
   e) Does the student make and maintain arrangements for living accommodation?
   f) Is the student married or cohabiting?
   g) Has the student provided supporting documents?
   h) Are any other factors that the principal considers relevant?

5. The Principal must advise the student in writing of the Principal's decision on the student's application.

6. If the Principal determines that the student is recognized as an Independent Student, the Principal must ensure that this information is entered into the Student Information System (SIS) and that staff are aware of the student's status.

7. If at any time the student no longer meets the criteria for independent status, the student must inform the Principal in writing of the change. The Principal is responsible to ensure that the information is updated in

the SIS and that staff are aware of the change.

8. This form and supporting documents (if required) is to be attached to the LRSD Student Registration Form.

Handbook References:

Alberta Online Student and Family Guide:
https://education.alberta.ca/media/3795650/online-learning-student-and-family-guide-january-2-2019.pdf

Alberta Education Act:
https://www.qp.alberta.ca/documents/Acts/e00p3.pdf

Livingstone Range School Division Administrative Procedures:
https://www.lrsd.ca/our-division/administrative-procedures