

# Strathmore Storefront School Handbook

Outreach Program within  
Golden Hills School Division



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# Overview



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# School History



Strathmore StoreFront School started in 1996 with one staff member and nine students in a small loft. It was created to help students with unique needs that regular classrooms couldn't meet. Over the years, the school expanded, relocating several times. Many students have graduated with many pursuing post-secondary education or training.

The Strathmore Storefront is made up of a variety of grade levels and ages. The majority of our approximate 114 FTE students are in grades 10-12, with the addition of adult upgrading. We cater primarily to students from within the Strathmore and Wheatland East areas of Golden Hills.

Our students typically arrive at Storefront looking for an alternative education program with more flexibility. We act as a temporary solution for some students until they can return to regular programs. Our students have diverse backgrounds, including young single mothers, those in care, recent returnees from youth centers or treatment facilities, and full-time or part-time students. The majority are coded students in need of specialized individualized attention and programming.

Storefront School receives block funding to meet the needs of students unable to complete maximum credits, providing additional support. We offer individualized programs and flexibility through online, independent courses, and provide live instruction in all core subjects. Our staff provides clear expectations and guidelines to support students in their learning.

We maintain a strong partnership with Strathmore High School, Crowther Memorial Junior High Anchors program, and George Freeman School, ensuring a seamless school transition. Collaboration with alternative program teachers helps create tailored options for students

# Strathmore Storefront Outreach: A GHSD Specialized Program



## Registration Through Intake Process:

- 1) Community school makes a referral that the student requires additional support beyond what they can provide. This process includes Division Ed. Consultant and administration at both community and Storefront schools.
- 2) *The Specialized Placement* referral form is completed by the community school and then sent to the Storefront administrator and Division Student Services.
- 3) Consultation meetings will occur between the community school and Storefront administrators.
- 4) Transition and Intake meetings will follow, which include student, family, and administration from community and outreach schools.

## Referrals:

Referrals to Strathmore Storefront can be made for the following reasons: attendance, developmental disabilities, medical, behavioral, and social-emotional.

# Vision & Mission



## Vision

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As a school, we aim to:

- Engage the unengaged
- Keep original thought and action
- Ensure essential learning

## Mission

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The Strathmore StoreFront School strives to create an inclusive environment that fosters relationships and connections allowing students to achieve their maximum potential.

## Beliefs & Values

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- Aim to prepare students for the outside world, fostering active, contributing, and caring citizens.
- Believe respect at the school level is the foundation for respectful citizenship in society.
- Prioritize inclusivity, by providing a safe, welcoming learning environment that supports student needs.
- Recognize student success varies for each individual, with no one-size-fits-all approach.
- Value community partnerships as a means to meet students' basic needs.
- Embrace and model lifelong learning through professional development and community involvement.
- Emphasize the importance of balance for personal and academic growth, and advocate for positive, healthy choices.
- Support alternative and flexible learning methods to help students thrive.
- Acknowledge individual needs and learning styles while encouraging students to reach their potential.

# School Schedule



BLOCK	MON	TUES	WED	THURS	FRI	
9:00-9:15 (SOFT START)	Math Monday	(NY) Times Tues	Wordy Wednesday	Trendy Thurs	Fun Friday	
9:15-10:00 (BLOCK 1)	LIVE INSTRUCTION	LIVE INSTRUCTION	LIVE INSTRUCTION	LIVE INSTRUCTION	Individual work time (cores/ options)	
10:00-10:15	<b>BREAK</b>					
10:15-11:00 (BLOCK 2)	LIVE INSTRUCTION	PE	LIVE INSTRUCTION	LIVE INSTRUCTION	Individual work time (cores/ options)	
11:00-11:45 (BLOCK 3)	LIVE INSTRUCTION		LIVE INSTRUCTION	Individual work time (cores/ options)	Individual work time (cores/ options)	
11:45-12:30	<b>LUNCH</b>					
12:30-1:15 (BLOCK 4)	LIVE INSTRUCTION	LIVE INSTRUCTION	LIVE INSTRUCTION	Indigenous club <b>OR</b> Individual Work	<b>FRIDAY AFTERNOONS FLEX</b>	
1:15-2:00 (BLOCK 5)	Individual work time (cores/ options)	CALM (live)	FOODS			
2:00-2:15	<b>BREAK</b>					
2:15-3:00 (BLOCK 6)	Program Check-in/ Life -Skills	Program Check-in/ Life Skills	FOODS	Indigenous club OR Individual Work		

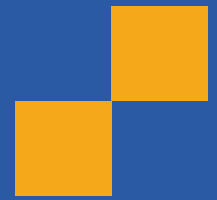
*The schedule will shift slightly depending on course offerings & student needs.*

## School Hours

**Doors open at 8:30 am**

SOFT START	9:00-9:15
BLOCK 1	9:15-10:00
BREAK	10:00-10:15
BLOCK 2	10:15-11:00
BLOCK 3	11:00-11:45
LUNCH	11:45-12:30
BLOCK 4	12:30-1:15
BLOCK 5	1:15-2:00
BREAK	2:00-2:15
BLOCK 6	2:15-3:00

# Code of Conduct & Expectations



## **Purpose of School Code of Conduct:**

At Strathmore Storefront we strive to create a safe, accepting, and predictable environment for all students to learn.

Teachers at Strathmore Storefront use effective teaching strategies, utilizing trauma-informed and mental-health-focused approaches.

Teachers also use effective classroom management skills to minimize distractions and disruptions.

## **Staff Conduct Expectations:**

Staff members play a vital role in student success, serving as partners in the educational process. Storefront staff are expected to adhere to specific codes of conduct outlining the professional standards required of all teachers, administrators, and support staff.

In order to promote a safe environment for all students, students are expected to follow the guidelines set out in the **Alberta School Act,**

## **Section 12:**

*A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:*

- *Be diligent in pursuing studies;*
- *Attend school regularly and punctually;*
- *Cooperate fully with everyone authorized by the Board to provide education programs and other services;*
- *Comply with the rules of the school;*
- *Account to the student's teachers for the student's conduct;*
- *Respect the rights of others.*

# Code of Conduct & Expectations



## **Student Conduct Expectations:**

- Attend school according to their pre-determined plan made with the Administration
- Participate and engage in learning experiences with teachers and course materials without distractions (ex: cellphone)
- Complete assignments to the best of their abilities
- Develop the skills needed to advocate for themselves
- Ensure actions and comments contribute to a safe, caring, inclusive learning environment for all students
- Respect public and private property
- Respect fellow students, teachers, administrators, and support staff
- Refrain from bullying or aggressive behaviors toward others (in person or via social media/technology)
- Students under the influence of drugs/alcohol will be addressed through school-based policies.
- Accept responsibility and possible consequences for their actions
- Demonstrate positive behaviors that contribute to the school and community

*If students engage in questionable or challenging behaviors, staff will attempt to implement logical consequences that maintain the dignity of all students.*

*When required administrators and/or teachers will notify parents regarding inappropriate behavior.*

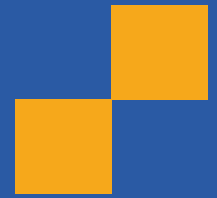
## **Parent(s)/Guardian(s) Conduct Expectations:**

Parent(s)/Guardian(s) are partners in their child(ren)'s education and have the responsibility to act by Section 16.2 of the School Act:

- Take an active role in the student's educational success, including assisting the student in complying with Section 12,
- Ensure conduct contributes to a welcoming, caring, respectful and safe learning environment,
- Cooperate and collaborate with school staff to support the delivery of specialized supports and services to the student,
- Encourage, foster, and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school,
- Engage in the student's school community



# Attendance Policy



Education research notes that attendance is a powerful indicator of school performance and success. At Storefront School we work collaboratively with students to create flexible, customized schedules to fit their needs.

Our in-person program provides students with intensive support and structure, therefore students must attend regularly.

## **Student attendance expectations and potential consequences of absences:**

- 1) Parent(s)/guardian(s) must call (403-934-9479) or email (storefront@ghsd75.ca) the school and leave a message if their student is absent for a portion or a full day. *\*Text messages to the student are not considered valid communication of student absences\**
- 2) If a student arrives late, they must go through the GHLA front doors, as our doors are locked during school hours to ensure the safety of all students.
- 3) If a student needs to leave early, a parent/guardian must communicate that with the school by calling (403-934-9479) or emailing (storefront@ghsd75.ca) before the student leaves the building.
- 4) Attendance requirements are determined during the intake meetings. Attendance is recorded daily in PowerSchool. School messenger is used to communicate student absences to parent/guardian via phone message and or email.
- 5) In cases of chronic absenteeism, individual interventions may need to occur.

# Student Supports



## **One-on-One Support:**

- Our program offers students increased individualized support through smaller class sizes. This allows for more personalized attention, effectively addressing each student's unique learning needs.

## **Access to School Counsellor:**

- Our full-time counselor offers accessible support for students. With an open-door policy, students can quickly receive assistance with academic, social, and emotional challenges.

## **Nutrition Program:**

- Nutrition is a priority for our students, especially those facing food insecurity. Our student kitchen provides accessible dry-staple food items during designated break times. We offer one hot breakfast and two hot lunches each week, along with food preparation and foods courses to foster healthy eating habits.

## **Technology:**

- Students have daily access to Chromebooks to complete their coursework. We also provide instruction on assistive technology tools to support students with diverse learning needs.

## **Community Connections:**

- Students have the opportunity to build strong relationships within our community through several programs and partnerships. These may include our Indigenous Club, elementary school partnerships, Work placements/Work Experience, etc.



## Student Reporting

- Teachers will be in regular communication with students and parent(s)/guardian(s) regarding course completion updates.
- Student report cards will be sent home twice per year, at the end of semester 1 (early February) and again at the end of the school year (end of June).
- Parent(s)/guardian(s) and students can access their grades at any time in PowerSchool, using either the parent or student portal.

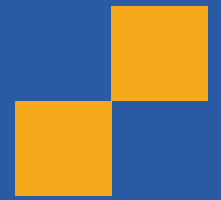
## Final Exams

- Storefront students write any final exams in their courses during class time, therefore **we do not have an “exam break” in January.**
- Students who are in Grade 12 will have Diploma Exams in their core subjects, and ample notice of the exam dates will be provided to students.

## Student & Parent/Guardian Communication

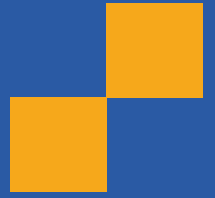
- Teachers and administrators strive to communicate positive, successful moments students have during the day with the students and parent(s)/guardian(s).
- Teachers communicate with students and parents via phone and email.
- Parent(s)/guardian(s) need to keep teachers/administrators aware of any circumstance changes ex: medical, moving etc.
- If students or parent(s)/guardian(s) have any questions or concerns they are encouraged to email the school ([storefront@ghsd75.ca](mailto:storefront@ghsd75.ca)) or their student’s teacher directly.

# Staff Directory



<b>Jennifer Bertsch</b>	Principal
<b>Rosalind Schnieder</b>	Vice Principal
<b>Chelsea Berry</b>	Vice Principal
<b>Peter Hanson</b>	Social/options Teacher
<b>Ashley Wright</b>	English/Options Teacher
<b>Sharon Nijjar</b>	Math/Science Teacher
<b>Nicole Neufeld</b>	Math/Science Teacher
<b>Spencer Montigny</b>	Social Studies/P.E. Teacher
<b>Tara Watson &amp; Amy Hundebly</b>	School Counsellors

# Transportation



Students who need transportation to Strathmore Storefront School must have their parent/guardian create a [BusPlanner account](#) with Golden Hills School Division to be registered for bus transportation for the school year.

Students who drive their own vehicles are encouraged to park along the street (**not directly in front of the school**) or in the Town parking lot across the street.

## Graduation Ceremony Eligibility

Students who wish to participate in the Storefront Graduation ceremony must be on track to complete their courses. In particular, **all courses** (core and option) **must be 75% completed by May 1st** to walk the stage.

Course completion and tracking will be done by teachers throughout the year, and communicated with students.

Student transcripts and graduation checklists will be used to verify all course requirements have been met before confirming if the student can participate in the graduation ceremony.

# Graduation Requirements

## AB High School Diploma

100 CREDITS

English 30-1 OR 30-2

Social 30-1 OR 30-2

Math 20-1, 20-2, OR 20-3

Science 24, Chem 20m Bio 20, Physics 20 OR Science 20

CALM 20

PE 10

10 Credits at 30-Level (Fine Arts, Languages, PE, LDC Courses)

AB School Mark

10 Additional Credits (Fine Arts, Languages, PE, LDC Courses)

**OR**

## AB High School Certificate (K&E)

80 CREDITS

English 20-2 OR K&E 30-4

Social 10-2 OR K&E 20-4

Math 10-3 OR K&E 20-4

Science 14 OR K&E 20-4

CALM 20

PE 10

15 Credits in 30-level K&E Occupational courses or 3000-level CTS or 30-level LDC

5 Credits in 30-level K&E Workplace Practicum course or Work Experience 35 or 30-level Green Certificate or 30-level Special Project

OR

5 30-Level RAP Credits