

Turtleford Community School

Handbook 2026 – 2027

RESPECT, RESPONSIBILITY, CHOOSE TO LEARN

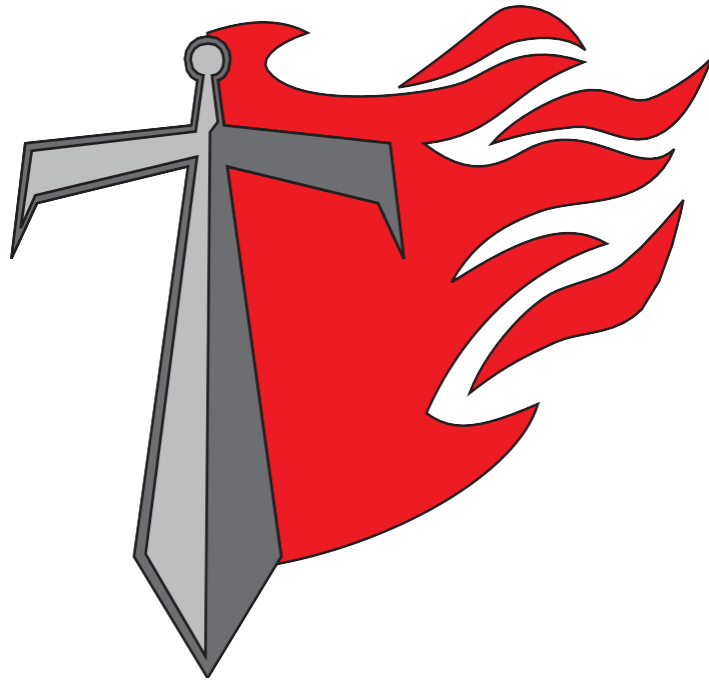


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1. Introduction

Turtleford Community School serves students in Pre-Kindergarten through Grade 12 as part of the Northwest School Division #203. This handbook provides students and families with an overview of our school's programs, routines, and expectations. Student success is a partnership between home and school, and we encourage parents and guardians to communicate openly with staff.

NORTHWEST SCHOOL DIVISION BOARD OF EDUCATION

Jennifer Williamson - Director of Education
Davin Hildebrand - Deputy Director of Education
Jennifer Dorval - Superintendent of Student Services
Cheryl Treptow - Superintendent of Learning
Dawn Paylor - Superintendent of Learning
Michelle Pickett - Finance Systems Manager

NORTHWEST SCHOOL DIVISION BOARD OF DIRECTORS

Travis Neufeld, Trustee, Chair - Subdivision 1 - Dorintosh, Goodsoil, Pierceland
Kim Russell, Trustee - Subdivision 2 - Loon Lake, Meadow Lake Rural, Rapid View
Amanda McGowan, Trustee Subdivision 3 - Frenchman Butte, Paradise Hill, St. Walburg
Rick Starnes, Trustee - Subdivision 4 - Livelong, Mervin, Turtleford
Cheyenne Ludwig, Trustee - Subdivision 5 - Edam, Glaslyn, Vawn
Laurel Pauls, Trustee - Subdivision 6 - Maidstone, Paynton, Waseca
Kristen McGowan, Trustee, Vice-Chair - Subdivision 7 - Hillmond, Lone Rock, Marshall
Vaughn Bellin, Trustee - Subdivision 8 - Lashburn, Marsden, Neilburg
James McKee, Trustee - Subdivision 9/10 - City of Meadow Lake
Barb Seymour, Trustee - Subdivision 9/10 - City of Meadow Lake
Patricia Main, Trustee - Subdivision 11 - Flying Dust First Nation

SCHOOL COMMUNITY COUNCIL

Jodi Nielsen
Ellie Harges
Janessa Macnab
Tiffany Baynes
Tammy Delorme
Nikki McNinch
Susanna Minish
Nelda Ripley
Meagan Mannix
Kacie Macnab
Doug Milne

2. Staff List

- **Pre-Kindergarten – Jolaine Koberlin – Rachel Mitchell**
- **Kindergarten – Laura Quinn-Rogers**
- **Grade 1 – Meagan Mannix**
- **Grade 2 – Abby Albert**
- **Grade 3 – Coel Nordell**
- **Grade 4 – Shelby McDonald**
- **Grade 5 – Janaya Morrison**
- **Grade 6 – Jodine Wiebe**
- **Grade 7 – Megan Johnson**
- **Grade 8 – Christie Milne**
- **Grade 9 – Carmela McNinch**
- **Grade 10 – Colin Rudolph**
- **Grade 11 – Austin Sloan**
- **Grade 12 – Bailey Morin**
- **SSST – Kayla Simkins**
- **Home Ec./FTV – Marilyn Whelan**
- **Specialized Classroom – Becky Bloom**

Support Staff

- **Admin. Assistant – Mandy Rivard**
- **Educational Assistants – Tammy MacDonald, Jaime Phillips, Tiffany Baynes, Kyla Jones, Sara Scott, Tammy Delorme, Francisco Robles, Brooke Horne**
- **Wellness Coordinator – Beth Sabraw**
- **Librarian – Laurie Toews**
- **Bus Drivers – Joe Zerr, Dawn Chartrand, Sandra Rodh, Barry Nordell, Tamilyn Thompson, Kathy Allen**
- **Custodians – Diane Pruden, Melanie Garner**

Administration

- **Principal – Doug Milne**
- **Vice Principal – Kacie Macnab**
- **Transition Vice Principal – Darrell Newton**

August						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

0/5

September						
S	M	T	W	T	F	S
		1	2	3	4	5
		PO	Classes Start	Day 2	Day 3	
6	7	8	9	10	11	12
	Labour Day	Day 4	Day 5	Day 6	Day 1	
13	14	15	16	17	18	19
	Day 1	Day 2	Day 3	Day 4	Day 5	
20	21	22	23	24	25	26
	Day 1	Day 2	Day 3	Day 4	Day 5	
27	28	29	30			
	Day 6	Day 1	Day 2	Reconciliation		

20/21

October						
S	M	T	W	T	F	S
				1	2	3
				Day 3	Day 4	
4	5	6	7	8	9	10
	Day 5	Day 6	Day 1	Day 2	Day 3	
11	12	13	14	15	16	17
	Thanksgiving	Day 4	Day 5	Day 6	Day 1	
18	19	20	21	22	23	24
	Day 2	Day 3	Day 4	Day 5	Day 6	
25	26	27	28	29	30	31
	Day 1	Day 2	Day 3	Day 4	Day 5	

21/21

November						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
	Day 6	Day 1	Day 2	Day 3	Day 4	
8	9	10	11	12	13	14
			Remembrance			
15	16	17	18	19	20	21
	Day 5	Day 6	Day 1	Day 2	Day 3	
22	23	24	25	26	27	28
	Day 4	Day 5	Day 6	Day 1	Day 2	
29	30					
	Day 3					

16/16

December						
S	M	T	W	T	F	S
		1	2	3	4	5
		Day 4	Day 5	Day 6	Day 1	
6	7	8	9	10	11	12
	Day 2	Day 3	Day 4	Day 5	Day 6	
13	14	15	16	17	18	19
	Day 1	Day 2	Day 3	Day 4	Day 5	
20	21	22	23	24	25	26
				Christmas	Boxing Day	
27	28	29	30	31		

14/14

January						
S	M	T	W	T	F	S
					1	2
					New Year's Day	
3	4	5	6	7	8	9
	Day 4	Day 5	Day 6	Day 1	Day 2	
10	11	12	13	14	15	16
	Day 5	Day 6	Day 1	Day 2	Day 3	
17	18	19	20	21	22	23
	Day 4	Day 5	Day 6	Day 1	Day 2	
24	25	26	27	28	29	30
	Day 3 Exams	Day 4 Exams	Day 5 Exams	Day 6 Exams	Turn Around Day	
31						

19/20

February						
S	M	T	W	T	F	S
	1	2	3	4	5	6
	Day 1	Day 2	Day 3	Day 4	Day 5	
7	8	9	10	11	12	13
	Day 6	Day 1	Day 2	Day 3	Day 4	
14	15	16	17	18	19	20
	Family Day					
21	22	23	24	25	26	27
	Day 5	Day 6	Day 1	Day 2	Day 3	
28						

15/15

March						
S	M	T	W	T	F	S
	1	2	3	4	5	6
	Day 4	Day 5	Day 6	Day 1	Day 2	
7	8	9	10	11	12	13
	Day 3	Day 4	Day 5	Day 6	Day 1	
14	15	16	17	18	19	20
	Day 2	Day 3	Day 4	Day 5	Day 6	
21	22	23	24	25	26	27
	Day 1	Day 2	Day 3	Day 4	Good Friday	
28	29	30	31			
	Easter Monday					

19/19

April						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
	Day 5	Day 6	Day 1	Day 2	Day 3	
11	12	13	14	15	16	17
	Day 4	Day 5	Day 6	Day 1	Day 2	
18	19	20	21	22	23	24
	Day 3	Day 4	Day 5	Day 6	Day 1	
25	26	27	28	29	30	
	Day 2	Day 3	Day 4	Day 5	Day 6	

20/20

May						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
	Day 1	Day 2	Day 3	Day 4	Day 5	
9	10	11	12	13	14	15
	Day 6	Day 1	Day 2	Day 3	Day 4	
16	17	18	19	20	21	22
	Day 5	Day 6	Day 1	Day 2	Day 3	
23	24	25	26	27	28	29
	Victoria Day	Day 4	Day 5	Day 6	Day 1	
30	31					
	Day 2					

20/20

June						
S	M	T	W	T	F	S
		1	2	3	4	5
		Day 3	Day 4	Day 5	Day 6	
6	7	8	9	10	11	12
	Day 1	Day 2	Day 3	Day 4	Day 5	
13	14	15	16	17	18	19
	Day 6	Day 1	Day 2	Day 3	Day 4	
20	21	22	23	24	25	26
	Day 5	Day 6	Exams	Exams	Exams	
27	28	29	30			
	Day 4 Exams	Admin	Admin			

20/22

- = Student Day
- = Staff Only
- = Holiday/Break

Teacher Days = 196

Student Days = 186

**Wednesday PD is after school (65 mins)*

1 = Convention

3 = Admin

1 = Staff

4 = PD

1 = PD (65 mins x 5)

1 = Turn Around

**Updated April 22, 2026*

4. School Goals

- FTV Implementation- The implementation of Following Their Voices will improve student voice and belonging, increasing teacher use of FTV practices, enhancing student engagement and achievement, and deepening family and community relationships.”
- Improve student attendance to be greater than 90%- We will measure success by tracking overall student attendance rates, reducing gaps between groups, monitoring family engagement, and ensuring students with attendance concerns receive timely support.
- Improve reading fluency and comprehension- We will measure success by tracking students’ reading fluency and comprehension through regular assessments, progress monitoring, and comparing growth over time.
- Improve Student Engagement- We will measure success by tracking student participation, involvement in learning activities, and feedback from surveys on how engaged they feel in school.

5. Daily Schedule – Bell Schedule 2026-2027

(Bus Supervision – 8:30-8:50am)

Home Room	8:45 am
Period 1	8:50-9:42 am
Period 2	9:47-10:39 am
Elementary Recess	10:39-10:49 am
Period 3	10:44-11:35 am
Lunch	11:35-12:15 pm
Period 4	12:20-1:12 pm
Period 5	1:17-2:09 pm
Elementary Recess	2:04-2:14 pm
Period 6	2:14-3:05 pm

(Bus Supervision – 3:05-3:15pm)

6. School Expectations

At Turtleford Community School, it is expected that students:

- Show respect for themselves, others, and property.
- Walk quietly in the hallways and use respectful voices.
- Play safely, take turns, and include others.
- Wear gym-appropriate footwear.
- Follow technology use policies responsibly.
- Represent the school positively in all settings.

7. Rights and Responsibilities

Students: Have the right to learn in a safe and respectful environment. They are responsible for attending regularly, following rules, and treating others kindly.

Teachers: Have the right to teach in a safe and respectful environment. They are responsible for preparing engaging lessons, providing fair assessments, and supporting students.

Parents: Have the right to expect quality education for their children. They are responsible for supporting learning at home, encouraging regular attendance, and partnering with the school.

8. Attendance (AP 340)

Regular attendance is key to success. Parents are asked to contact the school if a student will be absent. Extended absences should be discussed with teachers in advance to arrange learning materials. Attendance is tracked according to Northwest School Division procedures, and families will be contacted if patterns of absenteeism emerge.

9. Inclement Weather (AP 133)

During periods of inclement weather, the school will remain OPEN unless an emergency arises that forces its closure. Parents have the right to decide whether to send their children to school during these times. If you are choosing to keep your children at home, please call the school so we know they are safe. When buses do not run, the bus driver will inform their riders and the school that the bus is not running.

10. Dress Code

At Turtleford Community School, we value individuality, diversity, and respect. Our dress code is designed to give students the freedom to express themselves while ensuring a safe, welcoming, and distraction-free learning environment.

Clothing must not display:

- Profanity or discriminatory language
- References to drugs, alcohol, or weapons
- Sexual, violent, or hateful imagery
- Footwear must be worn at all times for safety.
- Special classes (e.g., Physical Education, Shop, Science labs) may require specific attire such as athletic wear, closed-toed shoes, or protective gear.
- Hats and head coverings are permitted as long as faces are visible, and the items are not used in a way that disrupts learning or disrespects others.

11. Student Health & Safety (AP 160)

The safety of students is our top priority. If a student requires medical attention while at school, parents/guardians will be contacted immediately. In emergencies, staff may seek medical assistance and notify families as soon as possible. Parents are encouraged to update medical information regularly.

12. Student Records (AP 320)

Parents and guardians have the right to access their child's educational records. Records are managed in accordance with Northwest School Division policies and transferred when students move to another school. Requests for access or updates should be directed to the school office.

13. Support for Students with Intensive Needs (AP 210)

Services for students with intensive needs are coordinated with the Northwest School Division Student Services team. Parents are involved in planning and decision-making to ensure appropriate supports are provided.

14. Extracurricular Activities & Code of Conduct (AP 262)

Students have opportunities to participate in a variety of activities including athletics, arts, intramurals, academic fairs, student leadership, and outdoor education. Participation builds teamwork, confidence, and school spirit. Parents and guardians are reminded of the **Extra-Curricular Code of Conduct**, which includes respecting coaches and staff. Topics such as playing time, strategy, or individual athlete performance should not be discussed with coaches during or after games.

Communication should occur through appropriate school channels.

1. Available Activities:

- Students have access to various recreational and educational activities like drama, sports, music, and other interest-based groups, depending on available resources and student interest.

2. Parent Volunteers:

- Turtleford Community School encourages and welcomes parent volunteers to assist in school activities and events, including house team events, sports tournaments, track and field, as well as classroom functions such as assisting with administrative tasks, library duties, reading, support, sales, or attending school productions. The involvement of parent volunteers is valued and seen as a collaborative partnership in student education.

3. Requirement for Criminal Record Check:

- Volunteers who work with students without direct supervision by the Principal or a teacher must submit a current criminal record/vulnerable sector check to the Principal before engaging in any activity or supervision involving students.

4. Permission Forms:

- Some activities may require students to return signed parental permission forms.
- Students who fail to return these forms may not be allowed to participate in the activity.

These procedures support student engagement across activities while fostering an environment encouraging parent participation in school events. To prioritize student safety, volunteers working directly with students, unsupervised, must undergo a criminal record check before engaging in any student-related activities.

Communication

Families are encouraged to maintain open communication with the school. Edsby updates and the school website provide important information. Concerns should first be addressed with the classroom teacher, and if needed, with administration.

15. Transportation (AP 551)

Northwest School Division provides regular bus transportation for eligible students who register each year. Routes are assigned to ensure safe and efficient travel to and from school. Students are expected to follow the bus rules and show respect for drivers, fellow passengers, and property at all times. Unsafe or inappropriate behavior may lead to disciplinary action, including the loss of bus privileges. Parents and guardians are responsible for ensuring their child is ready on time and for communicating any changes in transportation needs with the school.

16. Discipline Policy (AP 355)

The Northwest School Division prioritizes safe, effective, and respectful learning environments for all parties involved: students, staff, parents, and the community. Their mission highlights the importance of a robust discipline policy that fosters accountability for actions. In alignment with this mission, Turtleford Community School has formulated a strong Discipline Plan rooted in cooperation and mutual respect among students, parents, and teachers, as outlined in the Rights and Responsibilities section of the Northwest School Division Discipline Policy. This plan aims to facilitate an effective education and cultivate a positive school climate through the following:

1. **Growth:** Discipline aims for positive outcomes and student development
2. **Positive Intent:** It's rooted in positivity and respect
3. **Continuous Process:** Focuses on teaching appropriate behavior and self-control continuously.
4. **Learning-Conducive Atmosphere:** Students deserve an environment supportive of learning.
5. **Clear Expectations:** Clear expectations lead to improved individual performance.

17. Cell Phones

Personal Electronic Devices include cell phones, smartphones, tablets, smart watches, and portable video game systems. These expectations have been created using the Provincial directive from the Minister of Education and Northwest School Division's Administrative Procedure 145 and discussions with staff members, students and some parents of the school.

For Grades 7, 8 & 9:

- Devices will be given to the teachers for secure storage in each class
- Students can access their devices during lunch.
- Devices must be turned in again for the afternoon and will be returned at the end of the school day.

For Grades 10 to 12:

- Devices will be placed in a designated area in their classroom at the start of each period.
- Devices will be returned by the classroom teacher at the end of each period.
- Students are permitted to use their devices during 5-minute breaks and at lunch.

If the above rules and expectations are not followed:

- If a phone is visible during class time, it must be handed to the office for the rest of the day.
- If a device is used during class time, it must be handed into the office for the rest of the day.
- After three instances of not following expectations, the student will have the parent come to school to pick up the device.
- Repeated instances of not following expectations will face further consequences from administration and will be assessed on a case-by-case basis.

Additional Information

- a.) Teachers of students in Grade 9 to 12 who identify a specific instructional purpose for students to use personal electronic devices in their classroom may request and gain permission from the principal.
- b.) Exemptions approved by the principal may be made when the device is required for specific medical conditions or for documented accommodations related to additional needs. Supporting documentation **MUST** accompany the medical or educational exemption.
- c.) Turtleford Community School and Northwest School Division **ARE NOT** responsible for students' personal electronic devices that are lost, damaged or stolen.
- d.) Taking cell phone pictures of others is always prohibited during the school day unless special permission is obtained. This is in accordance with privacy regulations.
- e.) **Cell phones are prohibited in the gym change rooms. Students will be asked to turn in devices prior to gym class. The procedure will be explained to students at the beginning of the year.**

18. Late Assignment and Final Exam Policy:

It is important that students get assignments in by the due date and that the assignments meet the minimum quality requirements expected.

- a. If unusual circumstances arise, where a student believes he/she will be unable to get an assignment in by the due date, he/she should request (in writing) an exemption from his/her teacher, before the due date, explaining the circumstances and the extension necessary.
- b. If an assignment is not handed in on the due date, or if the assignment does not meet minimum requirements, parents will be contacted by phone or e-mail. Students may be given a grace period to submit the assignment at the teacher's discretion. If that is not met, then a mark of '0' will be given.
- c. Final exams are cumulative.
- d. Finals take place at the end of each semester for grades 10 to 12.
- e. Final exams will take place in June for grades 7-9 and students who achieve honor roll status in a class can be given 1 recommend in that class so the exam does not have to be written.
- f. Accommodations will be provided for students with a Record of Adaptations and/or follow the procedures reflecting the exam taking processes in class.

Evaluation Policy

- Department Policy: Promotion is under the jurisdiction of the principal under the general supervision of the Director of Education.
- School Policy: During each term, marks are determined according to tests, assignments, and class work. The weight of each depends upon subject material. For a more precise breakdown, see the classroom teacher or subject teacher involved.

Reporting on Student Progress: Formal reporting is done 2 times a year; February and June for K-12 students.

Parent-teacher interviews are held in fall and spring. Parents are urged to contact teachers if they have any concerns about their child's progress.

Marks are updated frequently and are available to view on EDSBY.

Please phone or email the office if you need help accessing your EDSBY account.

Teachers will use the NWSD grading scales, see attached diagrams.

NWSD Grade K-9 Achievement Scale (AP 360-1)

The scores teachers assign have the opportunity to enhance the communication of student achievement of an outcome, especially when applied consistently between students, classes, and schools. This achievement scale assists with consistency and coherence across the NWSD.

Achievement Level		Report Card Description	Language for NWSD Educators	Student Friendly Language
Exemplary	EX+	Evidence indicates in-depth understanding, demonstration, or application of the outcome.	The student provides evidence that fully meets curricular outcomes to their full depth and complexity.	I can understand and apply what we are learning.
	EX			
	EX-			
Meeting	ME+	Evidence indicates understanding, demonstration, or application of the outcome.	The student is progressing as expected. Evidence demonstrates knowledge and understanding of material, topics, and skills studies to date, and includes success with all but the most complex elements of an outcome.	I understand what we are learning.
	ME			
	ME-			
Approaching	AP+	Evidence indicates progression towards understanding, demonstration or application of the outcome	The student is progressing close to what is expected. Evidence demonstrates some understanding of material, topics, and skills studied to date but includes key misunderstandings of an outcome.	I understand the majority of what we are learning.
	AP			
	AP-			
Beginning	BE+	Evidence indicates initial understanding, demonstration, or application of the outcome	The student is making some progress, but not as expected. Evidence demonstrates knowledge and understanding of the simplest material, topics, and skills studied in class to date in relation to the curricular outcomes.	I remember and/or understand some of what we are learning.
	BE			
Insufficient Evidence	IE	The student has not yet demonstrated enough evidence for reporting purpose.	Even with support, the student has not yet provided enough evidence to demonstrate knowledge and understanding of the simplest elements of the outcome.	I have not yet provided evidence of what we are learning.
Individualized Goals	IG		The student demonstrates understanding of outcomes that are adjusted in number and complexity as discussed with parents/guardian prior to this report.	

Updated August 2025

The different levels of achievement are defined by how fully the evidence provided meets an outcome. The outcomes in the Saskatchewan curriculum have been written very intentionally using verbs that align with Bloom's Taxonomy. To know if evidence fully meets the depth and complexity for an outcome (achieves the "Evidence of Mastery" level), educators must look closely at the verbs used in the outcomes and indicators.

Administrative Procedure 360 Appendix B

NWSD GRADE 10-12 ACHIEVEMENT SCALE

The scores teachers assign have the opportunity to enhance the communication of student achievement of an outcome, especially when applied consistently between students, classes, and schools. This achievement scale assists with consistency and coherence across the NWSD.

Achievement Level	Descriptor	Percent Range	Rubric-Based Option	Value for Edsby Marks Entry
Exemplary	Evidence fully meets the curricular outcome to its full depth and complexity.	90-100%	4+	100%
			4	95%
			4-	90%
Meeting	Evidence demonstrates success with all but the most complex elements of an outcome.	75-89%	3+	85%
			3	80%
			3-	75%
Approaching	Evidence demonstrates some understanding of the outcome but includes key misunderstandings.	60-74%	2+	70%
			2	65%
			2-	60%
Beginning	Evidence demonstrates the simplest elements of the outcome.	50-59%	1+	55%
			1	50%
Insufficient Evidence	Even with support, the provided evidence does not meet the level of basic knowledge required to demonstrate the outcome.	<50%	IE	35%
No Evidence	After multiple interventions and parent communication, and following the school's approved missing evidence plan, no evidence was made available.	0	NE	0%

Adapted from Assessment and Reporting, Greater Saskatoon Catholic Schools

The different levels of achievement are defined by how fully the evidence provided meets an outcome. The outcomes in the Saskatchewan curriculum have been written very intentionally using verbs that align with Bloom's Taxonomy. To know if evidence fully meets the depth and complexity for an outcome (achieves the "Evidence of Mastery" level), educators must look closely at the verbs used in the outcomes and indicators.

19. Graduation Requirements

To graduate from Turtleford Community School a student must meet the requirements of the Ministry of Education 24 credits which include the following required classes:

The table below provides an overview of what courses are required to graduate in the new “SK” 24 credit program types (effective 2024-25 school year):

Area of study	Minimum Number of Credits Required		
	SK Regular (English) Program	SK French Immersion (Bilingual)	SK Fransaskois Program
English language arts	3	3	3
French language arts	-	3	5
Mathematics	2	2	2
Science	2	2	2
Social sciences	2	2	2
Health education / physical education	1	1	1
Arts education / practical and applied arts	2	2	2
Financial Literacy	1	1	1
Sub-Total	13	16	18
Electives	11	8	6
Total	24	24	24

For more help, speak to your teacher or school guidance counselor.

	Regular (English) Program	French Immersion	Fransaskois Program**
Grade 10	Minimum of eight (8) credits including:	Minimum of eight (8) credits (4 credits must be taught in French) including:	8 crédits minimum
	- English Language Arts A 10 and English Language Arts B 10; - Social Studies 10 or History 10 or Native Studies 10; - Science 10; - a mathematics at the 10 level; 3 electives at level 10, 20 or 30.	- English Language Arts A 10 or/ou English Language Arts B 10; - Français immersion 10; - Social Studies 10; or History 10 or/ou Histoire 10; or Native Studies 10; - Science 10 / Sciences 10; - a math at the 10 level / un cours de niveau 10 de mathématiques; 3 electives at level 10, 20 or 30 / 3 cours au choix de niveau 10, 20 ou 30.	- Français fransaskois A 10 et Français fransaskois B 10; - English Language Arts A 10 ou English Language Arts B 10; - Sciences sociales Fransaskois 10; - Sciences 10; - un crédit en mathématiques de niveau 10; 2 crédits au choix de niveau 10. ** All subjects other than English language arts are taught in French
Grade 11	Minimum of sixteen (16) credits including:	Minimum of sixteen (16) credits (8 credits must be in French) including:	16 crédits minimum
	- English Language Arts 20; - a mathematics at the 20 level; 6 additional elective credits at level 20 or 30.	- English Language Arts 20; - Français immersion 20; - a math at the 20 level / un cours de niveau 20 de mathématiques; 5 additional elective credits at level 20 or 30 / 5 autres cours au choix de niveau 20 ou 30.	- Français fransaskois 20; - English Language Arts 20; - un crédit en mathématiques de niveau 20; - un crédit au choix tel qu'identifié dans le tableau de 12e année; 4 crédits au choix de niveau 20 ou 30. ** All subjects other than English language arts are taught in French

	Regular (English) Program	French Immersion	Fransaskois Program**
Grade 12	Minimum of 24 credits (5 of which must be at the 30 level) including:	Minimum of 24 credits (5 of which must be at the 30 level and 12 must be in French) including:	24 crédits minimum (dont au moins 5 de niveau 30)
	- English Language Arts A 30 and English Language Arts B 30; - Social Studies 30: Canadian Studies or History 30: Canadian Studies or Native Studies 30: Canadian Studies; - a social science at level 20 or 30; - a science at level 20 or 30*; 2 credits in arts education or practical and applied arts at level 10, 20, or 30; - Wellness 10 or Physical Education 20 or Physical Education 30. * Science 20 or 30 pre-requisites must be met	- English Language Arts A 30 or / ou English Language Arts B 30; - Français immersion 30; - Social Studies 30: Canadian Studies or/ou History 30: Canadian Studies or / ou Native Studies 30: Canadian Studies or/ou Sciences sociales immersion 30 or / ou Histoire 30 - a science 20 or 30*/un cours de niveau 20 ou 30* de sciences; - a social science 20 or 30 / un cours de niveau 20 ou 30 en sciences sociales; 2 credits in arts education or practical and applied arts at level 10, 20, or 30 / deux crédits de niveau 10, 20 ou 30 dans les domaines de l'éducation artistique ou des arts pratiques et appliqués; - Wellness 10 or Physical Education 20, or Physical Education 30 / Mieux-être 10, ou Éducation physique 20, ou Éducation physique 30. * Science 20 or 30 pre-requisites must be met	- Français fransaskois A 30 et Français fransaskois B 30; - English Language Arts A 30 ou English Language Arts B 30; - Sciences sociales Fransaskois 30; - un crédit en sciences sociales de niveau 20 ou 30; - un crédit en sciences de niveau 20 ou 30*; - un crédit à choisir parmi Mieux- être 10 ou Éducation physique 20, ou Éducation physique 30; - deux crédits de niveau 10, 20 ou 30 dans les domaines de l'éducation artistique ou des arts pratiques et appliqués. ** All subjects other than English language arts are taught in French * Science 20 or 30 pre-requisites must be met

Graduation

School graduation requirements are applicable to students in regular, alternate, or modified programs. To be considered eligible to become a member of the school's graduating list, a student must have passed or be taking the required classes as outlined by Saskatchewan Education. School administration will meet with staff at the end of the first reporting period in the second semester to review the status of each potential graduating student. Students who are failing a required course for graduation will be removed from the graduation list until passing marks are achieved. The graduation list will be finalized in the first few days of May. The early date will ensure graduation planning may proceed as scheduled as there are many timelines that need to be followed. Any grade 12 students who are failing required courses at that time are permanently removed from the graduation list and will be considered for the next year's event.