Inside this issue:
We take a detailed look at High School Redesign and the impact it is having with students. Whether your child is starting high school or starting kindergarten, the work we are doing with High School Redesign has an application to all of our students. Check out the following articles:

**HIGH SCHOOL REDESIGN - AT A GLANCE**
page 4-5

**ARE WE MAKING A DIFFERENCE? THE IMPACT OF OUR WORK ON STUDENTS**
page 2

**HOW A LIBRARY CAN WORK AS A ‘SAFETY NET’ FOR STUDENTS**
page 7

**A PROGRAM DESIGNED TO ‘IGNITE’ FIRST NATIONS INTEREST IN TECHNOLOGY**
page 9

**PILOT PROGRAM TO GET MORE STUDENTS THROUGH SCIENCE 10**
page 8

**FLEX BLOCKS. HOW THEY WORK AND WHY THEY WORK.**
page 11

What is High School Redesign?
And why does it matter for your child?

High School Redesign is all about giving students what they need to be successful.

It matters because if the number of students who graduate goes up, then more students have what they need to be successful throughout their lives.

Believing that high school completion is a building block for an individual’s success in the future, the Alberta government and many Alberta high schools have recently partnered to start High School Redesign.

**Its three main goals are:**
- Engaged students
- High levels of achievement
- Quality teaching

High School Redesign is being incorporated in many high schools in Alberta. Although there are some commonalities in approach from school to school, there are also some unique approaches based on local needs.

In WRPS, Pigeon Lake School and Buck Mountain School are partnered for High School Redesign. The two schools have focused on the following five pillars.
- Personalization
- Mastery Learning
- Flexible learning environments
- Rigorous and relevant curriculum
- Educator roles and professional development

Continued on page 2...

Continued on page 6...

Opportunities to explore her passion for art
How High School Redesign is making a difference for a budding artist

Hanna Blumhagen loves art!

Fortunately for Hanna, her school teachers care about her, understand her passion, and are using every opportunity to help her develop her talent.

“Art is who she is,” says Nadine Kristjanson, art teacher. “She is a very unique person. She puts her own twist on her art. I really want to see her continue to open as an artist.”

“My Dad does water color and sketching,” says Hanna, “and I like pencil sketching the best. I started at around eight years old. That’s when my mom put me in art classes.”

Hanna says she hasn’t decided about a career yet, but she is considering multiple options that all involve an art background.

Even though Hanna has her final year of high school ahead of her, she has already taken all of the traditional art classes. Since art may likely be part of her future career, her teachers want her to continue to develop.

Those additional opportunities are available to Hanna now, thanks to High School Redesign (explained more below, and on pages two and three). Hanna’s teachers are taking advantage of new flexibility in the schedule, to have Hanna work on art.

The flexibility was created last year by reducing the length of each class period to 74 minutes, which has opened up a daily 40 minute ‘flex’ block. Students can use the newly carved out time in the schedule

Continued on page 6...
How is High School Redesign improving learning?

Here’s the evidence high school redesign is making a difference. At Buck Mountain and Pigeon Lake we are seeing:

- Improved academic results on provincial tests
- Higher graduation rates
- Increased positive behaviors (work completion, behavior, flex attendance)
- Increased attendance
- Reduced numbers of discipline issues
- Increased passion projects and extensional (enrichment) opportunities
- Increased use of technology
- Positive student, teacher and parent feedback

Comments from staff about High School Redesign

“Our teachers are doing a phenomenal job, making a difference for students,” says Terry Pearson, WRPS Superintendent. “They are working hard to meet the very diverse needs of students in their classrooms and schools.”

“High School Redesign is an umbrella term for school improvement,” says Kris Denney, Principal, Pigeon Lake School. “It’s also about creating a positive school culture. High School Redesign, and all of the things we are doing, are just strategies that feed into our positive culture.”

“Students have so many opportunities for success now,” says Melissa Humby, Principal, Buck Mountain School. “They can get help every day, during the day, and in ways that are meaningful to them. High School Redesign has given us the flexibility we need to make that possible.” Humby says, “If a student doesn’t understand something or isn’t initially successful, we don’t give up on them. We keep trying.”

“High School Redesign requires teachers to work together and focus instruction around the needs and interests of students,” says Brian Taje, Associate Superintendent, WRPS. “The winners are the students. It is a well-established fact that focused and purposeful teacher collaboration increases achievement. Schools are commended for undertaking this impactful work.”

“High School Redesign is about flexibility,” says Eric Wolney, Buck Mountain, teacher. “It’s not a new way of teaching. It’s about flexibility in the time table. I like that it can help students catch up and I’ve seen a lot fewer falling behind. Also, students are understanding the content better.”

“I like that the increased flexibility gives students more of a chance to choose,” says Aaron Weimer, Pigeon Lake teacher. “It gives them a say over how they organize their time. It’s resulted in more work being complete, and higher marks for students who feel challenged.”
Are we making a difference?

WRPS has been working at improving teaching and learning for a long time. This publication talks about one approach to school improvement, called High School Redesign. All of our efforts to improve learning over the last decade have centered on:

• Having students want to be at school
• Helping students achieve high standards at school
• Achieving #1 & 2 through quality teaching.

The evidence says we are making a difference

More WRPS students are graduating each year

• WRPS was pleased to have 71.5% of its students graduate last year. That was up from 70% the previous year, and also from our three year average of 69.3%. Each percentage point increase translates 10-15 students who are more prepared for their future.

More WRPS students are passing their diploma exams than ever before

• 88.2% of students are achieving acceptable levels on their diploma exams. Compare that to our three year average of 85.2%.

WRPS results on diploma exams has improved, while the provincial average has stayed the same

• The provincial three year average for students reaching acceptable levels on diplomas has stayed at a constant 85.2% over the past three years. WRPS’s rate has grown to 88.2% this year from an 85.2% three year average. That means our efforts to improve are working.

Looking at our demographics, WRPS is doing well. In fact, we rate among the highest in the province.

• The province recently completed an interesting comparison. First, it estimated what academic results should be in each of Alberta’s school division based on demographics and socio-economics that exist in individual communities. Then, the province compared their estimate against actual academic results.

The difference between the anticipated and actual results is what the government sees as influenced by the school division. We’re proud to say WRPS was ranked as the top public school division in the province on this measure. Basically, the message is, that WRPS is a ‘no excuses’ school division.

“Our staff has done an amazing job,” says Terry Pearson, Superintendent, WRPS. “The indicators are quite clear that we’ve made progress. These results show that staff have put in an enormous effort to help our students. We’ve made progress together.”

What’s behind the good results?

The short answer is... a lot of effort over many years. We continually work to improve the quality of teaching, how it is tailored to students, and the supports that ensure individual needs are met.

Some of our efforts include:

• Years of work with the “Learning Cycle”... a process that encouraged teachers to use proven, “high yield” strategies in their classroom, and to regularly evaluate the impact of their work to see if students were growing.

• Use of “Response to Intervention” to help teachers respond to the needs of individual student needs. RTI is a school-wide approach to improve achievement. RTI practices include on-going assessment and learning assistance in order to provide responsive help when students need it. Learning assistance could range from a little bit of extra practice to one-on-one support from a teacher in or out of class.

• FNMI focus. Support for our Indigenous students by implementing proven practices. Individual students and families receive effective assistance from Wahkotowin Liaisons. A success coach (teacher) at high school provides learning support. Relevant cultural practices and ceremonies are being introduced in schools.

• High School Redesign, the focus of this publication. Many of the approaches we are using to further High School Redesign are also being used in our junior highs and elementary schools, and most certainly relate to / are supported by the Learning Cycle, RTI, and our FNMI focus.

STATISTICS SAY:

WRPS SAW 71.5% OF ITS GRADE 12 STUDENTS GRADUATE LAST YEAR. THAT’S UP FROM 70%.

The 71.5% graduation rate was up 1.5% from the previous year, and also up from our three year average of 69.3%. An increase of this size translates into 10-15 students who are more prepared for their futures. That’s meaningful to us!
This graphic represents high school redesign in WRPS, specifically at Pigeon Lake and Buck Mountain Schools. Although high school redesign is a provincial initiative, with a core purpose and approaches, the interpretation of it may be different from location to location. For more information about high school redesign go to: www.abhsredesign.ca
Successful preparation for life
Learning drives our teaching
We don't make excuses
High degree of student interest
Timely and responsive support
Learning drives our teaching
Quality teaching
Students are learning what is important to them
Student choices are supported
We don’t make excuses
We don’t let kids fall behind
Re-examine the way we teach
Preparing for different learning styles
Students feel teachers care about them
Students know teachers believe in them
Time in school schedule to get caught up and help with homework
Results matter
Chances to pursue enriched opportunities

This graphic represents high school redesign in WRPS, specifically at Pigeon Lake and Buck Mountain Schools. Although high school redesign is a provincial initiative, with a core purpose and approaches, the interpretation of it may be different from location to location. For more information about high school redesign go to: www.abhsredesign.ca
Imagine... as a teacher... you meet a young student who is so shy, that not only does she not comment in a group setting, she retreats into the hood of her hoodie, almost like she wants to be invisible. What do you do to help? Then, imagine watching her transform into a young lady who smiles, talks with others and gains some friends.

That’s the experience Shelby Bend, a teacher at Buck Mountain, had last school year. Through High School Redesign, Buck Mountain and Pigeon Lake Schools have set up TAG groups, a structure that allows teachers to get to know individual students outside of class time.

What are TAG groups?
One of the key attributes of a graduate is that they came to school and cared enough to finish. Research shows that students are more likely to finish if they have personal connections with people at school, including adults. Both Pigeon Lake School and Buck Mountain School have put TAG groups in place, as one more tool to help students be successful.

The groups are comprised of 10-15 students, from multiple grades. They meet once or twice a month for a variety of activities and discussions, on subjects such as bullying, anxiety and depression, test-taking and study skills, stress reduction strategies, mental health, social responsibility, and career planning.

“We want to foster a stronger sense of community,” says Amy Johnson, a family school liaison worker at Pigeon Lake, “to give students meaningful connections at school.”

“It’s an opportunity for teachers to develop a deeper connection with students, outside of what we’ve been teaching them,” says Bend. “It’s good to have someone who advocates for them, and it’s really important for kids to know that someone cares about them, as an individual.”

Bend says TAG group teachers act more like a role model when the TAG groups meet, less focused on homework / test completion and requirements of the class, and more focused on getting to know an individual student.

Opportunities in art

Continued from page 1

to study, catch up on homework, or get help from teachers. Or they can, like Hanna has, have ‘extended learning’ opportunities.

The school has created an “artist in residence” program for Hanna. She earns credit for working with teachers to create art they need for teaching, such as a mural in biology, or a logo in an athletics area.

“It makes school a lot less stressful,” says Hanna. “I actually want to go to school, because it feels like I have some control.”

Hanna’s Mom is really pleased to see the teachers encouraging her daughter. “She loves art, and this gives her confidence to do different things and try different things with her art.”

“_It makes school a lot less stressful. I actually want to go to school, because it feels like I have some control._”

Hanna Blumhagen

Kristjanson is happy to be a part of creating an opportunity for Hanna. “It’s the way it should be at school,” says Kristjanson. “A personalized approach to students is what I’ve always thought was best. Now we have the structure, through the flex block and High School Redesign, to do it.”

Hanna Blumhagen, beside a mural she has painted at her school.
“Extended” opportunities... through high school redesign

With the more flexible time schedule that has come through High School Redesign, there is increased opportunity for educators to provide extended learning activities; activities that inspire and excite students about items that are more challenging / beyond the curriculum. The idea is that students who enjoy school, and who feel appropriately challenged (not bored) will be more successful.

Coffee sampling course extends learning... about social justice
In Pigeon Lake, for instance Social Studies / English teacher Cara Hetlinger has offered a ‘coffee workshop’ during flex time, for students who are not needing recovery support or catch up time. The workshop focuses on fair trade coffee, something that Hetlinger is passionate about, and something that ties to the social studies curriculum (fair trade).

“In grade 10, the students get to do social action projects about something they are interested in,” says Hetlinger. “This project became mine. I love coffee, and I think fair trade is so important.”

Hetlinger says when they started flex block, she had to learn – like all the rest of the teachers – what types of ‘extension activities’ would be valuable. Her leaders explained that when teachers were looking for opportunities to extend learning, they should focus on something they are passionate about.

“When that happens, students feel the excitement and feel more interested in learning,” says Kris Denney, Principal of Pigeon Lake School. “They get to learn something they wouldn’t have otherwise been exposed to.”

One example of that is the number of students who attended the coffee workshop, “modelled their social action projects after my format,” says Hetlinger. “They used flex period to present their material to younger students. It was so great to see!”

Pigeon Lake students study local water quality, an extension of what they’ve learned in science

Watershed project helps students extend classroom science to their own farms and ranches
Pigeon Lake teacher, Aaron Weimer, has shared his passion with students… with an extended opportunity. Weimer has organized a project for science students, where students come up with a plan to improve the watershed in the area. This is extension from key concepts in Biology 20 (nutrient cycles and human influence on the environment). The project operates through grant money from the Battle River Watershed. The students complete soil and water analysis, and have their results reviewed by a committee of scientists.

“This project takes the idea beyond theory, and into real life,” says Weimer. “It gives the students a chance to see the effects of people on our local water sources. I think it is important for everyone to understand how we influence our environment.”

Weimer has offered this opportunity for a few years. The flexibility of high school redesign supports it, allowing students to work on various aspects of the project in their ‘flex block’.

The Learning Commons... aka library... as a safety net

Pigeon Lake School has transformed its library, now called a Learning Commons, into a ‘get help’ or ‘academic recovery’ zone. Gone is the stereotypical very quiet reading / studying area of libraries of the past. In the Learning Commons there is a gentle buzz of focused activity.

Inside, educators are tailoring support to individual students who need it. Students are referred to the Learning Commons by a teacher or administrator, or they can request to work in the Learning Commons during their flex block.

Here are specific examples of how the Learning Commons is being used:

- A student has been away due to illness or for another reason and falls behind. The teachers will assess what is required for him or her to catch up, and Learning Commons is an option if one-on-one support is needed
- A student is experiencing anxiety about an upcoming test or difficult assignment
- A student needs a challenge in a subject area they have explored within the regular curriculum
- A student didn’t like the mark they received on a particular unit and wants to redo that part of the course to improve their mark

To ensure students get the support they need, the school has assigned various certified teachers to a specific period of the day to be in the Learning Commons. That way when students need help in a particular subject, they can ask questions, in a one-on-one setting.

“It’s another safety net that we’ve put in place, as a part of High School Redesign” says Theresa Armstrong, Vice Principal, Pigeon Lake. “It gives the students a chance to be a part of the plan for their own academic recovery. We’ve observed they feel less anxiety when they know a plan is in place.”

“We feel it is not acceptable to let kids ‘not’ graduate, or ‘not’ complete a course,” says Kris Denney, Principal. “We’re working hard to ensure no student falls through the cracks.”

When students get caught up or achieve their goals for being in the Learning Commons they are returned to their regular classrooms.

Already the school is noticing a difference. “Each semester we have 10 to 15 high school students complete courses through our Learning Commons,” says Denney.

“This learning environment has helped students remain on track for graduation and allowed students to complete courses that would make them eligible for a post-secondary program. These are the successes we are starting to see.”

Letting students explore areas of learning they are passionate about in a safe environment is a part of the learning environment we are creating through High School Redesign.”
Reducing homework frustration

When you were in school, do you remember getting an assignment for homework that was really frustrating? Perhaps you understood exactly what to do when you were at school, but by the time you got home you had a lot of questions.

That exact situation is what Buck Mountain teacher Nicole Townsend is trying to avoid. She is trying to use her time as a math and science teacher wisely... and invest that time on the most important parts of learning.

“I find that with math and science, students require a lot of practice,” says Townsend. “This is where they need the most support.”

Traditionally, high school math teachers invest their classroom time instructing a class, and follow that with individual practice for students which may or may not happen in the classroom. Townsend, instead, tries to spend their class time focused on practicing the content. She calls it a ‘flipped’ classroom.

Townsend helps the students get their initial exposure to new material through a variety of sources including online videos, textbook explanations, and other sources, which students either consume at school in their flex block, or extra time in her class (when she is helping other students), or at home.

When students are already exposed to the initial ideas on a particular concept, Townsend can focus the premium minutes of class time on the most challenging area: practice. She works alongside students and help them in areas they are struggling with.

“I noticed that students are more engaged; they care more about their own work,” says Townsend.

“It has increased accountability, and they are more willing to do homework because they can be successful at it. I am finding more are coming prepared and are actually seeking support with the skill they are learning.”

This kind of thinking is typical of thinking appropriate to High School Redesign. It means looking at traditional structures and asking how they can be used, or adapted, to best meet the needs of students.
First Nations students’ interest in technology “ignites”

While this story is not directly related to High School Redesign… it is a good example of how schools serving younger students are focused on the same goals. The program described in this article is all about challenging and supporting students in just the right way so they will have success.

It all began when the school’s Wahkotowin (First Nations) support worker dropped the school’s name in a draw at a professional development event. CB McMurdo School was selected for a unique and valuable experience sponsored by IBM called “Ignite”. The program brought four IBM specialists to the school for several days this past April, along with 10 laptop computers, 10 electric snap kits, and 10 lego robotic kits which the division will keep. It also brought a number of First Nations cultural events.

IBM reaches out to schools in Canada with the Ignite experience because it would like more First Nations employees. The company has found that there are few First Nations students graduating with the right technical skills, so IBM is trying to ‘ignite’ an interest in that group specifically.

According to Rukhsana Syed, IBM’s Diversity and Compliance leader, IBM is hoping for First Nations students, “to get interested… to see that it is possible, that is the most important piece.”

“What the kids learned is to connect the dots between math and science and what our elders and ancestors have been doing,” say Syed. (Quoted in Wetaskiwin Times, “IBM Ignite’s CB McMurdo’s students, May 25, 2016)

While the Ignite camp, enjoyed by the grade 6/7 class, focused on technology activities such as making circuits and building a robot, it also included a number of First Nations experiences such as traditional First Nations dance and drumming, which was enjoyed by all of the school’s students.

“Pride in the First Nations culture has increased,” says Stu Wilson, CB McMurdo Principal. “When students are able to see older students from the High School come in and perform a grass dance or chicken dancing, it’s quite impactful, especially for younger First Nations students.”

Also for students who are not of a First Nations heritage, “the exposure brings understanding and resolves misperceptions,” says Wilson.

Wilson says several teachers from other schools in WRPS watched and documented the event so that it can be recreated in other classrooms throughout the division in the future.

Already, however, there have been positive impacts. For instance, “Kids who are not usually confident in a group setting became presenters at the culminating final, full-school assembly. That was a very pleasant surprise,” says Wilson. Also, he noted, each student in the grade 6-7 class chose to give a hug to each of the four IBM presenters. And, he has heard students, weeks after the presentation, still talking about the cultural experiences in particular.

Daden Cattleman, a First Nations student who participated in the Ignite experience really enjoyed the opportunity. He says, “I want to do computer technology in the future. Now I have learned I have to do the paperwork first, and then I can do computer stuff.” By paperwork, Daden means ‘school work’. “Yeah. I am more motivated in school now. Lately I am ahead in math and a little ahead in science,” he says. Daden reports he is also getting better marks, because he is trying harder on assignments and tests.

Daden’s older sister, Aneisha Saddleback, also got to participate in Ignite. “I thought it was cool. There was stuff [about First Nations culture] that I didn’t know before. Seeing it made me feel pretty important,” says Aneisha.

WRPS is currently working on a plan for sharing the resources and ideas that IBM brought with other WRPS schools and students.
Layne Magnuson is a busy young man. After school every day, he takes care of his horses. Sometimes he takes the lead on the task of breaking horses. He is a member of the 4-H club too, and has chores to do daily. Understandably, homework can be a hard thing for Layne to fit in. Fortunately, his school has established flex blocks, as one part of High School Redesign in the last two years, and that is making a big difference.

“I like flex,” says Layne, who is entering grade 12 at Buck Mountain School in the fall. “In the past when I got behind on school work, I could only try to catch up in class. Or I just didn’t do the homework,” he says. But now, Layne says, he takes advantage of the opportunity “flex block” provides.

Layne’s friend Miranda Wirch does the same thing. “I like it for times when I’m struggling with something, or studying for a test, or evening having a rough morning because that’s when I can regroup.”

Similarly, students at Pigeon Lake are appreciating “flex block” as well, saying it reduces their stress. Tyler Dziwenko, a grade 12 student this fall, says “It’s a huge anxiety relief.” Tyler didn’t always feel that way. “At first I was opposed to flex blocks, but that was when I didn’t know how to use it. Now I enjoy flex and I make good use of that time. I like that I can use flex time for what I think will benefit me the most.”

Mackenzie Richards, a grade 12 student this fall, also didn’t understand how flex could work to her advantage. “At first I thought it was a waste of time. But then I realized I could get help more often. It relieves my stress with assignments and group work.”

Leah Netzer, who just graduated says, “I loved flex block. It gave me more time with teachers to clarify what I was struggling with. I also used it for studying a lot, and for test review.”

What is ‘flex block’?
In High School Redesign… there are many tools available as educators work to achieve their major goals:
- Students come to school and want to learn (student engagement)
- High achievement
- Quality teaching

One of those tools, which both Pigeon Lake and Buck Mountain are using, is a flex block. Flex block happens a little different at each school, but with the same purpose.

Changes to grade structures reflect Board’s desire to ensure quality education for all students
During the 2016-17 school year, WRPS will begin a transition that will change the grade structure of its schools located east of Highway 2.

Within two years, schools in that area of the division will either be structured as grade K-8 or grade 9-12 school. Also, eventually, Queen Elizabeth School will become the location for the French Immersion K-8 and Year-Round programs.

Also, current grade seven students will not move to Queen Elizabeth School, but will instead stay at the school they’ve been attending. In the fall of 2017 grade nines will move to Wetaskiwin Composite High School.

The change in grade structures is one step we’ve taken to ensure high quality learning environments for our students.

“We’ve asked parents what quality education means to them,” says Terry Pearson, Superintendent, WRPS. “Those priorities were reflected in a number of alternatives that we discussed last year. This plan is the result of those discussions.”

During the 2015-16 school year, WRPS used “Thought Exchange”, an online discussion tool that allows people to respond to the comments of others, as well as post their own. The tool helped WRPS evaluate its proposed plan, which now has Board approval and will move ahead.

If anyone has questions about the plan, please contact the division office at (780)-352-6018.
At Pigeon Lake, the four daily periods have been shortened to 74 minutes each, leaving a 40 minute daily flex block. Flex block happens between the first and second periods of the day.

At Buck Mountain, the nine daily periods have been shortened, leaving a 30 minute daily flex block. Also, the flex block happens in period three each day.

**The purposes of a flex block are:**

- Remediation – increased availability of teachers to work with students that need help
- Time – for students to study, do homework, catch up on assignments
- Extension – opportunity for students to have a challenge in an area that is interesting to them

Pigeon Lake teacher, Aaron Weimer says he sees multiple benefits from flex block. In the past, he would try to hold study hall after school for students who needed help, but that wasn’t always possible for kids who had to head home on the bus, or who had other commitments. Now flex block gives time for that during the school day.

“I’m seeing more assignments completed, and marks are improving, especially for students who had struggled in the past,” says Weimer.

Eric Wolney, a teacher at Buck Mountain School says, “There are way fewer kids falling behind now. That makes it easier to keep everyone in a class on the same level. That also means students are getting better content.”

Cara Hetlinger, a teacher at Pigeon Lake School says, “Students have so many opportunities for support, it has become really hard for them to blame anyone for not completing their work. I have seen students become more responsible and take ownership of their own learning.”

“T see them making smart choices,” she says, “like not attending some interesting extension opportunities in flex block, but choosing to study for a test instead. That’s responsible.”

Shelby Bend, a teacher at Buck Mountain reflects, “I see a big change in attitude toward homework. Students are more willing to do it. And because they complete more of their work, we can see how they are doing and provide the support they need to continue to learn.”

**Is flex block helping students learn?**

Students were asked, on an anonymous survey, “has flex block been meaningful to your learning?” Here’s a few of their answers:

- I love flex block. Sometimes at home I don’t always get time to work on my homework because I am busy, but flex block allows me to work on my homework.
- Yes. I can study, get projects finished, have extra help, and the extra activities are really fun too!
- Yes... because I’m getting all my homework done, or even getting ahead
- Flex block has helped me get my studying done, my assignments done, as well as my homework. Because of flex block I haven’t had homework in three weeks.
- I really like flex block. It’s good use for homework and not-finished work. Flex block definitely helps with my grades.
- I use it to organize myself.
Thank you to our donors!

Wetaskiwin Regional Public Schools would like to thank the following for their ongoing support of our students. The funds donated to WRPS are directed to projects, scholarships and initiatives not funded by Alberta Education.

Platinum $10,000 +
- Elsie Czarnecki

Gold $5000 - $9999
- SEARIC
- C & S Consulting 2008 Inc.
- BMCS Band Parent Association

Silver $3000 - $4999
- 2008 Regimental Ball Conocophillips

Bronze $1000 - $2999
- Mona Bervik
- Kool Katz Gymnastics Club
- John Maude & Susan Quarant
- Lion’s Club of Pigeon Lake
- Marcu Lawn Services
- Brian Hogg
- Home Hardware Stores Limited
- Leon & Deanna Specht
- Robert Cleland
- Dyck Insurance Agency
- Wawanesa
- Winfield Lions Club
- Erin Klatte
- St. Norbert’s Community Aid Society
- Debbie Jeffery
- Professional Corporation

Supporter $500 - $999
- Dianna Sedgewick
- J Branco & Sons Concrete Services Ltd.
- Winfield & District Agricultural Society
- Stephanie Berberovic
- Women of the Moose Chapter No. 559
- Canadian Parents for French

Significant Community Supporters
- Hope Mission
- Canadian Tire JumpStart

Feedback welcome
Thank you for taking the time to read this publication. We hope it has been helpful and encouraging. We love working with you to help your children grow. We hope the coming school year is productive and happy for your child.

If you have any questions, or feedback for us, we would love to hear from you.

1-780-352-6018
Ask for Sherry Knoll
www.wrps.ab.ca

Back-to-school registration information
Here is a list of our schools, and the date they will be open to accept registrations for fall 2016-2017. Registration hours are between 9 am to 3 pm on the specified dates, unless otherwise noted.

*If you are new to WRPS, you must bring your birth certificate and last report card when you register your child. *Also, please note, that grade 10 students will attend a short assembly and participate in orientation activities.

- Alder Flats Aug 31 & Sep 2
- Buck Mountain Central Aug 29 & 30
- C.B. McMurdo Aug 4 & 5
- Centennial Aug 29
- Clear Vista Office will be open beginning Aug 29
- Early Education and Family Wellness Centre Office open for phone calls & registration info Aug 24-26, 10am – 1pm
- École Parkdale Aug 22
- École Queen Elizabeth Aug 30
- Falun Sept 1 & 2
- Griffiths-Scott Aug 30
- Gwynne Aug 30
- Lakedell Sep 2
- Millet Aug 30
- Norwood Aug 29 & 30
- Pigeon Lake Regional Aug 30 9 am – 3:30 pm Aug 31 9 am – noon
- Pipestone Sep 2
- Winfield Sep 2

Wetaskiwin Composite High School registration information
New students who need to register at WCHS can telephone 780-352-2295 beginning August 22 to book an appointment on August 29 and onward. Students who are already registered will pick up timetables, books, locker assignments and pay fees on the following dates: Note: No timetable changes occur on these days.

- August 29 - Grade 12
  Last names A-L 9 am - noon
  Last names M-Z 1 pm – 3 pm
- August 30 - Grade 11
  Last names A-L 9 am - noon
  Last names M-Z 1 pm – 3 pm
- August 31 - Grade 10
  Last names A-L 9 am- noon
  Last names M-Z 1 pm – 3 pm

Off-Campus, RLS, ALS and GOALS students register on September 6 when they arrive for the first day of school. Off-Campus students report to the WCHS Off-Campus location. Fees can be paid by cash/cheque made payable to WCHS or by an online option (details to follow).

Note: Grade 10 students will attend a short assembly & participate in orientation activities.

Levels of Financial Support
- Platinum $10,000 +
- Gold $5,000-$9,999
- Silver $3,000-$4,999
- Bronze $1,000-$2,999
- Supporter $500-$999
- Friend $100-$499
- Donor $10-$99