



Coalhurst High School

Student Handbook
2023-2024

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1. Foundational Statements

School Purpose

100% of our students will complete their high school programs.

Goals

1. Our school will be safe and caring for all students, staff, and visitors.
2. Student achievement in reading, writing, and numeracy will increase through the use of assessment for learning strategies.

Coalhurst High School is a stimulating community that encourages the unique potential of individuals to contribute, grow, and meet life's challenges. The school community is committed to the development of the whole individual into a confident, knowledgeable, disciplined, and productive citizen.

2. School Safety

Accidents

Despite adequate supervision and all precautions taken, occasional accidents will occur. In every instance, parents will be notified if at all possible, and a request made of them to transport their child for attention by a doctor. In extreme cases, where the parent cannot be reached, the child will be taken for emergency care by the school staff or ambulance (if required).

In case of emergency, please ensure that the school has current information (telephone number, names, health care number, alternate contact person, etc.) This information will be on file if the registration forms have been completed.

Insurance

Palliser provides insurance to students while on school premises. However, students are not covered during off site excursions. Parents who wish to purchase additional accident insurance may do so. Please contact our school administrative assistant to provide the most up-to-date information.

Fire Drills

CHS will endeavor to complete six fire drills during the school year. All people in the building (staff, students, parents, maintenance workers, guests) are expected to take part in the fire drills.

The fire drill/fire evacuations for students are as below:

- Students will leave the room in an orderly fashion and exit the building through the nearest door.
- Teacher should be the last out of the classroom - bringing an attendance list.
- Lights should be turned out, and the door should be closed but unlocked.
- Teachers and students should meet together in the field west of the school behind the fence.
- Take attendance and have one student report to Jill Rauda by the utility shed - report whether or not all students in class are accounted for.
- Students and teachers will remain in the field until the alarm sounds to return to the school.

Threat Assessment and Lockdown Drills

CHS will endeavor to complete at least two secure schools drills and one lockdown during the school year. All people in the building (staff, students, parents, maintenance workers, guests) are expected to take part in the lockdown drills. CHS has a Crisis Response Plan in place should the need arise.

Below are the protocols to be followed for secure school and a lockdown.

Purpose of Secure Schools:

Secure school will be called when we need to know where all students are and/or if we need to clear the hallways for an emergency, it can also be used as a preliminary call for a lockdown. Some examples of when a secure school would be called are:

Example A: There is an emergency medical issue and we have to ensure all hallways are clear so EMS and gurney can get through without interruption.

Example B: School is contacted that police are pursuing a person in the Coalhurst area, there is no immediate threat but Police caution we should keep all students in the building and accounted for until further notice.

Example C: We get a call that CES is in Lockdown. We would immediately call a 'Secure School' until we ascertain if the threat is immediate and if a Lockdown is necessary for CHS as well.

Secure School Procedure:

- An announcement will be made: “Please initiate Secure School Protocols” (if it is being called for a medical emergency that will be identified in the announcement).
- Upon hearing this announcement all students/staff will go into whatever classroom they are supposed to be in. Students on a spare should go to the Library.
- Classes that are outside may have to come in (If being called for the purpose of clearing the hallways, students may be asked to stay out, or to change location, however if it is a situation where we want to keep everyone inside they will have to come in).
- Teachers are recommended to lock classroom doors and close blinds, however classwork will continue as usual. Students may not leave the room for any reason.
- If a student needs to go to the washroom (emergency only), the teacher will check with the office first to make sure it is fine to permit them to leave.
- Secure school will continue until an announcement is made that it has ended. Or that it is changing to a full Lockdown.

Purpose of Lockdown:

Lockdown will be called in the case of an armed/threatening intruder ONLY.

Lockdown Procedures:

- Lockdowns and lockdown drills will be announced over the PA. The announcement will be “ Lockdown Lockdown Lockdown”,(in the case of a drill it will be identified as a drill in the announcement, so as not to cause panic).
- Teachers nearest the outside doors will lock those doors and do a quick sweep of the hallways - any students in the hallways will take shelter in the nearest open, lockable classroom, preferably where a staff member is present.
- Classroom doors must be locked, lights turned off, and window blinds pulled down.
- Students will remain seated on the floor at the furthest point away from the door/windows and must remain silent.
- All cell phones must be turned off, including staff members. No students or staff are to be on personal devices or computers (email, social media, texting, etc.)
- Attendance is to be taken immediately.
- The classroom door must not be opened under any circumstances - once the lockdown or drill is completed, the door will be opened by RCMP or administration.
- Ignore any and all fire drills or alarms during a lockdown, and all PA announcements.

Fair Notice Procedure

Palliser Regional School District believes in creating safe and caring environments for students and staff. Any incident where a student engages in behaviour that threatens or appears to threaten the safety of others will be investigated.

Administrators can implement a Threat Assessment for behaviours that are worrisome including writing or drawings with violent themes; references to involvement in violent activity at school; or an increased interest in activities deemed dangerous to others' safety. A Threat Assessment Team (TAT) will convene when a student threatens to kill or injure others, brings a weapon to school, or makes direct verbal or written violent threats to others. The school TAT is required to act on **all** threats or potential threats.

3. School Services

Counseling

There are occasions when students require support services that go beyond the scope of the teacher. CHS offers counseling services to assist students. Students may see the counselor by appointment or drop-in. The school counselor is Mrs. Nicole Stafford. Students may also meet with school administration for additional support. Mrs. Grimes and Mr. Swen can be available each day.

Career Counseling

CHS offers career counseling and high school tracking services for all students. Students will meet with the counselor periodically to ensure clear communication towards meeting high school completion goals and career counseling. The career counselor is Mrs. Kim Horak.

Teaching Staff

Principal:
Vice Principal & SH Science
JH Eng. & Soc, CTS, & CTF
JH Math
JH Eng. & Soc
JH PE & Athletic Director
SH PE/ JH Sci
JH/SH Math
SH Social Studies
SH English
LST & JH Eng.
SH Math/Options
JH Social & Off-Campus Coordinator
JH Science
JH Science

Mrs. Charlene Grimes
Mr. Ben Swen
Mr. Aaron Moffat
Ms. Gemma Oxley/Mrs. Caitlyn Hirsche
Mrs. Nicole Swen
Mr. Stephen Horne
Mrs. Dayna Craddock
Mr. Michael Barwegen
Mr. Michael Saad
Mrs. Melissa Moffat
Mrs. Kerri Desserre
Mr. Matthew Tokariuk
Mr. Brian Kim
Mr. Andrew Kerssens
Ms. Jordan Henriksen

Support Staff

Administrative Assistant:
Librarian/Academic Counsellor:
Custodians:

Learning Assistants:

Ms. Jill Rauda
Ms. Kim Horak
Mr. Rick Sera
Ms. Annie Hogan
Ms. Denise Colp
Ms. Lori Eberle
Mrs. Sarah Currie
Mrs. Tammy Olsen
Ms. Terry Chernoff
Mrs. Laura Schneider
Mrs. Vivian Smith
Mrs. Laureen Whiting
Mrs. Sheila Wandler
Mr. Stuart Pritchard
Ms. Aishiel Barrantes
Mrs. Nicole Stafford
Ms. Alyssa Ockerman

FSLC:
Making Connections Worker:

4. School Operations

Lockers

All students will be assigned a locker and combination locks are available on request. We do not charge for the locks. Students are required to complete a Locker Rental Agreement Form before taking possession of their locker. If students use their own personal locks, either an extra key or the locker combination must be supplied to the office.

Lockers are the property of Palliser Regional Schools. As such, lockers should be kept clean throughout the year. Students shall not keep inappropriate or illegal items in their lockers and may be subject to searches. Locker searches will only be conducted under the supervision of the principal or acting principal. Students will be asked to be in attendance where appropriate and there will always be at least two staff members present.

Lost and Found

Articles that have been found should be turned into the office. Items of higher value such as cell phones or laptops will be kept at the office until claimed. Other items such as gloves or mittens, will be stored under benches in the hallway. Inquiries regarding lost items should be made at the office. Items unclaimed after three months may be delivered to an appropriate charity or disposed of appropriately.

Opening Exercises

CHS begins each day with *Oh Canada* on the school PA system. All people in the building are asked to kindly stop what they are doing, stand, and remain quiet (except for those who choose to sing). No one is required to sing the national anthem. Morning announcements will follow the anthem.

Promotion Policy

The normal procedure for promotion is to pass from one grade to another in an annual sequential manner at school closing in June of each year. The final decision will be made by administration and will involve consultation with the classroom teacher, parent, or guardian.

Lunch Hour

During lunch hour students may eat here at school or choose to leave the building. If students leave the building they will be without supervision. Students who remain in the school have direct supervision during their lunch break. CHS will offer a hot lunch program for a fee. Food has to be pre-ordered, the food is prepared by students taking Foods courses in the school.

5. Schedules, Timetables, and Calendars

Bell Schedule

Monday, Wednesday, Thursday (5 minute transitions between classes)		
Class/Bell	Time	Minutes
Warning Bell	8:30	2
Period 1	8:32 – 9:44	72
Period 2	9:49 – 11:01	72
Period 3	11:06 – 12:18	72
Lunch	12:18 – 12:57	39
Period 4	12:57 – 2:09	72
Period 5	2:14 – 3:26	72

Tuesday (4 minute transitions between classes)		
Class/Bell	Time	Minutes
Warning Bell	8:30	2
Period 1	8:32 – 9:42	70
TAP	9:45 – 9:55	10
Period 2	9:58 – 11:08	70
Period 3	11:12 – 12:22	70
Lunch	12:22 – 1:02	39
Period 4	1:02 – 2:12	70
Period 5	2:16 – 3:26	70

Friday (5 minute transitions between classes)		
Class/Bell	Time	Minutes
Warning Bell	8:30	2
Period 1	8:32 – 9:44	72
Period 2	9:49 – 11:01	72
Period 3	11:06 – 12:18	72

Bussing

Questions regarding bus routes and times should be directed to David Shaw, Transportation Supervisor, at the Palliser Regional District office, (403) 328-8111. Drivers have the direct and immediate authority over students while being transported. Drivers are to ensure that students conform to current regulations that shall be posted at all times. All cases of student misconduct shall be reported through use of the Bus Misconduct Tickets.

6. Student Expectations

Attendance

All students of compulsory school age, as defined in Section 31 of the Alberta Education Act, must regularly and punctually attend school throughout the year.

Regular attendance is a very important factor in determining the success that a student will experience with their school program. In addition to teachers and principals, students and parents must accept responsibility with regard to this important aspect of education. It is recognized that situations do arise which necessitate unavoidable absences. However, students and parents are encouraged to minimize all absences.

An excusable absence is an absence that is approved by the principal. A student is expected to accept responsibility for completion of all assignments given during his/her absence(s) regardless of whether the absence(s) was excusable or inexcusable. Parents/guardians must inform the school if their child(ren) will be absent from class that day. Students who miss assignments or tests are expected to complete these upon their return to school. Tests may be different from those written by their classmates.

When a student's attendance is having a substantial negative effect on achievement, school administration may limit participation in field trips, athletics, or participation with school clubs. Continued absences will result in a meeting with parents and students may be removed from classes with the option of auditing the course and completing independently.

At CHS we subscribe to the following Pyramid of Interventions regarding attendance:

- Call or email parents regularly and while on the phone, discuss the impact the frequent absences are having on achievement.
- Involve the admin team as soon as a problem exists and has not been corrected with parental involvement.
- The admin team will then advise the next actions which will include calling the parents and meeting with the student.
- Should the problem continue the admin team will choose to impose loss of privileges, a possible counselling referral, an attendance contract, regular oral and written communication with the parents, inclusion of Central Office personnel, and/or referral to the Attendance Board.

Code of Conduct

Section 31 of the Alberta Education Act outlines student responsibilities necessary to foster a productive learning environment. It reads:

A student shall conduct themselves so as to reasonably comply with the following code of conduct:

- a. attend school regularly and punctually,
- b. be ready to learn and actively engage in and diligently pursue the student's education,
- c. 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,
- d. respect the rights of others in the school,
- e. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- f. comply with the rules of the school and the policies of the board,
- g. co-operate with everyone authorized by the board to provide education programs and other services,
- h. be accountable to the student's teachers and other school staff for the student's conduct, and
- i. positively contribute to the student's school and community

Disciplinary Procedures

Philosophy

CHS operates on the philosophy that all students have the right to learn. Students have the right to be in a school climate that is safe, satisfying and productive, without others' disruptive behavior infringing upon their rights. Students must understand that they are responsible for their behavior and they must recognize that any behavior that disrupts or detracts from the educational climate of the school is unacceptable.

Home, school, and the community must share the responsibility for teaching appropriate acceptable behavior. By working together, we will ensure positive student conduct. Discipline is essential in building accountability, individual responsibility, and respect for others.

Our school-wide approach to discipline will:

1. Help the students to identify his/her problem(s).
2. Help the student solve the problems he/she created.
3. Leave the student's dignity intact.

CHS staff subscribes to the follows Pyramid of Interventions regarding student discipline:

Classroom behaviours begin with strong relationships between teachers and students and among students, and with effective classroom management. However, some students will inevitably behave in a way that interrupts the learning of others. When this is the case, some recommendations are included below.

- Treat every matter calmly. Have students talk out the situation once they are calm as well. Having students attempting to solve their issues calmly and rationally is often the best way to rectify a problem and is great learning for the adult world.
- Even if a problem has been resolved, contact the parents. If possible, contact the parents on the same day as the incident occurred. If the matter is pressing , involve the administration. Maintain a positive relationship with the parents since they are a key part of the learning team.
- Students who have been referred to the admin team will then be handled at the discretion of the admin team with consultation of the learning team. Central Office is informed of all suspensions.

Consequences

The staff of CHS will ensure that students regularly receive assistance, encouragement, praise and specific feedback regarding their many positive behaviors and academic gains. However, while we do make every effort to keep all interactions on a positive note, when students infringe on the rights of others, disciplinary procedures may have to be instituted. Special case allowances may be made to provide for individual differences.

Strategies for dealing with minor and major offences may include, but are not limited to:

1. Apologies
2. Discussion between various involved parties
3. Contact with counselor
4. Contact with home (letter/phone calls/emails)
5. Community service within the school
6. Written contract between school and student
7. Detentions
8. Loss of privileges
9. One-class suspension
10. In-school suspension
11. Out-of-school suspension
12. Withdrawal to Palliser Beyond Borders
13. Expulsion

Dress Code

CHS provides a safe and caring environment for staff and students. We respect the rights and freedoms of everyone in an inclusive environment. As such, we encourage that all members of our school community wear attire that is both clean and modest.

The following guidelines are there to assist students, teachers and parents in interpreting what "clean and modest" means.

Clean means: The clothing is free from all references to drugs, violence, sexism, and racism. Clothing or accessories that could be classified as a potential weapon are not permitted (i.e., chains, spiked necklaces/bracelets, etc.).

Modest means: Clothes are not too revealing irregardless of one's gender or gender identity. Our preference is that clothing covers all undergarments. Considering that weather can become quite warm and at times make classrooms uncomfortable, we understand that students will wear shorts and t-shirts or tanks. Please consider the school context when choosing what you wear. The suggestion is to consider school as your place of work and ask yourself if the outfit is appropriate.

Deciding on appropriate dress is a subjective and personal decision. CHS' goal is to support the emotional well-being of all of its students and so we ask for parents and students to make informed decisions when deciding on appropriate dress for school.

In some circumstances the school may make contact with parents regarding the attire of their child to aid in making decisions about its appropriateness.

Students are expected to wear appropriate footwear at all times while in the school. Emergencies or drills may require students to be outside so students are to be prepared for those events. Students are asked to remove muddy footwear when entering the school.

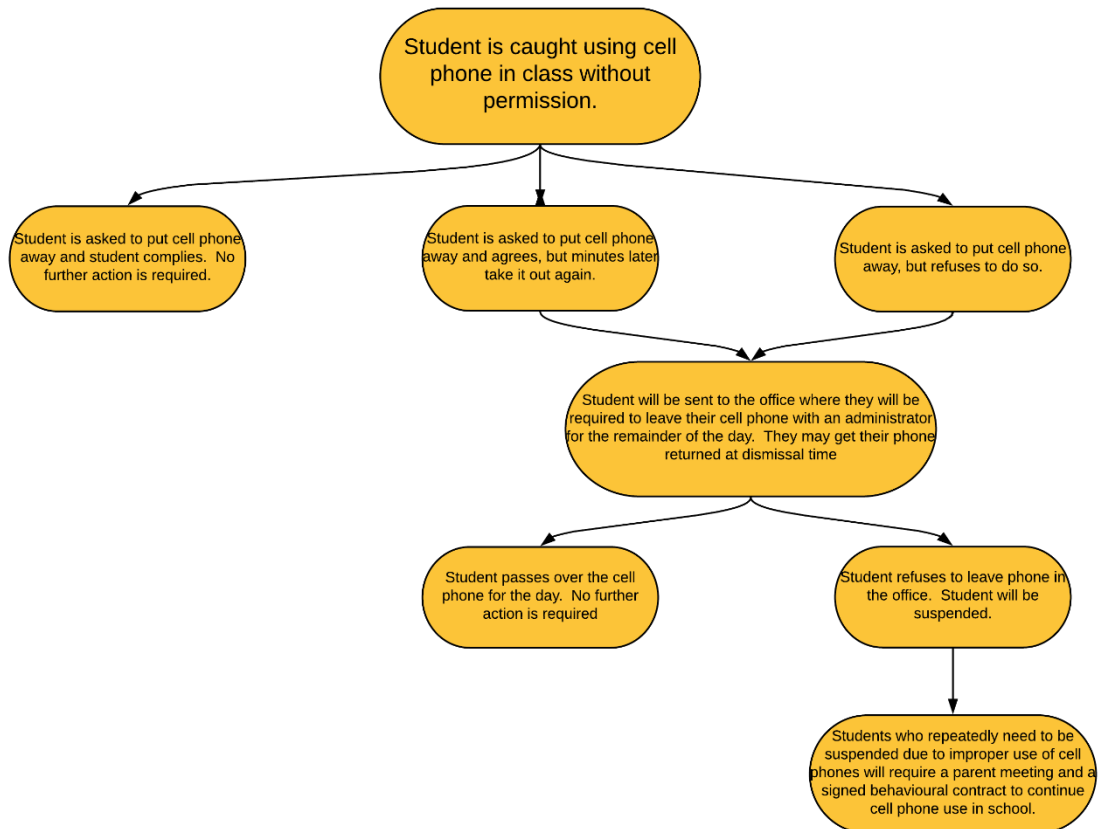
Physical Education students are to wear proper gym attire for Phys. Ed. Class. A separate pair of white soled or non-marking shoes is to be worn in the gym.

Hats are permitted in the school, however, they should be removed for the national anthem. There may be circumstances when students are asked to remove their hats and students are expected to comply. Safety considerations may arise where hats will also be prohibited.

Cell Phones

Cell phones are permitted at school. However, they are not to be used during instructional hours unless they are being utilized for instructional purposes and only with permission by the teacher. Students who abuse this policy may have their phones confiscated and stored in the office until the end of the day. Students who continue to abuse this policy may have their phones confiscated and held in the office until their parents are able to pick them up. Students may also have their electronic devices banned from the school if problems are chronic. The school is not responsible for less or stolen cell phones or other technology. Any technological items brought to school is at your own risk.

INAPPROPRIATE CELL PHONE USE PROCESS FOR COALHURST HIGH SCHOOL



Technology Use

Users of Electronic Devices and Technology Resources at CHS are responsible for:

1. Accessing only those resources for which they have been authorised.
2. Not accessing resources for others, or asking others to access resources on their behalf, where authorization does not exist.
3. Ensuring that passwords are kept private and secure.
4. Ensuring that the network is used for educational purposes or to carry out assigned duties.
5. Taking precautions that are consistent with the sensitivity in maintaining the privacy of data that is under their custody.
6. Ensuring that inappropriate electronic material is not accessed/ stored or distributed.
7. Ensuring that security systems are not intentionally bypassed and evidence of inappropriate activities are not deleted.
8. Not carrying out hacking or illegal activities.

While using any Electronic Resources the user shall:

- Use ethical and respectful behaviour when emailing or posting material.
- Refrain from posting confidential, personal or sensitive information pertaining to themselves or other persons, including but not limited to family members, teachers, colleagues, students or friends.
- Respect copyright, intellectual property and fair dealing in the use of content.
- Ensure postings or communications are professional, in good taste and do not reflect negatively on Palliser Regional Schools, its students, teachers, staff, trustees or other stakeholders.

Any violation of this procedure or the principles or expectations outlined in it may result in:

1. Loss of access privilege
2. Student disciplinary measures under AP 351
3. Disciplinary action, up to and including suspension or expulsion
4. Legal action, including actions taken by Palliser Regional Schools, by persons unrelated to Palliser Regional Schools
5. Referral for criminal prosecution

Parking

Students are reminded that their vehicles may be parked on school property at their own risk, and the school will not be held liable for damages that may occur. Drivers should be aware of the pedestrian traffic on campus and drive with caution.

Spares

Students in high school grades , 10, 11 or 12 may be granted spares. Spares are periods where students are not expected to report to a regularly scheduled class. Students will only be granted spares where they have adequate credits and are on track to graduate. Students may make arrangements to work in the library or in a classroom or leave the building during their spares. During spares, students may not hang out in the hallways, gym, stage area or interrupt other classes.

7. Student Programming

Assessment and Evaluation

CHS differentiates between formative and summative assessment. Formative assessments are the assignments and tasks that students complete as part of the learning process. Formative assessments are not included in the final marks. Summative assessments are the final exams, tests, and major assignments that determine where a student's progress stands in relation to the curriculum. Although students will not see the results of formative assessments on their report cards, it is important that they are completed because they guide learning. Formative assessments are similar to practices in athletics. Summative assessments are similar to the games.

Teachers determine the letter grades/marks at Coalhurst High School by following the guiding principles below and by following the strategies included in this section.

Student assessment and evaluation are essential components of teaching and learning. Ongoing student assessment informs the teacher of the degree of mastery and gaps in learning exhibited by students. The evaluation of student achievement provides information to students, parents, and teachers on the level of learning attained. This information can be used by teachers to revise their instruction and make placement decisions. Therefore, continuous attention to gaps in student learning and evaluation of student growth and achievement is required of every teacher in every classroom. Ultimately, the purpose of ongoing assessment and evaluation is improved student achievement. Regular feedback to students and parents is expected.

Guiding Principles

1. All teachers shall provide a course outline of the learner expectations and assessment methods to students and parents within the first few days of each course. Students should be made aware of how their final mark will be

comprised and any changes to the original assessment plan should be done with consultation with the students.

2. A student's achievement of stated learning outcomes (curriculum) is the only fair basis for grading.
3. At Coalhurst High School, teachers separate effort, participation, attitude, and other behaviours from academic achievement.
4. Awarding zeroes is not practiced. Instead teachers will encourage students to complete all summative assessments. Teachers may utilize alternate summative assessments for particular students. When assessments are not completed, teachers may have to award an "Incomplete" or "Unable to Evaluate" during reporting.
5. Coalhurst High School employs Pyramids of Intervention to assist students when they do not learn or when they do not complete their summative assessments.
6. Formative assessment informs the teaching process by letting the teacher know what concepts have been learned and which skills require further development before a summative assessment is made.
7. Only marks derived from summative assessments will be used to determine grades. Students are informed as to which assessments are summative.
8. Students at Coalhurst High School may receive multiple chances to show their learning towards the intended learning outcomes **at the discretion of the teacher**. Students may be given alternate ways of demonstrating their learning with subsequent chances **at the discretion of the teacher** (eg. oral examinations, written assessments). Students seeking additional opportunities will be required to invest additional time in their learning before or after class time and may occur with or without the teacher's direct guidance. The most recent assessment is the best snapshot of a student's learning.
9. It is the responsibility of the student to meet deadlines. It is the responsibility of teachers to support and reinforce deadlines with all students following a missed deadline. The Pyramid of Interventions for Summative Assessment Submission will be employed for students not meeting deadlines
10. Students with special needs or learning disabilities will have a learning plan (IPP) that all teachers will follow. Teachers will instruct these students at the level of the students rather than the expected level of learning as laid out in the Program of Studies.

11. Students, parents, and administration shall be informed of achievement and progress on a regular basis by all teachers in all courses. Teachers will remain in close contact with parents if students are not meeting outcomes consistently or failing courses.
12. Strong assessment practices include the use of rubrics and exemplars. It is an expectation that all teachers will utilize exemplars with all project work and authentic learning tasks. Exemplars should provide a vision of the end product but not limit thinking and creativity.

Academic Dishonesty

Academic dishonesty, which includes actions such as plagiarism, cheating, fabrication, or inappropriate use of artificial intelligence programs can have significant consequences and do not provide an accurate depiction of an individual's ability to demonstrate their understanding of the curriculum. Students in violation of academic integrity will have their assessment reviewed by the teacher, administrator, and their parents. The assessment will not be counted towards their academic standing and an alternate assessment will be provided to allow the student to demonstrate their understanding of the concept or outcome.

Repeated incidence of academic dishonesty may result in or more of the following:

- individually supervised assessment completion
- restricted access to technology when completing assessments such as a locked-down browser or user account
- completing the assessment on paper

Grades Appeal

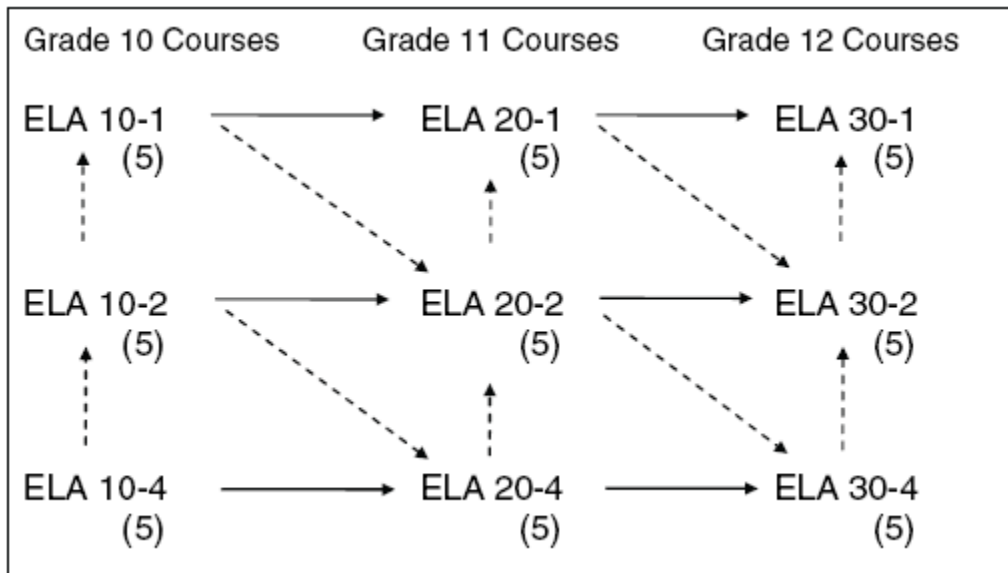
Students may appeal their marks. To review the latest version of the appeal process, please refer to the Palliser Regional Schools website. *Appeal Procedures regarding Policy #362 can be located at the following website*
<https://www.pallisersd.ab.ca/about-us/procedures/703>

Report Cards and Interviews

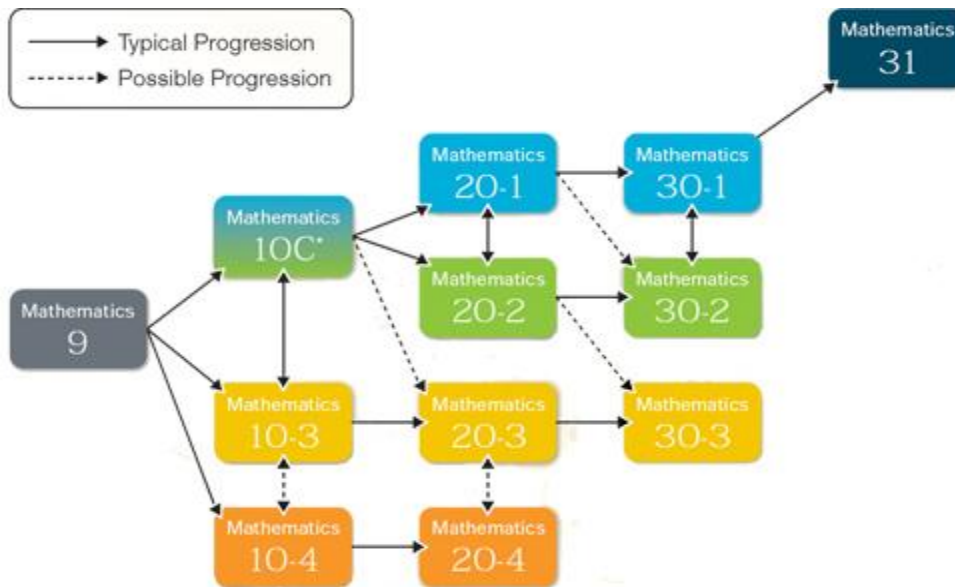
CHS believes in reporting student progress regularly to both students and parents. Throughout the school year we offer a number of formal and informal opportunities for students and parents to know their progress. Informal opportunities are available whenever a student or parent wishes to receive a verbal progress report. Students or parents should simply make contact with each teacher to arrange a consultation. Teachers will endeavor to do their best to report on the student's progress within a reasonable period of time. CHS uses the Powerschool program to keep student achievement data regularly updated. All parents are assigned a user name and password, so they can regularly log in and look up their children's progress and attendance.

Course Flow Charts

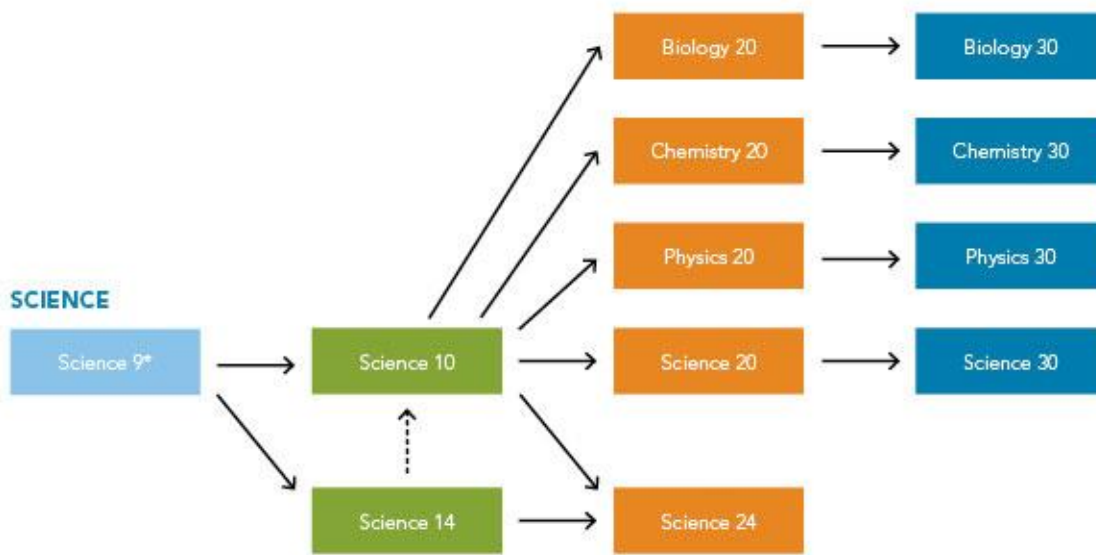
English Language Arts



Mathematics

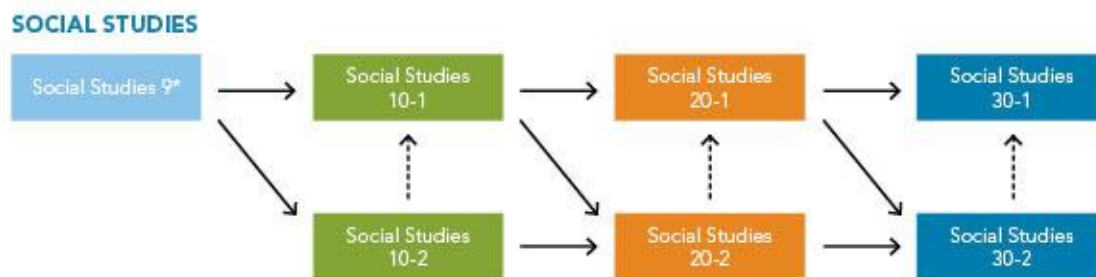


Science



* A minimum grade of 50% is required.

Social Studies



* A minimum grade of 50% is required.

Credit Tracking

Tracking student progress towards high school completion is a priority for CHS. All students entering grade ten will be given a course tracking sheet. This sheet will provide a plan for each student to use to track high school progress. It is vital that both students and parents consult the school regularly to determine the status towards high school completion. Although the school assists with the process of high school tracking, the ultimate responsibility lies with the students and parents to ensure they have obtained the necessary credits to complete high school.

Graduation Requirements in Alberta

Alberta High School Diploma Graduation Requirements

ALBERTA HIGH SCHOOL DIPLOMA GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1, 30-2) ❶
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 (30) or 30-2 (33))
MATHEMATICS – 20 LEVEL ❷ (Pure Mathematics 20, Math 20-1, Applied Mathematics 20, Math 20-2 or Math 20-4, Mathematics 24)
SCIENCE – 20 LEVEL ❸ (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS) ❹
CAREER AND LIFE MANAGEMENT (3 CREDITS) ❺
<p style="text-align: center;">10 CREDITS IN ANY COMBINATION FROM:</p> <ul style="list-style-type: none"> Career and Technology Studies (CTS) Fine Arts Second Languages ❻ Physical Education 20 and/or 30 ❼ <p>Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and</p> <ul style="list-style-type: none"> Employability or IOP occupational courses Knowledge and Employability or IOP occupational courses Registered Apprenticeship Program
<p style="text-align: center;">10 CREDITS IN ANY 30-LEVEL COURSE (<u>IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE</u>) ❸</p> <p>These courses may include:</p> <ul style="list-style-type: none"> 35-level locally developed/acquired and locally authorized courses <ul style="list-style-type: none"> Advanced level (3000 series) in Career and Technology Studies courses 35-level Work Experience ❹ 30-4 level Knowledge and Employability course or 36-level IOP course 35-level Registered Apprenticeship Program 30-level Green Certificate Specialization

Certificate of High School Achievement Requirements

CERTIFICATE OF HIGH SCHOOL ACHIEVEMENT REQUIREMENTS ❶ (ENGLISH)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
80 CREDITS ❷ including the following:
ENGLISH LANGUAGE ARTS 20-2 OR 30-4
MATHEMATICS 10-3, 14 OR 20-4
SCIENCE 14 OR 20-4
SOCIAL STUDIES 10-2 OR 20-4
PHYSICAL EDUCATION 10 (3 CREDITS) ❸
CAREER AND LIFE MANAGEMENT (3 CREDITS) ❹
5 CREDITS IN ❺ 30-level Knowledge and Employability occupational course, or 30-level Career and Technology Studies (CTS), or 30-level locally developed course with an occupational focus AND 5 CREDITS IN 30-level Knowledge and Employability Workplace Practicum course, or 30-level Work Experience course ❻, or 30-level Green Certificate course ❼ 30-level Registered Apprenticeship Program (RAP) course ❽

- ❷ To qualify for a Certificate of High School Achievement, students must successfully complete a minimum of one academic Knowledge and Employability course.
- ❸ See information on exemption from the physical education requirement in the *Guide*.
- ❹ See information on exemption from the CALM requirement in the *Guide*.
- ❺ To transition to the new Certificate of High School Achievement, 36-level IOP occupational courses may be used in lieu of 30-4-level Knowledge and Employability occupational courses.
- ❻ Refer to the *Off-campus Education Guide for Administrators, Counsellors and Teachers*, 2000 for additional information.
- ❼ Refer to the Alberta Education Web site for additional Green Certificate information.
- ❽ Refer to the *Registered Apprenticeship Program Information Manual*, 2003 for additional information.

Certificate of School Completion

A student eligible for the Certificate of School Completion in special education:

- has been a student over a period of at least twelve years
- is in the last year of his or her school programs
- has participated in special education programming
- has worked toward goals and objectives in an Individualized Program Plan that is consistent with the
Standards for Special Education, Amended June 2004
- is not able to achieve one of the following due to significant cognitive disabilities:
 - Alberta High School Diploma
 - High School Equivalency Diploma
 - Certificate of Achievement (IOP)
- Certificate of High School Achievement (Knowledge and Employability)

Courses Eligible for Retroactive Credits

Registered Course Reported Failed	Alternative Course Passed	Alternative Retroactive Credits
<i>Semester/School Year: A</i>	<i>Semester/School Year: B</i>	<i>Semester/School Year: B</i>
English Language Arts English Language Arts 20-1 English Language Arts 10-1 <i>English Language Arts 10-2</i>	English Language Arts 30-2 English Language Arts 20-2 <i>English Language Arts 20-4</i>	English Language Arts 20-2 English Language Arts 10-2 <i>English Language Arts 10-4</i>
French Language Arts French Language Arts 10-1 <i>French Language Arts 20-1</i>	French Language Arts 20-2 <i>French Language Arts 30-2</i>	French Language Arts 10-2 <i>French Language Arts 20-2</i>
Mathematics Pure Mathematics 10 Pure Mathematics 10 Applied Mathematics 10 Mathematics 14 Mathematics Preparation 10 Pure Mathematics 20 Mathematics 10C Mathematics 10-3 Mathematics 20-1 ^② <i>Mathematics 20-2^②</i>	Applied Mathematics 20 Mathematics 24 Mathematics 24 Mathematics 20-4 Mathematics 24 Applied Mathematics 30 Mathematics 20-3 Mathematics 20-4 Mathematics 30-2 ^③ <i>Mathematics 30-3^③</i>	Applied Mathematics 10 Mathematics 14 Mathematics 14 Mathematics 10-4 Mathematics 14 Applied Mathematics 20 Mathematics 10-3 Mathematics 10-4 Mathematics 20-2 ^② <i>Mathematics 20-3^②</i>
Social Studies Social Studies 10-1 (10) Social Studies 20-1 (20) <i>Social Studies 10-2 (13)</i>	Social Studies 20-2 (23) Social Studies 30-2 (33) <i>Social Studies 20-4 (26)</i>	Social Studies 10-2 (13) Social Studies 20-2 (23) <i>Social Studies 10-4 (16)</i>
Science Science 10 <i>Science 14</i>	Science 24 <i>Science 20-4</i>	Science 14 <i>Science 10-4</i>
<p>① The references to Semester/School Year “A” and Semester/School Year “B” are to emphasize that sequential registration and instruction are required.</p> <p>② Mathematics 20-1, 20-2 and 20-3 will be implemented in 2011.</p> <p>③ Mathematics 30-1, 30-2 and 30-3 will be implemented in 2012.</p>		

Courses for which retroactive credits have been granted will be recorded as “P” for pass on the student’s record and transcript.

A student shall be awarded retroactive credits automatically by Alberta Education when all of the following criteria are met:

- The student is registered by the principal in an approved course and receives instruction in the course in Semester “A”/School Year “A.”
- At the end of Semester “A”/School Year “A,” the principal reports that the student has failed in the registered course. A mark of less than 50% must be reported and recorded on the student’s file for the student to be eligible for retroactive credits in the following years.
- Pursuant to a specific school authority promotion policy, the student is registered by the principal in the next higher-level course in an alternative sequence in the following Semester “B”/School Year “B.”
- The principal subsequently submits to Learner Records and Data Exchange, in the appropriate reporting period for Semester “B”/School Year “B,” a pass mark in the higher-level alternative course completed.

8. Academic Fees

Computer Tech Fees (Palliser Board) \$37

Senior High Materials Fees (see note #1)

Physical Education 10/20/30 (see note #2)	\$80
Shop	N/A
Foods	3 credit - \$42, 5 credit -\$53
Wildlife	\$80
Fashion Studies	N/A
Cosmetology	N/A
Art	\$21
Photography	\$21
First Aid	\$50
Band	\$53
Media	\$21
Other Option fees are determined when the course is offered.	

Junior High Materials Fees

Band	\$53
JH Electives Fee	\$32

Yearbook Fee (optional) \$50

NOTE 1: Please note that fees are based on a best estimate using historical spending patterns, the current costs of maintenance and repair of equipment, and are intended to assist students in receiving opportunities that we would not be able to provide otherwise. While our estimates tend to closely mirror actual spending, there may be times when we run deficits or surpluses with certain courses. In the event of surpluses please know that we will allocate the money back into the appropriate programs to continue to enhance our programs.

NOTE 2: PE 20/30 fees cover the regular course plus a determined number of field experiences that require students to be off campus. These experiences are required as part of receiving course credit. In addition, there are a number of additional experiences that students may choose to participate in at their own expense. Scuba diving is an example of an activity that would carry an added expense. These supplementary experiences are optional for students.

NOTE 3: If Band is offered, students may use their own instruments to avoid band options fees. The band options fee is included for coverage of the care of cleaning/tuning of the instrument at the end of the year. Students who rent instruments will be required to cover the entire costs of the rental and arrangements are made between parents and rental companies.

Field Trips

Field trips may be offered throughout the year and applicable fees will be advertised on permission forms at the time of the field trip.

Athletics Fees

These fees will be finalized in the fall of 2023 and are subject to change.

Activity	Junior High		Senior High
	JV	Varsity	Varsity
Volleyball	\$185	\$210	\$425
Basketball	\$185	\$210	\$500
Badminton	\$30	\$35	\$35
Track and Field	\$10	\$10	\$10 + Zone Fee

9. Student Recognition

Awards

Student of the Month Awards

Each month two students (one junior high and one senior high) are selected by staff to receive a Student of the Month award. The award consists of a certificate that is presented by a staff member.

The criterion for this award varies but may include:

- strong leadership skills
- positive role modeling
- supporting school activities
- showing initiative
- showing great improvement in effort, grades, attendance, social interaction
- volunteering

Annual Awards

At the end of each school year, CHS hosts an annual awards evening. It is held to recognize students who have displayed outstanding academic achievement, athletic excellence, and qualities of good citizenship.

Commencement

CHS recognizes and appreciates the significance of high school completion. To participate in commencement ceremonies students:

1. Must be in a position to meet the requirements for either a High School Diploma or Certificate of Achievement by the end of June.

Honour Roll

Honour roll is calculated for each reporting period. Honourable Mention is calculated as 75-79%; Honours is calculated as 80-84%; and Honours with Distinction is calculated as 85-100%.

Junior High:

1. Average of all courses where a percentage grade is given. Averages are rounded to the nearest whole number.

Senior High:

1. Average of all courses (minimum of three) being taken in that term. Averages are rounded to the nearest whole number.
2. Distance Education classes will be used only if the course has been completed.
3. CTS modules will be used only if it is possible to combine the average of at least three credits.
4. Must be a student in good standing academically and behaviorally. The principal has the authority to make the final decision on participation in commencement.

5. Must be on track to graduate by April 15th. A letter will be sent to each grade twelve student by the end of February. Students will receive a letter shortly after April 15th that will indicate if they are eligible to participate in commencement ceremonies.