

PARENT AND STUDENT HANDBOOK 2017-2018

Home of the Skyhawks!



St. Albert Catholic High School

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School Learning is Our Purpose... Christ is Our Way

St. Albert Catholic High School is a faith community committed to a culture of excellence, to educating the whole person and to celebrating each individual as gifted by God.

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SACHS Bell Schedule 2017-18

Hawk Block Schedule

Monday: TA, Tuesday/Thursday Hawk Block

Block 1 8:00-9:20am
Hawk Block/TA 9:20-10:00am
Block 2 10:00-11:15am
Lunch 11:15-12:00pm
Block 3 12:05-1:20pm
Block 4 1:25-2:40pm

Wednesday

Block1 8:00-9:20am
Block 2 9:25-10:40am
Lunch 10:40-11:25am
Block 3 11:25-12:40pm
Hawk Block 12:40-1:20pm
Block 4 1:25-2:40pm

Friday

Block 1 8:00-9:10am
Block 2 9:13-10:23am
Block 3 10:26-11:36am
Lunch 11:36-12:25pm
Block 4 12:30-1:40pm

Emergency Numbers for Students

Distress and Suicide Line (24 hours)

780-482-4357

Kids Help Line (24 hours)

1-800-668-6868

Sexual Assault/Abuse

780-423-2121

Bullying Help Line (24 hours)

1-888-456-2323

HAWKS

St Albert Catholic High School (SACHS) is continuing to move forward with Positive Behaviour Supports as a strategy to assist with educating our students about behaviour expectations. HAWKS is our acronym for the positive behaviours we want to see our students engaged in: Heart, Attitude, Work Ethic, Knowledge and Spirituality.

Throughout the year, students will receive reminders or mini lessons on HAWKS...what it looks like, what it means and how it is important in all aspects of life. We have expectations for behaviour in the parking lot, hallway, office area, classrooms, common areas, computer lab, gym, library and when students are off of school grounds.

HEART

- Care about themselves
- Care for people around them
- Committed to high academic standards and care about their marks
- Address each other with respect and honour (by proper name)
- Submit original work
- Committed to excellence in all that they do

ATTITUDE

- Are positive and respectful
- Show pride in their work and in everything they do
- Leave the school as clean or cleaner than when you arrived
- Be respectful of displays, equipment, materials

WORK ETHIC

- Be on time
- Be present with all materials
- Complete assigned tasks in a timely manner
- Work as a team
- Use positive, encouraging language

KNOWLEDGE

- Active participation in class discussion by being prepared
- Help classmates when the class activity permits

SPIRITUALITY

- Respectful verbal and nonverbal interactions
- Keep hands, feet and objects to self

Responsibilities

It is the responsibility of:

Students:

1. To attend all scheduled classes, in their scheduled rooms.
2. To participate to their fullest in a positive manner.
3. To respect the rights of other students.
4. To follow the directions given by all faculty members.
5. To inform their parents/guardians of all absences.
6. To become aware of the school's attendance policy and to inform their parents about the school's policy.
7. To advise their teachers when they know in advance they will be absent from classes.
8. To check in and out of school through the school's general office, when leaving or returning for appointments.
9. To complete all work that was assigned during the absences and reschedule exams if appropriate. In some courses, it will not be possible to complete the work or continue the course for extended absences and an alternative program will then be examined.

Parents:

1. To participate in their son/daughter's education by attending Parent/Student/Teacher Interviews and checking student progress on PowerSchool.
2. To be aware of the school's attendance policy and to encourage their son/daughter to attend all scheduled classes and be on time.
3. To inform the school's general office by phone call, email, fax or letter on the day their son/daughter is absent. A note from a physician may be required for continuous chronic illnesses.

4. To inform the school by letter to the appropriate administrator three weeks prior to an extended absence.
5. To encourage their child to access teacher websites to access homework assignments.
6. To review student attendance records by examining the report cards or contact the school for a weekly attendance profile or follow on Power School.

Teachers:

1. To keep accurate attendance records.
2. To inform students of the school's attendance policy and individual classroom procedures.
3. To attempt to contact parents in cases of attendance concerns.
4. To inform an administrator of parental contact.
5. Work with students to provide the best possible education.

Administrators:

1. To establish and implement an attendance policy in consultation with faculty and School Council.
2. To administer the consequences as outlined in the policy and procedures.
3. Build and support a safe and caring environment that provides the best possible educational opportunities.

We wish you all an **enjoyable** and **successful** school year!

Student Code of Conduct

At SACHS our mission is to build a safe and caring culture through the example of Jesus Christ. It is based upon the belief that every member of our school community will foster dignity, respect and service through their actions, and that every individual is entitled to be treated with dignity and respect. Core values are responsibility and reconciliation. An attempt will always be made to implement logical consequences and restorative justice practices that encourage and maintain the God given dignity of every student. Teachers use effective teaching strategies and classroom management skills to minimize off task behaviour. Where required teachers and/or administration will notify parents and implement strategies to address concerns or inappropriate behaviors. A school-wide approach to positive behavior supports effectively promotes a safe, orderly and predictable environment for learning and teaching.

To achieve this, students are called upon to know, respect, and comply with the guidelines as set out in the Alberta School Act, Section 12

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

- (a) Be diligent in pursuing his studies;*
- (b) Attend school regularly and punctually;*
- (c) Cooperate fully with everyone authorized by the Board to provide education programs and other services;*
- (d) Comply with the rules of the school;*
- (e) Account to his teachers for his conduct;*
- (f) Respect the rights of others.*

Safe and Caring Schools Initiative

The Greater St. Albert Catholic School Division (GSACRD) maintains a district wide Safe and Caring Schools Initiative. We want our schools to be safe places for all who come to learn and teach. Consequences for verbal and physical violence will result in suspension and/or expulsion.

All actions by students that impact the safety and well-being of students or faculty or call into question a student's success in being accountable for his/her conduct to the successful operation of the school will be addressed through GSACRD Administrative Procedure 350: *Student Code of Conduct*.

Bullying is deemed to have taken place within our school when:

Repeated and hostile or demeaning behaviour by a student is intended by the student to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation.

In order to assure that students will not be bullied in schools, The School and District supports Section 45.1 of the Alberta School Act, which states that our school has a responsibility to ensure that each student enrolled is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging. Greater St. Albert Catholic Schools has clarified its intention to provide such an environment in all schools through its Safe and Caring Learning Environments for Students Administrative Procedure.

The school will establish a culture of respect for the God given dignity of all who participate within it and pursue the common good of everyone, as we build a community of faith, hope, and love through the example of Jesus Christ.

However, in order to assure that this culture will prevail, our school maintains the following expectations with respect to bullying:

- No action toward another person, regardless of the intent of that action will cause harm, fear, or distress to that student or staff member.
- No action toward another person within the school community will diminish the student or staff member's reputation within the school community.
- Any action that contributes to a perception of bullying, whether it occurs during school time, or after school hours, or whether by electronic or other means, will be addressed by the school if it is determined that the actions impact the wellbeing of the alleged victim within the school community.
- Any action that humiliates or contributes to diminishing the reputation of a person because of race, religious beliefs, colour, gender, physical disability, mental disability, ancestry, place of origin, marital status of parents, source of income of parents, family circumstances, or sexual orientation of a student is deemed to be an act of bullying.
- No report by a person that he / or she is being "bullied" will be ignored by a school official. The official will respond as if an incident has happened and report the incident to a teacher or principal.
- In establishing consequences for bullying, teachers and principals will use corrective interventions that consider the context of the circumstance, the behavioural history of the students involved, and the age / stage of development of the student.
- If in the opinion of the teacher or principal an act of bullying has occurred, interventions will be applied dedicated to stopping the behaviour in the future, and educating the person victimized about how to address the issue in the future.
- Those disciplined for their involvement in bullying will be communicated what to "stop" doing, and "start" doing in order to further a safe and caring culture within the school.
- Parents play a primary role in assisting with the resolution of matters pertaining to bullying. Apprising them of issues in this area as they have impacted their children should occur at the earliest opportunity.

- A principal may use a Restorative Discipline or Positive Behavioural Support model to address matters of discipline. 2.10.
- Incidences of Bullying that adversely impact the safety of individuals or are an affront to the common good of the school community may be addressed through application of Sections 24 or 25 of the School Act.

Common Statement on Froshing and Protocol Respecting Drug Free School

Greater St. Albert Catholic Schools, St. Albert Protestant Schools and the local detachment of the RCMP are working together to ensure that St. Albert students feel safe in their schools. Together we have developed this common statement to remind parents and students of zero-tolerance policies regarding froshing and drug use in schools.

Froshing

All students have a right to feel and be safe in their schools. To ensure that this is true in St. Albert, both school jurisdictions and all schools are working together to send out an important message. Many other groups are supporting this message, including the City of St. Albert, the RCMP, Alberta Justice, the St. Albert SAIF Society, the St. Albert Association for People with Disabilities, and the St. Albert Youth Centre. The message is very clear. Froshing is not acceptable behaviour. It is, in fact, an assault. Any student involved in such an activity will face suspension and possible legal charges or expulsion. We will refer any froshing activities (intimidating, demeaning and degrading rites of initiation) to the RCMP.

Protocol Respecting Drug Free Schools

Be advised that all junior and senior high schools in St. Albert are committed to implementing the Protocol Respecting Drug Free Schools. It states:

- Possession of or trafficking in illegal drugs in any form is an act utterly incompatible with the School Act, which states that students are to comply with the rules of the school and respect the rights of others.
- Being under the influence of illegal drugs in any form is an act utterly incompatible with the School Act, which states that students are to comply with the rules of the school and respect the rights of others.
- In all cases, parents or legal guardians will be notified.

Smoking and/or vaping

- Is not permitted on school property
- It is an offence to smoke or vape on public property and *The Prevention of Youth Tobacco Act of Alberta* states:
 - (a) No person under the age of 18 years may possess, or*
 - (b) Smoke or otherwise consume tobacco products in a public place.*
- Vape Pens or ePens are not permitted on school property

Students caught smoking or in possession of Vapes or ePens will be subject to the school discipline proceedings and/or charges and fines through the RCMP or By-Law Enforcement Officers.

Cellular Phones

- No cell phone use during class time unless it is for learning purposes that are approved by the teacher prior to use
- Phone use other than for the above approved example will be confiscated by the classroom teacher, tagged and given to school administration and it will be returned to the student at the end of the day in the main school office
- If this continues to be an issue for a student, school administration will require parents to come to the school and the parents will then be given the cell phone that had been confiscated

Student Lates

- Students report to their scheduled class and attendance is then reported to administration
- Student lates will be tracked by school administration and then addressed by the Grade Coordinators
- Three lates in a class equals one absence due to the lost instructional time, following Alberta Education guidelines

Avoidable Student Absences

Alberta Education regards all absences as *lost instructional time*. Avoidable absences are those events that are scheduled during instructional time (i.e. medical appointments, haircuts, shopping, etc.) that could be done outside of regular school hours.

Parents who have a child who is absent or late for a class will receive an automated phone call that evening. Students who have a number of absences will experience:

- Contact home made by the classroom teacher
- Letter home the Grade Coordinator or School Administration
- Compulsory meeting with School Administration
- Course withdraw proceedings may begin once the **absentee rate of 30%** in a course for both avoidable and unavoidable absences is attained.

At this point, an alternative means for the student to complete the course would be offered. Students under the age of 16 would be in position for referral to the Alberta Education Attendance Board.

The Attendance Board has the same power as the Court of Queen's Bench to summon witnesses and obtain information and records. The Attendance Board may direct the student to attend school or to take an education program or course.

The Attendance Board may direct the parents to send the student to school. And, the Attendance Board may impose a fine on parents not exceeding \$100/day up to a maximum of \$1000. The Attendance Board may give any direction to the student, parent or school that it considers appropriate, and enforce that ruling by registering its order in the Court of Queen's Bench. The order then becomes an order of the Court, and failure to obey the order may result in contempt of court charges being brought against the student or others.

It is crucial that students develop good habits as it pertains to regular school attendance and punctuality. Students who are late for class or absent from school:

- Miss vital parts of the lesson.
- Disrupt the learning of other students when the class has been underway.
- Socially, other students may become frustrated towards your son/daughter due to
- the disruptions.
- There is clear evidence, that children whose attendance is poor and children who
- do not arrive in school on-time tend to achieve less than others.
- May interrupt their course progression required to obtain a High School
- Graduation Credential.

Course Withdrawals – Student Attendance Issues

A student in grades 10-12 who has an absentee rate that totals **30%** of the instructional time in a course, at that point in the semester, will be withdrawn from the course by school administration. An alternative learning environment, such as programming through our iLearn Center or through St Gabriel High School could be considered.

All through the process, parents will be informed of the student absences by the daily auto call system, attendance checks on Power School for which all parents have access, contacts made by classroom teachers, Grade Coordinators and through school administration.

Strong student attendance increases opportunities for student achievement. Student attendance is a requirement mandated by Alberta Education. All student marks and attendance are sent to the government at the end of each semester and Alberta Education regulates both marks and attendance to either award course credits or not award credits.

Family Vacations during the School Year

Many families choose to take vacations during the school year, which has a significant impact upon the learning opportunities for their children and the possible achievement those students may attain. Requesting that school faculty put together work assignments for students that would be missed during this time takes faculty preparation time away from the other students in the class and the instructional load that each faculty member has in all their subjects, potentially impacting opportunities

for other students. Vacations mean that a student is missing from several blocks of the same class potentially creating an educational gap that may be evident when that child returns to school from the holiday.

Parents and students must accept responsibility for learning. These vacation absences are avoidable, as they are a family choice to not be in school. Avoidable absences may have a significant and negative impact upon student learning. **A student absent from one high school class over a one-week period of 5 days equals over 7 hours of lost instructional time in that one subject area alone.**

Parents are encouraged to try to schedule holidays around the school calendar as much as possible. When students are away during instructional time, they are to access their work from the class Google Classroom or by emailing the teacher, whose contact information can be found on the school website at <https://www.sachs.gsacrd.ab.ca/contact>

This means that students must take their school books with them on holiday and then access their coursework, in order to try and stay current and not fall too far behind in their academics. Most vacation spots have computers that are available for use or have wifi for other computer technology that families may take with them.

This method of accessing the schoolwork that would be missed during such trips or illness is more current and exact for students and assists student and parents to take ownership for learning. This also permits students to email work to teachers and possibly ask for clarification of questions that they may have. It is very important that students and parents understand their shared responsibility for learning and use the tools that are available through the school faculty.

Diploma exams are scheduled by Alberta Education and SACHS does not control when or how these particular exams are scheduled. Students cannot miss these exams for any reason, though if they miss the January exams, they can access them in April or June and if they miss the June exams, they can access them in August through specific Exam Writing Centers or in June at SACHS. If this were to happen, the fact that students have not necessarily been actively in this class during that time would have an impact upon their overall achievement.

School faculty will assist students when they are in our school building. Education is a partnership between home and the school, involving students, parents and school faculty.

Use of Powerschool is also an excellent manner in which parents can stay abreast of what is happening in each class and support their child(ren) at home with their learning and current information to their child(ren)'s attendance and grades.

Homework

Zeros are behaviour issues, not academic achievement indicators

- It is recognized that learning occurs in a manner that builds from previous learnings and units of study that students need to complete. Learning is a process rather than an event
- It is impossible to grade an assignment if it is not submitted for marking
- It is important that students participate in their own learning and complete what is required to benefit their education
- Late assignments are due at the conclusion of the current unit of study
- If an assignment is not complete by the end of the unit, then a zero may be awarded
- If the original assignment is itself due at the end of the unit, a short period of leeway may be given by the teacher, at their discretion.

Quiz, Test or Exam Rewrites

Are permitted if the student:

- Creates a study guide that is signed by the parent and approved by the teacher that will assist and enhance their learning opportunities
- The student must not have any outstanding assignments in that course
- **Most rewrites in courses will be permitted at the conclusion of the course material, near the end of the semester. Studying for the rewrite at this time will greatly assist in preparation for the final exam**
- **Timing of the rewrite is at the discretion of the classroom teacher**

Students must take ownership of their own learning

Absence from Scheduled Quizzes, Tests or Exams

- Students must make contact with the classroom teacher and schedule a writing period within **two days** of their return to school if they missed a scheduled quiz, test or exam
- SACHS hosts an after-school exam writing session once every week. If a student misses an exam, it is expected that the student writes the exam during that time
- Students are not to be absent for a school final exam as this now becomes an exam security issue and course marks are due at specific time for reporting to Alberta Education

Designated Area for Grade 12 Students Who Have a Scheduled Spare

- Hawk's Nest
- Learning Commons
- Students on spare should not be in any other area of the school unless they have previously made arrangements with teachers to work in another space

Food and Drink in Classroom

- No food or drink is permitted in the computer labs, science areas or CTS shops
- In the regular classrooms - by faculty discretion

Hats

- Hats or headwear (toques, etc) are permitted in class at the teacher's discretion
- Hoods must be kept down

Student Dress Code

- No exposed midriffs
- No revealing clothing
- Students must dress in a modest manner
- Clothing or accessories must not have offensive wording or graphics
- Footwear must be worn at all time

Student clothing choices are subject to the scrutiny of faculty. If a student is deemed by a faculty member to be wearing clothing that is contrary to the School Code, that student will be required to change that clothing item or may be sent home by school administration to change or may be subject to the school disciplinary code which includes suspension.

Fire Drills, Emergency Evacuations, Lock Downs

School evacuation routes are posted above or near the door of each classroom. In the event that the alarm bell sounds, students will evacuate the school according to the route shown. Alternate routes are available in the event that the primary route is blocked. In all cases, remain calm and move quickly and quietly from the building. Do not stop to retrieve something from a locker or chat with friends. If you are not in a class at the time an alarm is sounded, move quickly out through the nearest exit.

Once you have exited the school, move to the muster point beside the outdoor rink and wait for further instructions from the faculty.

Sounding an emergency alarm is a serious matter. False alarms will not be tolerated. A student who activates a false alarm may be subject to expulsion from SACHS. In addition, Section 393 of the *Criminal Code of Canada* states that anyone who willfully causes a false alarm is subject to a fine and a maximum of two years in prison.

To further respond to Alberta Education and St. Albert Catholic Schools Safe and Caring Schools focus, SACHS and other district schools have implemented lockdown procedures and hold practice lockdowns. A lockdown is a coordinated school response to an internal or external threat. SACHS will participate in a minimum of two lockdowns in the school year. Revisions in the lockdown procedure are ongoing.

Out-of-School Activities and Part-Time Jobs

The school strongly supports young people living balanced, well-rounded lives with participation in many family, cultural, athletic, religious and community activities. The school also recognizes that part-time employment is a fact of life for many students. However, parents and students should be aware that part-time employment can have a negative effect on achievement. Students who work long hours, especially on weeknights, risk achieving lower marks which may well reduce future opportunities. Timetables will not be adjusted to accommodate work schedules.

Parking

A limited number of parking spaces are available to students, on an application basis, for a nominal fee of \$40/year. Applications will be evaluated and primarily approved according to specific or medical need, with a secondary consideration made to grade of student and date of application.

Inappropriate driving behavior (i.e. speeding, stunting, parking in non-student designated areas) will lead to removal of parking privileges, suspensions/expulsion and/or RCMP or By-Law Officer involvement.

Vehicles not displaying a valid student parking permit will be subject to fines and towing. If a tag has been issued by a by-law enforcement officer, SACHS, nor any of its employees has any jurisdiction to intervene in the dismissal of a tag. This matter must be dealt directly with the By-Law Department of the St Albert RCMP Detachment.

Applications will be reviewed and final approvals made in September. All students should be prepared to pick up their permits and pay the \$40.00. Checks of the lot will begin in September and will randomly continue without notice.

Field Trip Chaperones

Chaperones for all field trips are determined solely by School Administration. This aligns with GSACRD policies and all Alberta Education Safety Guidelines.

Major Field Trips

Major trips, such as national or international excursions, all have student attendance and behaviour requirements that students must adhere to, prior to departure. Attendance and behaviour must be strong and positive in the weeks and months before, or a student will not be permitted to participate and any trip deposits paid will be reimbursed to parents.

Valedictorian

The following is the guiding principles used in determining the Valedictorian at SACHS. This is an academic based award and in the case of a tie, dual honors will be awarded. By definition, the Valedictorian will be the student who has the highest cumulative

average at the mid-point of the second semester of Grade 12. This student will have completed the largest number of academic courses available, including Math 30-1, Math 31, Biology 30, Chemistry 30, Physics 30, English 30-1 and Social Studies 30-1.

Honors Award Calculation

For SACHS Skyhawks, calculations will follow the requirements for the Alexander Rutherford Scholarship criteria.

Honors - 80.0% or higher

Guidelines for Academic Misconduct

Academic misconduct in any manner is a serious offense.

Plagiarism involves submitting or presenting work in a course as if it were your own work done especially for that particular course when, in fact it is not. Most commonly plagiarism exists when:

- a) The work submitted was done in whole or a sub portion by an individual other than the presenter.
- b) Parts of the work are taken from another source without reference to the original author.
- c) The whole work is copied from another source.
- d) A student submits or presents work in one course which has also been submitted in another (although it may be completely original to that student) without the knowledge of or prior agreement of the teacher involved.

Cheating on tests or examinations includes, but is not limited to:

- a) Speaking to other students or communicating with them under any circumstances.
- b) Bringing any materials or devices into the examination room not authorized by the examiner.
- c) Consulting any person or materials outside the confines of the examination room.
- d) Leaving answer papers exposed.
- e) Persisting in attempts to read other students' examination papers.

Other academic misconduct may include:

- a) Tampering with examination scripts, class work grades and/or class records
- b) Failure to abide by directions given by a teacher regarding the individuality of work handed in
- c) The acquisition of examination materials without prior authorization
- d) The impersonation of another student in an examination or other class assignment
- e) Falsification or fabrication of reports
- f) Transferring work completed by one student to others in the iLearn environment

Any student who voluntarily and consciously aids another student in the commission of one of these offenses is also guilty of academic misconduct.

Penalties: If a student's work has been plagiarized, that work will be deemed invalid and the student will be required to redo the assignment/exam or an alternate assessment, which will be decided at the discretion of the teacher. In cases in which the school administration is satisfied that a student is guilty of plagiarism, cheating or other academic misconduct, penalties may include:

- a) A letter placed on the student's file
- b) Probation
- c) Suspension
- d) Withdrawal from the course
- e) If in the iLearn environment, the student may not be able to complete another online course for the duration of the academic school year

In the case of misconduct involving a Diploma Exam, Alberta Education will investigate the situation and will then determine the appropriate consequence, which may include not being permitted to write that Diploma Exam or others for a period of one year or the ability to apply to an Alberta post-secondary institution for a period of one year.

Course Registration Guidelines

Students at SACHS are expected to carry a full course load throughout their grade 10 and 11 years. This means:

Grade 10 Program:

Students are expected to register for a full timetable **with a minimum of 40 credits (no scheduled spares).**

Grade 11 Program:

Students are expected to register for at a full timetable **with 40 credits (no scheduled spares).**

Grade 11 students are encouraged to review admission requirements for various post-secondary institutions and plan their program accordingly. **Note:** Many universities are now using grade 11 marks for scholarship purposes.

Grade 12 Program:

Students are expected to register for at least **10 credits per semester.**

The primary responsibility for Grade 12 students is to ensure eligibility for an *Alberta High School Diploma*. For those students planning to continue their education, an additional responsibility is to make sure they will meet the entrance requirements for the institution and program of their choice.

Once students select courses, they are expected to remain in and complete those courses. Changes to programs will only occur if students have failed a prerequisite

course, registered in a course in error, or successfully completed a course in an alternate way (i.e. summer school).

We wish for our students to have more than the minimum to meet the Alberta High School Graduation Requirements. The more credits that a student has, the easier it will be to graduate and transition to post-secondary or to the world of work.

Students and parents must understand that graduation from high school does not ensure acceptance into post-secondary. Post-secondary requirements are specific to each institution and faculty. Check the institution website, or meet with our Career Practitioner or a Grade Coordinator to discuss post-secondary opportunities and requirements.

Changing, Dropping or Repeating Courses

Considerable time and effort is spent building a timetable and creating appropriate course sections based on student requests and the course form signed by parents. Therefore, requesting changes after registration is completed and especially after a semester has started is extremely difficult. Dropping a class poses a number of difficulties such as lost credits, students without classes and various timetabling issues. In many cases, these requests are not warranted and are often denied.

Changing Courses:

A change may occur **only** if it is in the student's best interest and if adequate consultation has occurred amongst the student, teacher, counselor, parent and Grade Coordinator and signatures received on the required form from parents/guardians. This must be done within the specific time period for course changes. Priority will be given to students who require an appropriate course adjustment. (i.e. Science 14 instead of Science 10).

If a student wishes to change a course for non-academic reasons, there are only a few days at the start of each semester in which this may occur.

A student may request a change if:

1. Room exists.
 2. Moving classes will **not** overload the size of the new class.
 3. Moving classes will **not** adversely interfere with the rest of the student's timetable.
- A student may repeat a course in semester 2 provided that they have written the final in semester 1 and, that this will not overload the size of the class for students who are taking the class for the first time. This is at the discretion of school administration.

Dropping Courses:

Course withdrawals can best be avoided through more careful, intentional course selection. Students should **not** assume that they can abandon or drop a course simply because "it isn't what they thought it would be". However, if a student must withdraw

from a course it is in his or her best interest to do so as soon as possible. Waiting too long may result in a failing grade in the course and / or a situation where it is impossible to find another placement. Students who wish to drop a course in order to pursue it in an alternative way must still maintain a full program at MCHS.

High School Diploma Requirements

To earn an Alberta Education High School Diploma, a student must complete a minimum of 100 credits and meet the course/subject minimum requirements, as outlined in the table on the next page. Parent and students should ensure that appropriate course selections are made in respect to a student's ability, interest and achievement in prerequisite courses.

It must be remembered that 100 credits is the MINIMUM and our desire is for SACHS students to have more than the minimum, better positioning them for the workforce and post-secondary.

A student who has earned a High School Diploma is not necessarily eligible for admission to post-secondary. Students and parents need to check with a variety of information sites (i.e. post-secondary website, SACHS Grade Coordinator, SACHS Career Practitioner, SACHS website – post-secondary information) to determine requirements for application to post-secondary.

**ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS
(ENGLISH)**

The requirements indicated in this chart are the minimum 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 or 30-2)

SOCIAL STUDIES – 30 LEVEL
(Social Studies 30-1 or 30-2)

MATHEMATICS – 20 LEVEL
(Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24)
(Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)

SCIENCE – 20 LEVEL
(Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)

PHYSICAL EDUCATION 10 (3 CREDITS)

CAREER AND LIFE MANAGEMENT - CALM 20 (3 CREDITS)

10 CREDITS IN ANY COMBINATION FROM:

- Career and Technology Studies (CTS)
- Fine Arts
- Second Languages
- Physical Education 20 and/or 30
- Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability occupational courses or IOP occupational courses
- Knowledge and Employability courses
- Registered Apprenticeship Program courses

10 CREDITS IN ANY 30-LEVEL COURSE

(IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL
SOCIAL STUDIES COURSE AS SPECIFIED ABOVE)

These courses may include:

- 30-level locally developed/acquired and locally authorized courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30