



2018-2019

*Willow Creek
Composite High School*

*Student
Handbook*



2018 - 2019

PRIDE IN PERFORMANCE

WELCOME MESSAGE

The staff of Willow Creek Composite High School believe in the worth of every individual, and will strive to promote scholarship, citizenship, participation, social responsibility, and wellness for everyone in our school community. Every attempt will be made by all faculty members to maximize the potential of each student within the limits imposed by differences in ability and aptitude. Our goal is to promote PRIDE IN PERFORMANCE in all school activities. Willow Creek Composite High School has a diversified program for all students, but involvement is the key to success. Students are encouraged to become involved in our curricular, co-curricular and extracurricular programs and to **strive for excellence**.

The Claresholm school community works to develop literate, life-long learners who are:

Creative and Critical thinkers
Responsible and Self-directed
Ethical and Involved Citizens
Able to Adapt and Change
Team-oriented
Effective Communicators

While achieving the provincially defined outcomes.

MISSION STATEMENT: The staff, students and parents of WCCHS will work together to set high standards of achievement for all students and will work collaboratively with various stakeholders to ensure student success.

VISION STATEMENT: WCCHS is a school that will continue to offer a wide range of academic, technical and extra-curricular programs to meet the needs of all its students. It is a place where excellence will be pursued and success achieved and celebrated. It is a school where every student will find a place.

REPORT CARDS STUDENT/PARENT/TEACHER CONFERENCES

Students are expected to share report cards with parents/guardians. **Parents can contact the school if they need a second copy of the report card mailed to them.** Student-Parent-Teacher conferences will be held in October and March. WCCHS is committed to a learning partnership between students, parents and teachers. These conferences provide an opportunity to increase communication among these partners so we can work together to help students reach their educational goals. **To properly promote this partnership, it is hoped that both parents and the student are able to attend these conferences.** A critical portion of communication is the ability of parents and students to stay up to date on assessment reports with online access via PowerSchool.

BELL SCHEDULES

WCCHS has four senior high and seven junior high instructional blocks per day and an early release Friday

EXTRA-CURRICULAR PARTICIPATION POLICY

All students involved in extra-curricular activities are expected to:

- Pay all fees associated with the activity prior to the start of the activity or season. Students with monetary limitations can approach Kids Sport for sponsorship opportunities.
- Be ambassadors for the school and community by conducting themselves with pride and dignity in all situations.
- Have satisfactory overall punctuality, attendance, behavior, and performance in all courses.
- Attend all classes on practice and game day. This is mandatory unless the office and coach have given prior approval.

EXTRA-CURRICULAR OPPORTUNITIES

WCCHS offers a variety of extra-curricular activities. We are always looking at the possibility of adding new clubs and teams to this list. If you have an idea for a new club, activity or team, please talk with a school administrator.

<u>Sports Offerings:</u>		<u>Other Activities:</u>	
X Country	Golf	Student Council	Yearbook
Football	Curling	Travel Clubs	Jr. Prom - Gr 11
Volleyball	Badminton	Drama	Drawing Club
Basketball	Baseball	Grad Society	Ski Club
	Rodeo	Reading Club	Writing Club
Track and field	Rugby	Knitting/Sewing Club	Ping Pong Club
	Slo-Pitch		

Livingstone Range School Division #68 CTS Award 1 x \$500
 The Schulich Leader Scholarship -One student nominated

EXTRA-CURRICULAR AWARDS

Junior Prom, Students Council, Yearbook, Drama, Rodeo, all Athletic Teams, as well as Male and Female Athlete of the Year.

Wall of Fame

Individuals who have graduated 10 or more years ago, who have consistently excelled at provincial, national or international competitions in their area of expertise, and/or made contributions to making society better, can be nominated for a place on the WCCHS Wall of Fame. Please notify the office if you are aware of anyone who may qualify for this award.

PROGRAM OFFERINGS at WCCHS

Grade 7- 9

The grade 7- 9 program consists of core courses (English, Math, Science, Social Studies, Physical Education and Health) and complementary option courses. Students select complementary courses based on interest and availability such as Music, Foods, Construction, Art, Mechanics, Graphic Design, Travel & Tourism, Robotics, Coding, ASL etc..

Grade 10-12

Beyond the core academic courses offered at a high school level, this school is fortunate to be able to offer a large variety of CTS courses taught by journeyman trades' people who also have their teaching degrees. This enables our school to offer advanced credits in Welding, Cosmetology, Mechanics, Construction, and Culinary Arts.

OUTREACH NORTH

Livingstone Range School Division offers an Outreach School alternative to students who have not attained academic success in the regular high school setting. The Outreach School is located at the School Division office building on the east side of Claresholm.

Students must successfully complete an **INTAKE PROCESS** that involves an interview and review of previous school programs. For further information contact the school administration.

Administration reserves the right to change student programs based on academic attendance and or behavior needs.

CONTAINER AND PAPER RECYCLING PROGRAM

WCCHS has a container and paper recycling program that we ask all staff and students to participate in. Instead of placing empty juice boxes or pop containers in the garbage, we ask that you place them in the various containers found throughout the school. Funds raised through the return of these containers are used to help support a variety of programs in our school.

SENIOR HIGH BELL SCHEDULE

	Monday—Thursday	Friday
Block 1	8:45-10:00	8:45—9:48
Block 2	10:05—11:20	9:53—10:55
Mentor Block	11:25– 12:10	No Block Fridays
Lunch	11:10—12:50	10:55—11:05
Block 3	12:55—2:10	11:10— 12:13
Block 4	2:15—3:30	12:18—1:20

JUNIOR HIGH BELL SCHEDULE

	Monday—Thursday	Friday
JH 1	8:45— 9:50	8:45—9:25
JH 2	9:55—11:00	9:30—10:10
JH 3	11:05—12:10	10:15—10:55
Lunch	12:10—12:50	10:55—11:05
JH 4	12:55—2:10	11:10—12:13
JH 5	2:15—3:30	12:18—1:20

HS MENTOR BLOCK

The main goal of the WCCHS Mentor Block is to develop relationships between Parents, Students, Teachers, and others to support learning in the school. What matters most in our lives is the relationships we have with those around us. Students have been assigned a Mentor Block, and will stay with that Mentor Teacher for their remaining High School years. It will run Mon-Thurs, and **attendance is mandatory**. Mondays are exclusively for Mentor Teachers to disseminate information and 'check in' with students' academic and attendance behaviour. Tues, Wed, and Thurs will give students a chance to work independently in the mentor room, or access other teachers for assistance with coursework. Teachers will also be able to request a student's attendance during the Mentor Block. **All Mentor Block attendance will be monitored.**

STUDENT SUPPORT SERVICES

WCCHS has a student services team which meets weekly and is comprised of an administrative representative, an academic advisor, Family School Liaison Counsellor, learning support teacher, and may include teacher assistants, child and youth care workers and regular classroom teachers.

ers and regular classroom teachers.

Services provided:

Programming planning advising
Development, implementation and monitoring of Individual Program Plans (IPP), Individual Support Plans (ISP) and Behaviour Support Plans
Transition Programming
Learning Strategies and Homework Support
Assistive technology supports
Personal Counselling and Crisis Counselling
Health and Wellness classroom presentations

Referral Process for Student Services

Teachers present students to the grade level team when they or a parent has identified learning or behavioral concerns with a student. The grade level team meets to determine strategies they feel are appropriate to implement in the classroom. A re-evaluation date will be set to determine the effectiveness of the strategies with input from the parents, student, teachers, and other stakeholders. If further information or resources are required a referral to the student services team is made. The Learning Support team meets to address the referral and devise an action plan. The staff of Willow Creek Composite High school strives to work together with all students and parents to design appropriate programming for students based on shared information. Any concerns can be addressed at the school level with the learning support teacher and principal and then, if necessary, with the jurisdiction to determine the next steps needed. (Policy 14, Livingstone Range School Division #68.) Further problem solving may involve the Superintendent of Schools, the School Board or the Minister of Education.

GENERAL RULES OF CONDUCT

Every student attending Willow Creek Composite High School is responsible for his/her behavior and is expected to conduct himself/herself in an acceptable manner. Everyone has the right to be treated fairly and with respect. They also have a responsibility to treat others with the same. To that end, everyone at WCCHS is expected to:

- **Have and show respect for self, others and property in such a way as to contribute to a positive learning environment within the school.**
- **Be accountable for all of one's actions.**
- **Comply with all policies of the school.**
- **Refrain from physical, verbal or emotional abuse of others.**
- **Refrain from public displays of inappropriate touching, or rough physical contact.**

Students, who do not show proper respect to self, others, and school property, will be dealt with through one or more of the following: counselling, loss of privileges, suspension, change in program, behaviour contracts and in severe cases, the school will seek fines or criminal charges and / or expulsion from school through the LRSD Discipline Committee.

ATTENDANCE PHILOSOPHY AND PROCEDURES

All students are expected to attend classes regularly and punctually (Alberta School Act.) Research and experience have shown that good attendance is an important factor in high achievement. Excused absences from a parent or guardian are granted in two ways:

Top three academic students:

Grade 7-9: Highest three students based on the honour role calculations

Grade 10: Only includes: Math 10C, Social 10-1, Science 10, English 10-1, Phys. Ed & CALM

Grade 11: Only includes Math 20-1 or 20-2, Social 20-1, English 20-1, and one of: Bio 20, Chemistry 20, Physics 20, Science 20

Grade 12: Only includes Math 30-1 or 30-2, Social 30-1, English 30-1, and one of: Bio 30, Chemistry 30, Physics 30, Science 30 **Based on blended marks - Regardless of the year completed. Cannot be calculated retroactively.

Honourable Mention Criteria

- 75% - 79% average in the same categories as above.

Grade 10 - 12:

Jim and Mertie Chilton Science Award – Sciences
Kinsmen/Kinette Humanities Awards - Humanities

Curricular Awards:

Claresholm Lions Club Awards
Commercial Cooking Award
Cosmetology Award
Merit Contractors Association CTS Award
Sobeys Information Processing (Computers) Award
Sobeys Award in Recognition of Cafeteria Service

Graduates only:

Willow Creek School Bus Drivers'
Walt Wiig Memorial Award
Florence A. Wilford Scholarship
Harry Hemmaway Agriculture Memorial Award
ATA Local Scholarship.
Livingstone Range School Division # 68 Scholarship
Governor General's Medal
Rutherford Scholarships

GRADUATION DAY AWARDS & SCHOLARSHIPS

Valedictorian – will be awarded to the student with the highest average in all courses taken in Grades 10-12 up to one month prior to graduation day. This average is credit weighted.

Amy Berg Jennings Award – 2 x \$500

C.U.P.E Scholarship –1 x \$500

Ultimate Cobra Award – 1 x \$500

Most Credits Award—1 x \$100

Grad Imagine Award - up to 2 -\$500

Highest Credit Award – 1 x \$100

Farmlink Agricultural Scholarship –1 x \$500

Lloyd Cavers Leadership Award –1 x \$1000

Cairo Lodge Bursary Award – 1 x \$500

Lucy Clifton Memorial Scholarship— 2 x \$2000

Livingstone Range School Division #68 Scholarship 1x \$500

pate in the cap and gown ceremonies.

ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS

To qualify for an Alberta High School Diploma, students are required to obtain a *minimum* of 100 credits. These credits include the following:

15 credits in English (including English 30-1 or 30-2)

15 credits in Social Studies (including Social Studies 30-1 or 30-2)

10 credits in Math (including one of Math 20-3, 20-2, 20-1)

10 credits in Science (including one of Science 24, Biology 20, Chemistry 20, Physics 20 or Science 20)

3 credits in Physical Education

3 credits in CALM

10 credits from CTS, Fine Arts or Second Languages

10 credits in any 30-level courses in addition to English and Social Studies

The more credits students earn the stronger their high school transcript appears; therefore we encourage students to graduate with at least 110 credits.

WCCHS LOCAL AWARDS PROGRAM

The academic advisor has a comprehensive list of local awards and other provincial/national scholarships and awards. Please see the academic advisor for the details of each award. Please note that these awards may change from year to year.

FALL ACADEMIC AWARDS

Grade 7 - 12:

Highest marks in each core subject

Highest marks at each grade level

Sponsored by Stavely Elks, Sons of Norway, Student Council, Silver Leaf Rebekah Lodge #99, Grad Society

Honor Roll Criteria:

Grade 7- 9

- 80.0% average in Math, Science, Social Studies, English Language Arts and Physical Education, with no final grade in any course below 50%.
- Will be calculated **only at the conclusion of the year.**
- Averages will be calculated by the teacher and weighted according to the "blueprints" of the course. The blueprint will be defined in the course outline for each core course.

Grade 10-12

- 80% average, credit weighted, in a minimum of 18 credits (13 credits for Gr 12 students) with a minimum of one core course (Math/ELA/SS/SCI), **per semester.** No final grades below 50%
- Will be calculated at the conclusion of each semester
- **Only** courses taken **via WCCHS** will be used for calculations. This would include ADLC courses, special projects, work experience, RAP, Green Certificate, Video Conference.

- Parents can contact the office (signed note or phone call) up to six months in advance to explain their child's absence.
- Parents may send a note to school or telephone the school the morning of the student's return.

Note: If the student fails to get a parent to explain their absence to the office, an automated phone call, text, or email will be sent to the parent. This is to ensure that parents are aware of every absence a student has.

Students who must leave school during the school day for whatever reason must have **sign out** in the office and check in at the office upon return.

LATE PROCEDURE

Students who are late to class are asked to obtain a late slip from the office.

The Livingstone Range School Division's Administrative Procedure 330, #5 states that it is the **school administration's responsibility to determine what shall be considered an excusable absence or late.** Administrative Procedure 330 provides a list of what is classified as an excusable absence or late. Only administration can excuse absences. Students **must** notify the office **prior to, or on the day of,** their absence.

The school reserves the right to consequence a student for inexcusable absences regardless of whether a parent or guardian approves the absence.

Students are encouraged to make non-excusable appointments or other nonessential trips after school hours. Students who **fail to maintain a 90% excused or unexcused attendance rate** or have **chronic punctuality problems (lates)** will be subject to one or more of the following actions:

- conference with the student and/or parent(s)
- adjustment of programs or schedules
- appropriate counseling
- other appropriate action.

DRESS CODE

Clothing is expected to be **respectful of others and appropriate to a working and learning environment.** Students must wear clean, tasteful clothing and refrain from wearing inappropriate attire including drug and alcohol logos, sexually suggestive designs, or profanity. Hats are acceptable at WCCHS, but students are asked comply with teachers' instructions in all locations.

Staff members have the final say in determining if a student's dress is appropriate. If requested, a student must remedy their dress by changing or will be given a change of clothing from the office. All staff will adhere to these standards themselves, and will also enforce these standards both within their classrooms and throughout the school.

CELL PHONES AND ELECTRONIC DEVICES:

Any student who uses such devices **without specific permission** from a staff member may have **the device confiscated for an appropriate time period, as determined by the teacher.** Students will be able to pick up confiscated devices brought to the office at the end of the day from the office. Students for whom this is an ongoing concern will be required to relinquish those devices to the office at the beginning of the school day and retain them at the end of the school day. Parents will also be contacted by Admin.

Students found using a cell phone or electronic device during an exam will be given a **mark of zero** for part of or for the entire test, or be required to write a make-up test, depending on the circumstances.

There shall be no photos, video, or sound recording or any other digital recording without permission from the subject, whether staff or students. Students will be asked to delete recordings taken without permission if deemed necessary to maintain a safe and caring environment in the school.

Students found using their cell phone in the washroom areas and locker rooms will be subject to school discipline. Students are to **leave phones in their lockers for their P.E. class.**

PARKING

Students **must** park in designated areas. This includes the east parking lot, the **south side of the 'drop off' loop**, and street parking in front of the school. **Please refrain from parking where the curb is painted, either yellow or blue.** Students will have their parking privilege revoked if they are repeatedly found parked in these zones.

ASSAULT/FIGHTING

Students involved in fighting or arranging for a fight on school property, during the school day or at school-related activities will be suspended immediately. The length of the suspension will vary from one to five days, depending on the circumstances. Bystanders or spectators to an event of this nature should also expect school discipline. **RCMP will be informed of any activity related to physical assault.**

DRUGS AND ALCOHOL

Any involvement with or being under the influence of drugs or alcohol at school, or at any school activity, will not be tolerated. Students violating this policy will be suspended immediately. The length of suspension will range from one to five days. Parents and students will meet with school administration to discuss reinstatement and restrictions. **RCMP will be informed of any activity related to drugs or alcohol.**

TOBACCO POLICY

Willow Creek Composite High School is a **tobacco, vape and smoke-free environment**. Students under 18 are not allowed to smoke in public, even if they are off school property. No student is to be smoking *within sight of the school*. Students are not allowed to leave the school during class time or period breaks for the purpose of using tobacco or other products. Continued breaking of the tobacco policy may result in the student being suspended and/or charged by the RCMP and given a ticket (amount of fine subject to change). Any and all electronic smoking devices are also prohibited within sight of the school property.

GOOD NEIGHBOR POLICY

All staff and students are expected to act in a respectful way toward the neighbors who border our school. This means that all staff and students help maintain a safe and clean environment. This is demonstrated by:

- **Driving slowly and quietly around the school**
- Refraining from littering by using the garbage bins provided
- Not using our neighbor's yards, boulevards or back alleys for gathering or smoking
- Using appropriate, respectful language

experience placement prior to enrollment. Please see the academic counsellor for more information.

LEARNING COMMONS

The Learning Commons is a multi-purpose study, working, teaching and presentation space. Students can check out a variety of print, including textbooks, and digital materials. They will also have access to different technologies, desktops and laptops. Hours are 8:15 to 3:45 Monday – Thursday and 8:15 to 1:15 on Friday. Students with overdue, lost, or damaged materials will have library privileges withdrawn until such materials are paid for or replaced.

Rules:

- Food and drink allowed, but those not picking up after themselves will have the privilege revoked.
- With the exception of lunch time the Learning Commons is meant as a learning space and not for the sole purpose of visiting and socializing as this can be done in the common area.
- All students using the Learning Commons Computers must have a valid computer use agreement signed.

SCHOOL FEES

It is expected that **satisfactory arrangements for the payment of all fees be made within two weeks of receiving the invoice, which will be mailed out.** Please make cheques payable to Willow Creek Composite High School.

LRSD does not charge fees for Basic Educational Services. WCCHS chooses to charge fees for Enhanced Educational Services and Non-Curricular services on a cost recovery basis only. A complete list of fees is available on our website at: www.willowcreekhighschool.ca

We understand that there are situations that exist that may prevent some families from paying their school fees. Parents can apply to the Superintendent of Business Affairs at Central Office for an exemption of fees.

GRADUATION

All students wishing to participate in Graduation exercises must meet the following criteria:

- Are in a position to complete all course requirements for a Diploma prior to two months of graduation day. Students may be reinstated if marks and attitude predict a pass at the end of the semester.
- Have earned 5 checkmarks in fundraising or volunteer type activities, or have paid \$30 per unearned checkmarks.

Grade 12 students who are not in a position to graduate will not be able to partici-

periences to meet the expected standards for the course. Students must initiate the course challenge by written request to the principal. Following consultation with the student, parents, and teachers where applicable, the principal will determine if a course challenge is appropriate. Course challenges are not available to students who registered in a course and failed to attend, or were asked to leave the course because of behavior or attendance problems.

APPEAL PROCEDURES FINAL MARKS

All students have the right to appeal their final grades. Students should consult with the Academic Advisor or Administration for forms and procedures.

Non-Diploma Exams

Teachers must provide students with a class mark on or before the last day of regular classes. This mark will reflect the student's standing, prior to writing the final. Students may appeal the teacher mark any time prior to the last day of exams. Appeals lodged after reports have been issued will be considered to be an appeal of the exam mark only. In this case, the exam will be reviewed with the teacher, student and parents. Appeals of the exam mark must be registered within two weeks of reports being issued. All appeals must be made first to the teacher and then, if necessary, to the principal. **Appeals to the principal must be made in writing.**

Diploma Exams

School-awarded marks for diploma exams will be provided to the student on the last day of class prior to exams. The student may appeal the mark providing the appeal is launched within two weeks of receiving the mark. Any change that results from the appeal will be forwarded to Alberta Education and the student will also be advised in writing of the change.

Students who are dissatisfied with a Grade 12 diploma examination mark may request in writing to the Director of the Student Evaluation Branch that the examination be rescored; or re-write the examination at a later administration date, or repeat the course.

ALTERNATIVE LEARNING PROGRAMS & CREDENTIALS

Students may earn credits toward graduation through off-campus education such as work experience, Distance Learning, Registered Apprenticeship Program (RAP), Green Certification Program and special projects such as 4-H, private music lessons, or religious studies. More information is available through the academic advisor.

Green Certification Program

This off-campus program is offered to high school students who are interested in agricultural careers and have access to a farm and trainer after school. Students can receive 16 credits toward graduation in this program. Students who have completed this program can also receive college credits at LC and other agricultural colleges. Please see the counsellor for information.

Registered Apprenticeship Program (RAP)

For students wishing to pursue a trade such as welding, mechanics or others, we offer RAP. In this program a student can earn high school credits and graduation requirements while working toward his/her apprenticeship ticket. Students will complete a work

COMMON SENSE POLICY

Unusual items (such as laser pointers,) may be brought to school for use in a class, with teachers' permission, provided they are used appropriately and then stored. Should a student choose to bring an item and use it inappropriately, it will be confiscated and depending on the item, it may be made available for return to the student at the end of the day or kept by the teacher or administration until the matter is completed. Please respect others as well as yourself.

LRS D THREAT ASSESSMENT PROTOCOL

All schools within the Livingstone Range School Division will follow a set protocol in the event of any threat towards an individual or the school.

What is a Threat?

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic - for example, motioning with one's hands as though shooting at another person.

All threats are NOT treated as equal. However, all threats should be accessed in a timely manner and decisions regarding how they are handled must be done quickly. Threat assessment seeks to make an informed judgment on two questions: How credible and serious is the threat itself? To what extent does the threat maker appear to have the resources, intent, and motivation to carry out the threat?

Threats Assessment

All school Counsellors in Livingstone Range has received Level 2 Threat Assessment Training which allows them to assess students. All school administrators have received Level 1 Threat Assessment Training so they can support the process. In order to assess level of risk, a Regional Violence Threat Risk Assessment (VTRA) protocol has been established.

Stage One Assessment: The purpose of a stage one assessment is to gather data and determine the level of threat and whether the threat is imminent, requiring immediate risk-reducing measures. If the threat is not imminent, the school Counsellor/FSL Counsellor works through the Stage 1, V-TRA Report Form (Appendix 3).

If, during the stage one assessment, it is determined the threat is imminent, immediate risk-reducing measures are required (notifying police, isolating the student, school lockdown etc.). When police become involved, in response to an immediate threat, the stage one assessment is discontinued. Upon completion of the 11 Guiding Threat Assessment Questions, the Stage One Team determines if it is "worrisome behavior" or "high risk behavior." If it is determined that it is high risk behavior, stage two of the protocol is activated. The stage one team includes the school principal and Counsellor, and may include consultation with the RCMP.

Upon completion of the Stage 1 V-TRA Report Form, the Stage One Team determines if it is Worrisome Behavior or High Risk Behavior. If it is determined that it is high risk be-

havior, stage two of the protocol is activated after consultation with the FSL Clinical Supervisor. If the incident involves an FNMI student as the threat maker, the FNMI Clinical Consultant should be notified and consulted prior to moving to Stage Two.

Worrisome Behaviors

When students exhibit early warning signs or when generalized threats are uttered with no specific target (i.e. could kill somebody today), the Principal may wish to contact the CITL for consultation to determine if the information or incident warrants an activation of the protocol for dealing with high risk behaviors. Depending on the nature of the incident, the Principal may also consult with the RCMP, Counsellors and/or Mental Health personnel. This allows the Principal to consult confidentially on cases without needing to involve intrusive measures. A Threat Incident Report does not have to be completed for worrisome behaviour.

EMERGENCY RESPONSE PLAN

All students must have a place to stay in the Town of Claresholm should there be an emergency situation (such as blizzards and road closures). Parents and students are required to plan for an acceptable place for the student to stay in case of such emergencies.

WCCHS reviews its emergency response plan yearly and endeavors to provide a safe environment to all its staff and students. WCCHS has regular practices of evacuation and lockdown emergencies. Students must follow the rules and guidelines outlined in these practices.

PROGRAM AND COURSE CHANGES

Requests for program changes must be initiated through the academic advisor or administration and must be made **prior to the second week of school**. Whenever a student wishes to drop or change an academic course, **written parental permission is needed**. Administration reserves the right to make appropriate course changes throughout the semester that are in the best interest of the students, and/or staff.

COURSE RECOMMENDATIONS

The staff at WCCHS has set the following standards for grade 9 students to register in English 10-1, Science 10, Social 10-1, and Math 10C:

Grade 9 students will have scores of **65% or better** on the general outcomes in the corresponding course **AND the recommendation of the grade 9 teacher**.

Grade 10's and 11's are not allowed to have spares; grade 12's must carry an average of at least 15 credits per semester unless they are returning grade 12s.

COMPUTER USE

Each student in grades 7 and 10 are required to have a new **Computer Use Agreement** form signed by his/her parents. All other students are required to have a signed **Computer Use Agreement** on file, before being allowed to use school computers or the internet.

LOCKERS

Students are strategically assigned lockers and must not switch locker locations without office approval. All students are required to sign locker agreements, use only school issued locks. The **student is responsible** for any damage done to the inside or outside

of the locker during the time he/she is using it. Students may be denied locker privileges or reassigned lockers if problems occur. Please **lock your valuables in your locker**, and do not bring money or valuables into the Physical Education change rooms. **WCCHS is not responsible for any lost or stolen property**. School Board policy states that **lockers can be searched by school administration with or without the student or parent present**, when it is deemed necessary.

ASSESSMENT

Assessment and reporting is an on-going process that adheres to the following principles:

- Outcomes will be attached to assignments in PowerSchool.
- Involves continually checking and informing the teacher, student, and parents as to where each student is in relation to the learner outcomes.
- Feedback must be timely, ongoing, descriptive, and contain specific direction for students.
- Students participate in the assessment and reporting process through activities such as involvement in establishing criteria, peer and self-assessments, sharing portfolios, and personal goal setting.
- A variety of assessment and evaluation practices are needed to determine student achievement
- Teachers need to provide students with more than one opportunity, when necessary, to demonstrate their ability to meet learner outcomes within reasonable time-lines.

GRADING AND REPORTING

It is the responsibility of the teacher to summatively assess and report what the student knows and is able to do in terms of learner outcomes. Reporting of student achievement and progress to students and parents will be timely, frequent and involve multiple communication strategies. Attitude, effort, work-habits, behavior and attendance are reported separate from grades reporting academic achievement, unless they are defined in the learner outcomes.

If there is not enough evidence of a student's level of proficiency because of missing summative information or academic dishonesty, the student will initially receive an incomplete. In discussion with the teacher and parents, students will be given a reasonable amount of time to provide acceptable evidence for learning.

A teacher who suspects a student of cheating or plagiarism will meet with the student to discuss the incident and determine if cheating or plagiarism has occurred. If either has occurred the teacher will, notify parents and administration, adjust the mark for the assignment or test accordingly, and **document the incident**.

CHALLENGE POLICY

Course challenge is a provision that allows senior high school students to challenge the expectations of a course by participating in a formal assessment process, rather than taking the course. WCCHS adheres to the Livingstone Range School Division Course Challenge policy, which allows students to **challenge a course at a higher level or similar level in an alternative course sequence, when they provide evidence to the principal that they have acquired various knowledge and skills from previous ex-**