

# **MCHS SCHOOL HANDBOOK 2019-2020**



## **An MCHS Wolf HOWLS!**

### **Morinville Community High School**

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## **We are the top school in the region and one of the best in Alberta!**

**This Planner belongs to:**

Name: \_\_\_\_\_

We are a top-performing, faith-based high school that welcomes students and families of all faiths. We create learning opportunities to allow students flexibility in their programming.

## WELCOME TO MCHS!

### 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

Sustaining a Safe and Caring Learning Environment in Greater St. Albert Catholic Schools  
Definitions:

1. Harassment refers to derogatory (e.g., excessively critical, insulting, belittling) or vexatious (e.g., aggressive, angry, antagonistic) conduct or comments that are known or ought reasonably to be known to be offensive or unwelcome. Harassment includes, but is not limited to, the following:

- a) any objectionable comment, act, or display that demeans, belittles, or causes personal humiliation or embarrassment, and any act of intimidation or threat;
- b) conduct or comments involving any of the prohibited grounds of harassment and discrimination as defined in the Alberta Human Rights Act.

Any form of harassment may be caused by a single incident or a series of events.

2. Sexual Harassment includes comments, gestures or physical conduct of a sexual nature where an individual knows or ought reasonably to know that the behavior is unwelcome and personally offensive. Sexual harassment includes, but is not limited to:

- a) inappropriate or derogatory comments, humor, insults or behavior based on gender and/or gender expression, gender identity;
- b) inappropriate, lewd, or sexually offensive written, graphic or behavioral displays on school board property;
- c) inappropriate, lewd, or sexually offensive slogans or graphics displayed on clothing worn

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on school board property or during school-related activities ;

- d) inappropriate conversation, physical touching, or leering that could be construed to be a sexual advance;
- e) inappropriate conversation regarding an individual's sexual behavior;
- f) unsolicited and/or unwanted requests to engage in sexual activity;
- g) reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance.

3. Bullying refers to repeated and hostile or demeaning behavior by an individual where the behavior is intended to cause harm, fear or distress to another individual in the school community, including psychological harm or harm to the individual's reputation. Bullying often occurs in circumstances where one party endeavors to maintain Power and control over another based upon systemic inequalities within a social setting.

Harassment and Bullying Codes of Conduct

The school does not support Harassment and Bullying in any of its schools and/ or

sites or at all. To this end, the Greater St. Albert Catholic School District has implemented (and revised) the following Administrative Procedures which will serve as the basis for addressing matters pertaining to Harassment and Bullying:

- a) New Administrative Procedure – Student Discipline Framework, Administrative Procedure 350
- b) Revised Harassment Administrative Procedure 460 (Employees)
- c) Revised Harassment Administrative Procedure 358 (District Students)
- d) Revised Safe and Caring Learning Environments Administrative Procedure 359
- e) Revised Code of Conduct Review to Address Bullying Behavior Administrative Procedure 360
- f) Revised Accommodating and Respecting Gender Identity and Expression Administrative Procedure 361
- g) Revised Use of Technology Administrative Procedure 140
- h) Revised Social Media Administrative Procedure 149

Staff will refer to these documents when making decisions for acting upon matters of harassment and bullying.

District Expectations

1. No action toward another student, regardless of the intent of that action, will or is intended to cause harm, fear, or distress to that student.
2. No action toward another student within the school community will or intend to diminish the student’s reputation within the school community.
3. Any action that contributes to a perception of Bullying, whether it occurs during school

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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 well-being of the alleged victim within the school community.

4. Any action that humiliates or contributes to diminishing the reputation of a student because of race, religious beliefs, colour, gender identification, gender expression, physical disability, mental disability, ancestry, age, place of origin, marital status of parents, source of income of parents, family circumstances, or gender expression, or gender identity of a student may be applicable to and assessment of harassment.
5. No report by a student that he / or she is being “harassed” or “bullied” will be ignored by a school official. The official will report the incident to the school principal who shall investigate the matter and act in accordance with Harassment Administrative Procedure 358 (Students) as required.
6. In establishing consequences for bullying, teachers and principals will use corrective interventions that consider the context of the circumstance, the behavioral history of the students involved, and the age / stage of development of the student.
7. If in the opinion of the teacher or principal an act of Bullying has occurred, interventions will be applied dedicated to stopping the behavior in the future, and supporting the victimized student. 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.

8. 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 applicable administrative procedures and practices, including Harassment Administrative Procedures 358 (District Students) and 460 (Employees).

9. Students will not be discriminated against according to the application that the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms has to the School Board as a Catholic Separate School District.

10. All actions by students that impact the safety and well-being of students or staff will be addressed through the Student Discipline Framework AP 350 and the Harassment AP 358 (District Students) as appropriate.

11. The expectation for students in all their school-related interactions that pertain to the School District is that they:

- a) conduct themselves in a manner which upholds the dignity and worth of all members of the school community;
- b) be aware of and adhere to their school's code of conduct; and
- c) be aware that these expectations form the school's and district's standards for creating a safe and caring school.

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12. Appropriate interventions and supports will be provided to the student who has Engaged in wrongdoing to ensure that the student establishes productive, positive behaviors in the future.

*A specific Code of Conduct for Students to support these expectations is as follows:*

## HOWLS

Morinville Community High School (MCHS) is continuing to move forward with Positive Behaviour Supports as a strategy to assist with educating our students about behaviour expectations. HOWLS is our acronym for the positive behaviours we want to see our students engaged in: Honour, Ownership, Welcoming, Leadership and Safety.

Students will receive mini lessons on HOWLS...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.

### HONOUR

- Use class time effectively
- Take pride in your work
- Cell phone use only with teacher permission
- Address each other with respect and honour (by proper name)

- Submit original work
- Honour faculty requests and classroom expectations

### **OWNERSHIP**

- Be on time
- Be present with all materials
- Complete assigned tasks in a timely manner
- Leave the class as clean as or cleaner than when you arrived
- Be respectful of displays, equipment, materials

### **WELCOMING**

- Work as a team
- Use positive, encouraging language

### **LEADERSHIP**

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

### **SAFETY**

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

We need to be able to catch our students doing good things and being productive and positive participants in their school, education and community. The vast majority of MCHS students are strong and positive leaders and we need to support them. We need to be able to support all of our students to the best of all of our abilities.

## **Safe and Caring Schools**

Bullying is deemed to have taken place within your 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, MCHS and Greater St. Albert Catholic Schools (GSACRD) supports Section 45.1 of the Alberta School Act, which states that each 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. GSACRD has clarified its intention to provide such an environment in all

schools through its Safe and Caring Learning Environments for Students, Administrative Procedure 360.

MCHS 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, MCHS maintains the following expectations with respect to bullying.

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.

MCHS is committed to a safe and caring environment in which:

- No action toward another student, regardless of the intent of that action will cause harm, fear, or distress to that student.
- No action toward another student within the school community will diminish the student's reputation within the school community.
- Any action that contributes to a perception of bullying, whether it occurs during school hours, 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 well-being of the alleged victim within the school community.
- Any action that humiliates or contributes to diminishing the reputation of a student 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 student that he/or she is being "bullied" will be ignored by school faculty. Faculty will respond as if an incident has happened and report the incident to school administration.
- In establishing consequences for bullying, faculty and school administration 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 faculty and administration an act of bullying has occurred, interventions will be applied dedicated to stopping the behaviour in the future, and educating the student 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 MCHS and the school community.
- 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.
- School Administration may use a Restorative Discipline or Positive Behavioural Support model to address matters of discipline.
- 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.

A specific MCHS Code of Conduct for Students to support these expectations is as follows:

It is the expectation of students:

1. To attend all scheduled classes, in their scheduled rooms.
2. To participate to their fullest ability, always 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.
10. To follow the rules and expectations in place for all members of our society.

This code will be reviewed for its effectiveness in meeting District expectations annually. MCHS may use a Restorative Discipline or Positive Behaviour Support model to address matters of discipline.

Incidences of Bullying that adversely impact the safety and dignity of individuals or are an affront to the common good of the school community may be addressed through the application of Sections 24 or 25 of the School Act.

Section 16.2 of the School Act, maintains that:

A parent of a student has the responsibility

- a. to take an active role in the student's educational success, including assisting the student in complying with the legislated expectations for students (Section 12),
- b. to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- c. to co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student,
- d. to encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
- e. to engage in the student's school community.

MCHS values your participation within our school community to support the safety, wellbeing and success of all our students.

## **Responsibilities of Parents, Teachers and Administration**

### **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, e-mail, 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 work with each student to provide the best possible education.
2. To keep accurate attendance records.
3. To inform students of the school's attendance policy and individual classroom procedures.
4. To attempt to contact parents in cases of attendance concerns.
5. To inform an administrator of parental contact.
6. To inform an administrator of student behaviour concerns.

**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!

MCHS is committed to your learning. As a professional learning community, we appreciate the importance of knowledge, the need for real world skills, understand the mission of helping, see the wisdom of communicating, accept the challenge of improvement, and strive to assist you prepare for a successful and rewarding career pathway.

## **Student Behaviour Responsibilities**

Students at MCHS are expected to be contributing participants in their education. Students, parents and school faculty will work together to create opportunities for individual growth and learning. All students are required to behave in a manner that does not disrupt their learning or that of the students around them. Students must take responsibility for their own learning.

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.

Students are expected to comply with the simple requests made of them by faculty. The respect shown to students by MCHS faculty should be given back to them with respect from the students. We are all in this together and need to continue to work together.

GSACRD and MCHS is responsible for the safe and caring environment for all of our students and the actions that take place outside of the school cannot be permitted to negatively impact the learning environment within our school as well as student behaviour during the school day cannot have a negative impact upon the learning environment.

Under Section 45 of the Alberta School Act:

45. (8) A board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.

GSACRD has developed policies related to this behaviour.

Under Administrative Procedure 310, Student Safety:

The Division recognizes that it has a responsibility to provide for the safety of its students. Every reasonable effort will be made to provide students with a safe learning environment.

Under Administrative Procedure 351 Student Froshing:

The Division believes that froshing is an abusive and humiliating activity, and expects that students will neither initiate, participate, nor encourage froshing.

Froshing or hazing, is something that is not acceptable in any environment. There has been a considerable number of news stories regarding froshing and the consequences of it in various areas of Alberta over the last number of years. Froshing simply cannot be permitted to occur.

Froshing may also involve Criminal Code offences that result in RCMP involvement and legal consequences for participants.

We need to be able to catch our students doing good things and being productive and positive participants in their school, education and community. The vast majority of MCHS students are

strong and positive leaders and we need to support them. We need to be able to support all of our students to the best of all of our abilities.

Consequences for failure to meet these requirements will result in disciplinary action that may include detentions, suspensions, and/or recommendations for expulsion from the school and/or district.

*This code will be reviewed for its effectiveness in meeting District expectations annually. Please note that Section 16.2 of the School Act, specifies the following reminder for parents:*

A parent of a student has the responsibility:

a) to take an active role in the student's educational success, including assisting the student in

complying with the legislated expectations for students (Section 12), to ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment, b) to co-operate and collaborate with school staff to support the delivery of specialized supports

and services to the student, c) to encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and d) to engage in the student's school community.

The School values your participation within our school community to support the safety, well-being, and success of all our students.

## **Diversity Club**

GSACRD and MCHS are committed to using the LIFE (Lived Inclusion for Everyone) Framework as a guideline for the creation and operation of student groups that are comprehensive in their approach to inclusion and open to the exploration, in a Catholic context, of a variety of issues including bullying, sexual harassment, sexual orientation, gender identity, justice and respectful relationships and language. This Framework is a component of the District's Safe and Caring Learning Environment Administrative Procedure, and is the result of a provincial collaboration of Catholic school jurisdictions. We are committed to supporting all students, in a safe and caring environment.

## **Student Locker Use**

Students are assigned a locker that is owned by Greater St. Albert Catholic Schools and all lockers within the school may be subject to search when deemed necessary by school administration and/or the RCMP. Students must abide by school rules for locker use.

## **Smoking**

- Is not permitted on school property

- It is an offence to smoke 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 Vape or ePens will be subject to the school discipline proceedings and/or charges and fines through the RCMP or By-Law Enforcement Officers.

## Alcohol and Controlled Substances

Any student who is in possession of, under the influence of, or distributing: alcohol, inhalants or any other harmful or illegal substance on school property, including the possession or use of drug paraphernalia or electronic cigarettes, will face immediate suspension and/or expulsion and RCMP involvement.

## Personal Devices

- No personal devices are to be used during class time unless it is for learning purposes that are approved by the teacher prior to use
- Device use other than for the above approved example will be confiscated by the classroom teacher and given back at the end of the block. A second violation will result in the phone being 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
- No Devices are permitted in the classroom without the consent of teachers. Student devices should be kept in lockers unless otherwise instructed by the teacher.

## Student Late/Absence Policy

To improve attendance, academic achievement, punctuality and accountability MCHS has created a late/absence policy for its students. The policy states that for **all unexcused absences and lates, students will be required to make up the lost instructional time.**

### Why?

The *School Act* (2000) mandates that all students attend school regularly:

*Compulsory education Section 13(1)*

*13(1) An individual who*

*(a) is eligible to be enrolled in a school,*

*(b) at September 1 in a year is 6 years of age or older, and*

*(c) is younger than 16 years of age,*

*shall attend school.*

In our District's Administrative Procedure 330, in Section 4, it is a requirement that "Students missing instructional time are responsible for the material covered in their absence" (p.1). In Section 7, "Each school is responsible for establishing procedures to deal with students who are inexcusably absent from school and classes. These procedures should reflect:

7.1 Efforts to work directly with the student to resolve the issue.

7.2 Ongoing communication and consultation with parents concerning the attendance problem.

7.3 Progressively more serious consequences for students who are persistently and inexcusably absent.

7.4 Referral to the District attendance officer if a serious attendance problem cannot be resolved" (pp.1-2).

### **What Will This Policy Help Us With?**

The following are a list of things that this policy will assist us with:

\*Make up lost instructional Time

\*Improve punctuality

\*Improve Accountability

\*Decrease student disruption

\*Improve academic achievement

\*Improve graduation rate

\*Improve students handing work in on time

\*Prepare students for future job preparations (Importance of being on time)

### **What is our policy?**

Students do well when they maximize their learning time, so we aim to ensure that every student at MCHS has the best chance of success in school by learning what is missed when they are absent.

\*We realize that not all of our students can stay after-school Monday – Thursday due to bussing. We do however have after school on Friday while students are waiting for buses. This seems like the most logical time that students can stay after school to make up lost instructional time during the week.

### **Overview:**

\*Students will have to make up missed classroom ***work and time*** for every ***Unexcused late and absence*** they accrue.

\*For each **Unexcused** class absence the student will be required to make up 42 minutes of time in the attendance room at lunch. For the first **Unexcused** late the student will be

required to make up **15 minutes** of time at lunch. **Second offense** will result in a student having to make up **30 minutes** of instructional time at lunchtime. **The third Unexcused late** will result in a full lunchtime spent in the attendance room making up for lost instructional time. *If it is an unexcused late and past the halfway point of class the student will have to make up 42 minutes in the attendance room at lunch.*

A student who has an **Unexcused** absence for an entire day **would make up the time the day they return to school at both lunch time and after school depending on bussing. We will also look at using Fridays if needed to help students catch up with the time and work they missed.**

**If attendance becomes a chronic issue** (absences/lates) the student will face disciplinary measures as deemed appropriate by administration. Examples include, but not limited to:

- Reprimand – A formal standard reprimand in writing.
- Phone Call Home
- Referral: Student Services
- In-School Suspension
- No longer being able to participate in any school sponsored activities including sports, the coaches will be informed and you are not to participate.

### **Attendance Room Expectations:**

-Electronics can be used to listen to music while students are doing their work, but electronics should not be used to text, check Facebook, make phone calls, etc.

-Students can bring and eat their lunch.

-This is a time for students to make up lost instructional time and get caught up on missed work (This is not time for socialization).

## **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, hair cuts, 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 will begin once the absentee rate of 20% 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 20% 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 the Extended Learning Program (XLP) will then be offered to the student. XLP is an independent learning model that requires very limited time in the school, with the vast majority of it completed at home. 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 Google Classroom or teacher websites which are linked to the school website at: <http://www.mchs.gsacrd.ab.ca/>.

This means that students must take their schoolbooks with them on holiday and then access the website, 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 MCHS 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 June and if they miss the June exams, they can access them in August through specific Exam Writing Centers or in June at MCHS. 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 teacher websites 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 on PowerSchool.

## 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 earned by the student
- If the original assignment is itself due at the end of the unit, a short period of leeway may be given by the teacher

## 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 and may happen during the end of the semester when all materials are reviewed in class

**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
- 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

- Library
- Central court area
- Balcony seating area is for quiet work during class time
- 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**

- Students can wear hats in school and in their classes. Some exceptions however include:
- All school celebrations
- Exams
- Special guest speakers that come into the school to deliver presentations.

## **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 times

Student clothing choices are subject to the scrutiny of staff. If a student is deemed by a staff 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 athletic field 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 MCHS. 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, MCHS 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. MCHS 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 may 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 \$20/year. Applications will be evaluated and primarily approved according to need, with a secondary consideration made to grade of student and date of application. Students should be aware that preference will be given to applicants that have a substantial distance to/from school or to/from work after school, will be car-pooling with others, or to those who provide other valid reasons for obtaining a permit, excluding convenience.

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, MCHS, 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 Morinville 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 \$20.00. Checks of the lot will begin in September and will randomly continue without notice.

## **Grade 12 Student/Faculty Hockey Game**

Students are selected for this opportunity based upon their displayed attitude, academic performance and attendance. This game is a privilege to play in and student participation is at the discretion of the Faculty Organizer and School Administration.

## 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, the Fred Scharmann Biking Trip or the Roger Champagne Hiking Trip, 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 may be lost. For international excursions all student school fees must be paid in advance prior to the trip.

## Valedictorian

The following is the guiding principles used in determining the Valedictorian at MCHS. This is an academic based award and in the case of a tie, dual honors will be awarded. The Valedictorian will be the student who has a combination of high marks in academic programming. This student will also 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. In addition, those students who are involved in school activities, participate in school service projects and those students who represent themselves the “Wolf Way” (HOWLS) will be considered for this honor as well.

## Honors and Merit Standing Calculation

For Grade 9 students, the calculation includes all four core subjects and Physical Education. For French Immersion 9 students, it is the four highest core subjects and Physical Education. For Grade 10 to 12 students, calculations will be based on Rutherford Criteria. No marks under 60% will be considered for Honors and Merit calculations.

<http://studentaid.alberta.ca/media/54471/alexander-rutherford-2015-course-requirements.pdf>

## 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: 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 grade of zero
- b. A letter placed on the student's file
- c. Probation
- d. Suspension
- e. Withdrawal from the course
- f. 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 Provincial Achievement Test (PAT) or 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 MCHS are expected to carry a full course load throughout their four years. This means:

**Grade 9 Program:**

Students are expected to register for a full timetable.

**Grade 10 Program:**

Students are expected to register for a full timetable with 40 credits.

Grade 10 students are encouraged to review admission requirements for various post-secondary institutions and plan their program accordingly. Students who have a credit deficiency may not be eligible for a study option in their program. Note: Many universities are now using grade 11 marks for scholarship purposes.

**Grade 11 Program:**

Students are expected to register for at a full timetable with 40 credits.

\*Students in a Reflections Block may earn a spare after earning a minimum of 8 credits in that class block.

**Grade 12 Program:**

Students are expected to register for at least 35 credits (1 spare block).

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.

## **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. Math 20-2 instead of Math 20-1).

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 pre-requisite courses.

A High School Diploma does not indicate admission acceptance to post-secondary.

<b>ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)</b>
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 minimum, 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:
<ul style="list-style-type: none"> <li>• Career and Technology Studies (CTS)</li> <li>• Fine Arts</li> <li>• Second Languages</li> <li>• Physical Education 20 and/or 30</li> <li>• Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability occupational courses or IOP occupational courses</li> <li>• Knowledge and Employability courses</li> <li>• Registered Apprenticeship Program courses</li> </ul>
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> )
<p>These courses may include:</p> <ul style="list-style-type: none"> <li>• 30-level locally developed/acquired and locally authorized courses</li> <li>• Advanced level (3000 series) in Career and Technology Studies courses</li> <li>• 30-level Work Experience courses</li> <li>• 30-level Knowledge and Employability courses</li> <li>• 30-level Registered Apprenticeship Program courses</li> <li>• 30-level Green Certificate Specialization courses</li> <li>• Special Projects 30</li> </ul>