



“EXCEPTIONAL EDUCATION”

SCHOOL HANDBOOK

2023-2024

General School Information

School Name & Postal Address:

County Central High School
504 – 4th Avenue South
P.O. Box 390
Vulcan, Alberta T0L 2B0

School Contact Information:

Telephone: 403-485-2223
Facsimile: 403-485-2959
Website: <https://www.countycentral.ca/>

Email for CCHS staff (with some exceptions):

firstname.lastname@pallisersd.ab.ca

School Operation Times:

Main Office	8:15am – 3:45pm
	8:15am – 12:45pm (Fridays)
Grade 7 – Grade 12	8:30am – 3:30pm
	8:30am – 12:25pm (Fridays)

For contact information of our individual staff members, please go to the [STAFF DIRECTORY](#) in the About section or the [CONTACT](#) section of the school website.

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Welcome to CCHS!

A Message from the Administration

Welcome to the 2023-2024 academic year! We are excited to have our returning families back, and are looking forward to getting to know the new members of our school community. The staff at CCHS are committed to ensuring high student achievement and take the responsibility for providing learning experiences that will prepare students academically, socially, and emotionally for citizenship, lifelong learning, and entry into the workplace or post-secondary studies. One of our main goals this year will be to continue to focus on student wellness through programming, policy, and building positive relationships. Our staff members have high expectations for themselves and the students within our building and are committed to ensuring each student is successful. However, remember that the learning must also come from within; we encourage our students to have high expectations for themselves and to be committed to their learning.

County Central High School offers a wide variety of extra-curricular and co-curricular programs. We have something for everyone, whether you are interested in athletics, drama, music, student leadership, or traveling. We highly encourage all students to show their HAWK pride and become involved in these programs. Being involved helps to build strong relationships with others in the school and helps you to establish your identity as a member of our County Central family. It is your school: let's work together to make it the positive place you'd like it to be!

This handbook provides a great deal of information about the policies, practices, and procedures of our building. Please take the time to read it carefully. If you have any questions, please don't hesitate to contact either myself or our Vice Principal, Mr. Don Monts, at 403-485-2223. We will be very happy to answer any of your questions about the content of this handbook or any other inquiries that might come up.

Please remember that students, parents, and guardians are always welcome in my office to discuss whatever you feel is important to the success and well-being of our CCHS family. We strive to maintain a safe and caring environment that allows everyone to feel like they are valued and important members of our community. This goal requires all of us to work together as a team to make that environment a reality. Keep an eye out for one another, and have an excellent year!

Sincerely,

Mr. Calvin Anhorn

Overview of the School

County Central High School serves 210 students in Grades 7-12. We are located in Vulcan, Alberta, which lies approximately 100km south of Calgary, and 100km north of Lethbridge, and which has a population of approximately 2,000. CCHS is a school that strives to respond to the needs of 21st century learners and provide a learning environment that cultivates the knowledge, skills and attitudes necessary to compete in an increasingly global society.

At CCHS, the Alberta Program of Study provides the internationally renowned standards and curriculum framework that enables students to achieve success as engaged thinkers and ethical citizens with an entrepreneurial spirit. Education in Alberta schools is based on the values of opportunity, fairness, citizenship, choice, diversity, and excellence. Through the curriculum, competencies (interrelated sets of attitudes, skills and knowledge) are drawn upon and applied to a particular context for successful learning and living.

The more involved students are in the process of learning, the greater the depth and scope of their understanding. Engaging students' minds in the whole process means they are learning how to learn. They are discovering more about themselves and their world, and ultimately developing a sense of security and belonging. Our staff understands that students are most successful when we pair high expectations with a nurturing environment, and when each student has a positive connection to at least one adult in our building. To this end, we will continue on our journey towards improvement and innovation within our classrooms and within the school community as a whole.

School Staff

Mr. Calvin Anhorn	.....	Principal
Ms. Amanda Akitt	.....	Educational Assistant
Ms. Jen Bowden	.....	Off-Campus Coordinator
Mrs. Jen Dobson	.....	Learning Commons
Mrs. Alicia Earl	.....	Administrative Assistant
Ms. Paige Gibbon	.....	Math Teacher
Mr. Steven Gill Teacher	.....	Music Teacher, Health
Mr. Jon Harty	.....	Social Studies Teacher
Mr. Josh Holloway	.....	Science Teacher
Ms. Taylor MacLeod	.....	Social Studies Teacher
Ms. Kate McAdam	.....	Educational Assistant
Mrs. Wendy McAdam	.....	English Teacher
Mr. Don Monts Teacher, AD	.....	Vice Principal, Science
Mrs. Shila Provost	.....	Administrative Assistant
Ms. Oldfield	.....	Science Teacher
Ms. Christina Richmond	.....	Math Teacher
Mrs. Christie Schneider	.....	Educational Assistant
Ms. Angie Seaman Teacher	.....	Physical Education
Mr. Michael Shain	.....	Art Teacher
Mr. Greg Styles Studies Teacher	.....	Career & Technology
Ms. Kristen Suderman Counselor	.....	Family School Liaison
Ms. Leanne Sydenham	.....	Head Custodian

Mrs. Terralynn Ulrichsen	.....	Educational Assistant
Mr. Chase Van Gallen Worker	.....	Making Connections
Mrs. Kim Wouters	.....	Language Arts Teacher

COUNTY CENTRAL HIGH SCHOOL														
2023-2024 SCHOOL YEAR CALENDAR- BOARD APPROVED														
August 2023					September 2023					October 2023				
	1	2	3	4					1	2	3	4	5	6
7	8	9	10	11	4	5	6	7	8	9	10	11	12	13
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18	19	20	21	22	23	24	25	26	27
28	29	30	31		25	26	27	28	29	30	31			
November 2023					December 2023					January 2024				
		1	2	3					1	1	2	3	4	5
6	7	8	9	10	4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	15	16	17	18	19
20	21	22	23	24	18	19	20	21	22	22	23	24	25	26
27	28	29	30		25	26	27	28	29	29	30	31		
February 2024					March 2024					April 2024				
			1	2					1	1	2	3	4	5
5	6	7	8	9	4	5	6	7	8	8	9	10	11	12
12	13	14	15	16	11	12	13	14	15	15	16	17	18	19
19	20	21	22	23	18	19	20	21	22	22	23	24	25	26
26	27	28	29		25	26	27	28	29	29	30			
May 2024					June 2024					July 2024				
		1	2	3						1	2	3	4	5
6	7	8	9	10	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	17	18	19	20	21	22	23	24	25	26
27	28	29	30	31	24	25	26	27		29	30	31		
NON-INSTRUCTIONAL DAYS														
Collective Agreement Teacher Directed Days					School Based 7 & 8 Non-Instructional Days					Prof. Development (ATA)				
September 1, 2023					October 6, 2023					Teachers' Convention -				
June 27, 2024					January 29 & 30, 2024					February 22& 23, 2024				
Site- Based PD Days					April 19, 2024					Division-Wide PD Days				
August 29 & 30, 2023					June 25 & 26, 2024					August 31, 2023 (Opening Ceremony)				
October 20, 2023					*Regular classes for Grades 9-12*					September 22, 2023 (Summit Day)				
December 1, 2023										March 15, 2024				
May 17, 2024														
School year begins: August 29, 2023					XX	No Staff/Students								
First day for students: September 5, 2023						Prof. Dev. Days (Paliser Directed)								
Semester 2 begins: January 31, 2024						Site Based Prof. Dev. Days								
Last day for students: June 26, 2024						Summer Break								
September 5, 2023 - Grades 7 & 10						Collective Agreement Teacher Directed Days								
September 6, 2023- All students						Teachers' Convention - ATA PD								
						School PD Days - (Grade 7-8 only).								

Bell Schedule

School:	COUNTY CENTRAL HIGH SCHOOL	
Division:	III	
Grades:		
Year:	2023-2024	
Bell Schedule (Mon – Thurs)		
Class/Bell	Period Start/Stop	# Minutes
Warning Bell	8:25 AM	
Period 1	8:30 AM – 9:45 AM	75
Class Break	9:45 AM - 9:50 AM	5
Period 2	9:50 AM - 11:05 AM	75
Class Break	11:05 AM - 11:10 AM	5
Homeroom	11:10 AM - 12:05 PM	55
Lunch	12:05 PM - 12:50 PM	45
Warning Bell	12:50 PM	
Period 3	12:55 PM - 2:10 PM	75
Class Break	2:10 PM - 2:15 PM	5
Period 4	2:15 PM - 3:30 PM	75
Dismissal	3:30 PM	
Friday		
Class/Bell	Period Start/Stop	# Minutes
Warning Bell	8:25 AM	
Period 1	8:30 AM - 9:25 AM	55
Class Break	9:25 AM - 9:30 AM	5
Period 2	9:30 AM - 10:25 AM	55
Class Break	10:25 AM - 10:30 AM	5
Period 3	10:30 AM - 11:25AM	55
Class Break	11:25 AM - 11:30 AM	5
Period 4	11:30 AM - 12:25 PM	55
Dismissal	12:25 PM	

Our Vision, Mission & Values

County Central High School is committed to providing educational excellence that meets each student's interests, abilities, and needs within a common curricular framework. CCHS strives to continuously develop a learning environment which reflects and promotes an understanding of, and appreciation for, diversity in our community as an integral part of school life. CCHS challenges each student to develop intellectual independence, creativity and curiosity to achieve their potential, pursue excellence, and contribute responsibly in the worlds of today and tomorrow.

Vision

County Central High School is committed to fostering well-rounded, educated citizens of tomorrow.

Mission

The mission of County Central High School is to inspire learning and growth for Grade 7-12 students in a positive environment.

Values

County Central High School believes that the task of providing a quality education involves both rights and responsibilities on the part of all stakeholders:

- Our students have the **right** to be treated with the respect due to persons actively pursuing an education, and they have the right to an educational program that meets their individual educational needs and is provided in a safe and supportive learning environment.
- Our students have the **responsibility** to actively pursue their education to the utmost of their ability and to not interfere in any way with the learning of other students.
- Our teachers have the **right** to be treated with the respect due to professional educators delivering quality educational programs.
- Our teachers have the **responsibility** to deliver quality educational programs.
- Our parents, guardians, and community members have the **right** to be treated with the respect due to individuals with active interests in the educational process within our school.
- Our parents, guardians, and community members have the **responsibility** to work with students and teachers in a positive manner for the betterment of school operations.

Safe & Caring Schools Policy

Students, parents or guardians, and staff have responsibilities for ensuring welcoming, caring, respectful, and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self. All behavioral expectations are based on the important principles of respect for oneself, respect for the worth and dignity of others, and respect for personal property and the property of others. All members of our school community have the right to be treated with dignity, respect, and fairness.

Student Rights and Responsibilities

- **I have a RIGHT to learn in my school.**
It is my RESPONSIBILITY to listen to instructions, work quietly when appropriate, and to raise my hand if I have a question, concern or need to leave the classroom.
- **I have a RIGHT to be heard.**
It is my RESPONSIBILITY to listen and not talk, shout or make loud noises when others are speaking.
- **I have a RIGHT to be respected in my school.**
It is my RESPONSIBILITY to be respectful of all students, staff and parents by not teasing or bothering other people, or to hurt their feelings.
- **I have a RIGHT to be safe in my school.**
It is my RESPONSIBILITY not to verbally or physically abuse anyone else, and not to cause harm to anyone else by my carelessness.
- **I have a RIGHT to privacy and to my own personal space.**
It is my RESPONSIBILITY to respect the personal property of others, and to accept their right to privacy.

General guidelines and expectations for a CCHS student apply equally to all students. These guidelines encourage each individual to develop the self-discipline required for future success. Guidelines are not designed so that every situation will be covered, nor are they intended to be a complete guide to conduct. All guidelines reflect the responsibility that a student assumes when they agree to become part of the school community. The guidelines apply to all students during the time that they are under the jurisdiction of the school, including when they are away on school-related activities. Failure to comply with any of the guidelines may result in disciplinary action.

Academic Information

Alberta Education

The curriculum at CCHS follows the Alberta Program of Studies, a curriculum that has been designed to stimulate, motivate, and challenge students whose personal goals and love of learning allow them to thrive in an enriched environment.

Alberta Graduation Requirements

Below is a brief breakdown of the minimum credit and course requirements for an Alberta High School Diploma:

ALBERTA HIGH SCHOOL DIPLOMA: GRADUATION REQUIREMENTS (ENGLISH)
The requirements indicated in this chart are the <u>minimum</u> requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.
100 CREDITS including the following:
ENGLISH LANGUAGE ARTS – 30 LEVEL (English Language Arts 30-1 or 30-2)
SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2)
MATHEMATICS – 20 LEVEL (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3)
SCIENCE – 20 LEVEL ^① (Science 20, Science 24, Biology 20, Chemistry 20 or Physics 20)
PHYSICAL EDUCATION 10 (3 CREDITS) ^②
CAREER AND LIFE MANAGEMENT (3 CREDITS) ^③

10 CREDITS IN ANY COMBINATION FROM:

- Career and Technology Studies (CTS) courses
- Fine Arts courses
- Second Languages ^④ courses
- Physical Education 20 and/or 30
- Knowledge and Employability courses
- Registered Apprenticeship Program courses
- Locally developed/acquired and authorized courses in CTS, fine arts, second languages or Knowledge and Employability occupational courses ^⑤

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) ^⑥

These courses may include:

- 30-level locally developed/acquired and authorized courses
- Advanced level (3000 series) in Career and Technology Studies courses
- 30-level Work Experience courses ^⑦
- 30-level Knowledge and Employability courses
- 30-level Registered Apprenticeship Program courses
- 30-level Green Certificate Specialization courses
- Special Projects 30

① The science requirement—Science 20 or 24, Biology 20, Chemistry 20 or Physics 20—may also be met with the 10-credit combination of Science 14 and Science 10.

② See information on [exemption from the physical education requirement](#).

③ See information on [exemption from the CALM requirement](#).

④ Students may earn any number of credits in the study of second languages, but only a maximum of 25 language credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

⑦ Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirement for the Alberta High School Diploma.

Further Notes:

- For 30-level courses that have a diploma examination, the final course mark consists of a blend of the school-awarded mark (70%) and the diploma examination mark (30%).

Course Selections

Students in Grades 9-11 complete their course selections for the following year in the spring. They will have the opportunity to meet with an administrator or advisor to discuss their choices, and an updated Registration Guide will be available on the school's website for students and parents or guardians to peruse. All students in Grade 10 must carry a full schedule. Students in Grade 11 may have one spare as long as they are on track to graduate, and students in Grade 12 may have two spares as long as they are on track to graduate.

Course Change Deadlines

Students in Grades 10-12, under special circumstances and with parental or guardian approval, may request to change a course that they are currently in provided that they do so before the appropriate deadlines. Students wishing to change a semestered course must apply to do so by September 15th for Semester I and February 15th for Semester II. Students wishing to change a full year course must apply to do so no later than September 30th. Requests after these deadlines will not be considered. All requests to change courses must be addressed to and approved by the principal.

Homework Expectations

The purpose of homework is twofold: first, it provides an opportunity to practice skills and foster deeper understanding of the course outcomes; and secondly, it provides opportunities for teachers to formatively assess student learning and to gauge understanding. At CCHS we recognize the need for students to have a well-balanced variety of experiences academically and socially, including quality family time and involvements available in the community. In recognition of this, teachers will endeavor to keep homework assignments reasonable in terms of frequency and quantity at the various grade levels.

The length of time spent by students on a specific assignment will vary depending on their ability, skills, and pace of work. Homework should be completed by the student independently, although parents are encouraged to monitor their child's homework and help when it is appropriate. The expectation is that homework must be completed by the due date as assigned by the teacher.

How Parents & Guardians Can Help Their Children at Home

1. Establish a quiet space for your child to do homework and study away from the computer, television, smart phone, and other distractions.
2. Create and maintain a homework routine whereby your child has a set time each day for homework completion.
3. Keep updated on school activities by utilizing and checking school communication portals.
4. Post a calendar at home with dates for tests, school events, etc. to help your child plan and use effective time management strategies.
5. Encourage your child to take responsibility for starting and completing homework on their own. Show interest and concern for what they are completing, but provide help only when needed and encourage them to work out solutions on their own.
6. Read to, and with, your child; promote reading as a fun activity, and discuss books and stories that you read. Daily reading will help your child be a better reader and build their vocabulary and comprehension.
7. Encourage writing at home (i.e. keeping a journal, writing thank you notes, and letters to friends).
8. Get actively involved in discussions about our world and how it works. Encourage your child to ask and answer questions.
9. Ask to see your child's homework, notebooks, and outlines of assignments.
10. Create and enforce consequences at home for incomplete homework.

Homework in Grades 7-12

Starting in Grade 7, students should expect to have at least 30 minutes of homework per night. This amount will increase by approximately 15 minutes each year as the student advances through high school, with senior students having 2 hours of homework or more each night. It is recommended that students begin a homework routine early on and designate a specific time each day for homework completion. This designated time should be used for the following:

1. Completing homework as assigned by the classroom teacher.
2. Completing classroom work that was not finished by the end of the period.
3. Studying and revising for exams and tests.
4. Silent reading.

Student Assessment & Evaluation

Instruction consists of the learning tasks, activities, and discussions a student experiences while in school that have been designed by a teacher. Assessment is a process of collecting and interpreting information about students' understanding and performance in response to instruction. This information can be gathered in a variety of ways. Research has identified assessment and instructional practices that are known to most significantly impact student success. These practices involve specific, descriptive, and constructive feedback between the student and the teacher.

Assessment and Evaluation:

- Guides the development of learning tasks;
- Is shaped by the nature of the learning outcomes;
- Engages learners in understanding and adjusting their approach to learning; and
- Leads to adjustments in instruction.

The student participates in developing criteria for learning tasks, in gathering and reflecting on evidence of their learning, and in identifying goals and strategies to support individual growth and progress. Classroom evaluation criteria will be sent out by teachers at the beginning of the year.

Aside from formal grades and report cards, additional assessments may be made by your child's teacher using the following information as part of the student evaluation process:

Student portfolio

Anecdotal records

Observations

Tests/quizzes

Presentations: written, oral, multimedia

Verbal and written feedback

Performances

Peer or self-assessment

Rubrics

Projects

Report Cards and Grading

Report card grades are used to formally communicate student achievement of learning outcomes to students, parents or guardians, the school division, and Alberta Education. Grading for reporting requires teachers to summarize a term's or semester's worth of learning. Courses will show a mark out of 100 (percentage) to represent the extent to which the student has demonstrated achievement of learning outcomes. Progress Reports, which also include reflective comments, will be sent home at the

midpoint of each semester, while Report Cards showing cumulative grades will be sent home at the end of each semester. Parent/Guardian-Teacher-Student Conferences take place after Progress Reports have gone home mid-semester.

Alberta Diploma Examinations

Students in Grade 12 will write Alberta Diploma examinations at the end of core academic courses. These exams are mandatory and must be written on the date and time set out by Alberta Education. These exams count for 30% of a student's course mark and thus are extremely important. Missing a diploma exam will result in a mark of 0% and an overall failing grade in that individual course. These exams are written here at CCHS and then sealed and couriered to Alberta Education where they are marked. Student results are posted approximately 4 weeks after each sitting and can be viewed via the student's MyPass account.

Parent & Guardian Involvement at CCHS

Parent/Guardian Responsibilities

Parents and guardians play a vital role as part of their children's education and CCHS believes that involvement in and support of the school and its staff helps to maintain a safe and happy environment for all of our students. In doing so, parents and guardians also help their children meet their own responsibilities (academic and otherwise) and enable them to become successful learners today and leaders tomorrow. Examples of ways that parents and guardians can do this include:

- Showing an active interest in their child's school work and progress.
- Communicating regularly with their child's teachers and other school staff, including installation of and participation in the communication channels listed below.
- Being familiar and complying with all school policies and procedures.
- Ensuring that their child arrives to school on time, well-rested, and having eaten a healthy breakfast.
- Encouraging and educating their child with respect to CCHS behavior expectations.
- Modeling positive behavior and showing kindness and respect to all staff, parents and guardians, and students.
- Modeling peaceful and constructive problem-solving skills.

- Supporting the school staff with disciplinary actions and resolving conflicts.

Parent/Guardian Communication Channels

CCHS provides multiple avenues for parents and guardians through which they can communicate their concerns and ideas to teachers, administrators, and other staff regarding their child's experience at school and stay up-to-date on their child's progress:

1. School Website: www.countycentral.ca
2. Staff E-mails
3. Contacting Staff via Phone
4. Edsby Parent Portal

For certain circumstances, bulk email and SMS communications are sent to parents and guardians using School Messenger notifications. To ensure that the school is able to contact parents or guardians in the case of an emergency, it is essential that all families keep the school updated with their most recent contact information. This information can be updated by contacting the school, but will also be updated at the beginning of each year as parents and guardians complete the online verification forms for their children.

It is recommended that, should parents or guardians have any questions or concerns regarding their child's classroom experience (grades, progress, behavior, etc.), they contact the classroom teacher directly prior to contacting the school administration. Our staff are committed to working with students and their families to create a positive school culture that includes the timely response and resolution of any conflicts or concerns that may arise.

Resolution of Parent/Guardian Concerns

Parents, guardians, and members of the public have a right to make inquiries into the conduct of operations of the public school system. In the interests of open communication, inquiries shall first be made to employees most directly involved in the operations in question. If the parent, guardian, or member of the public is not satisfied with the response at that level, they are encouraged to follow the lines of authority as appropriate. The normal sequence of communication shall be: staff member, principal, Superintendent or designate, Board, and the Minister of Education.

Procedures

1. The first level at which an inquiry shall be dealt with is the staff member.
2. If the matter is not resolved, it shall be referred to the principal. It is expected that most issues will be successfully resolved at either of these two levels.
3. If the matter is not resolved at the school level, the inquiry may be registered (preferably in writing) with the Superintendent, who will initiate a review of the matter within five (5) school days and will consult fully with all affected parties in reaching a decision. This decision will be conveyed both to the school and the inquirer.
4. If the inquirer is not satisfied, they may appeal to the Board, in writing, outlining the facts of the matter and the previous attempts at resolution. Policy 13 – Appeals and Hearings Regarding Student Matters will be used to address the matter.

From time to time, parents and guardians have concerns brought to their attention with regard to their child's educational progress. Likewise, parents and guardians often have questions and concerns with regard to events that may arise here at the school. Parents or guardians of students at CCHS are asked to follow the above protocol in order to address these questions or concerns. By following this protocol, CCHS staff and administration believe that we can optimize the potential for successful resolution of concerns or complaints. It is helpful to remember that when conflicts or concerns may arise, we are all on the same team and want the same thing – success for our students.

School Council

The CCHS School Council meets on a monthly basis to provide advice and support to the principal on the administration of the school. The executive of the council consists of parent and guardian representatives, staff and student representatives, school administration, and a community representative. Regular meetings are open to the public and new members are always welcome. We encourage parents and guardians to become involved with the School Council as a way to take an active part in setting future directions for our school. Information about School Council activities can be found on our website and on the CCHS School Council Facebook page.

School Newsletter

Our monthly newsletter will be shared with families on the first Friday of each month and will be posted on the school's website. The newsletter serves as a means of communication between home and school and will list various activities scheduled each month as well as information about programming, upcoming deadlines, and services available to students.

Transportation

Driving to School and Parking

Students who drive to school are encouraged to obey all signage and speed limits, and to be especially careful when small children are about (particularly before and after school). Any students who choose to drive themselves to school are asked to park in the designated student parking lot, within the marked parking stalls. In an effort to be good neighbors, we prefer students avoid parking on the streets around the school. Any students found to be parked improperly/illegally will be asked to move their vehicle, or may be ticketed.

Bus Transportation

Riding the bus is a privilege, not a right. If students and/or parents or guardians are found to be violating the below rules, the student(s) in question may lose their bus riding privileges as detailed below. To avoid this, we ask that all students and their parents or guardians read and understand these expectations.

General Rules for Riding the Bus

1. The bus driver is in charge at all times – students must listen and follow instructions.
2. Students must remain seated at all times while the bus is in motion.
3. Students must not extend any part of their body out of windows.
4. Aisles must be kept clear.
5. The use of foul language or tobacco/vaping products is prohibited on the bus.
6. Alcohol, drugs and combustible materials are strictly prohibited.
7. Students will be responsible for the cost of any intentional damage done to the bus.

8. Littering is not permitted on the bus.

Students violating these rules may be reported to the school principal and may be suspended from riding the bus until assurance is received from parents/guardians and the student that these rules will be observed.

If a student is found not to be meeting the behavioral expectations of CCHS, the following procedure will be followed:

First report: Administrator will meet with student to discuss expectations.

Second report: Written warning letter from administration will be sent to parents/guardians.

Third report: Student(s) may be removed from the bus for one week.

Fourth report: Recommendation for permanent exclusion from bus service may be made.

Parent/Guardian Responsibilities:

1. Ensure children are at the bus pick-up point five (5) minutes before the bus arrives.
2. Provide the necessary protection for children when going to and from the bus stop.
3. Accept responsibility for the proper conduct of their children prior to boarding a bus and after discharge.
4. Make certain that children are properly dressed in case of emergency during cold or wet weather.
5. Accept responsibility for any damage to a bus by children.
6. Encourage children to obey all traffic rules and school bus regulations.
7. Ensure that items restricted for safety reasons are not transported on the bus. Items such as skis, hockey sticks, skateboards and some band equipment are restricted. These items will only be transported if they are fully encased in a carry bag and can be stored under the seat without impeding traffic in the aisle.
8. Provide the driver with written direction if the child is to be de-bused at a location other than where he/she usually gets off the bus. In such cases, the driver will not proceed until it is determined the child has safely entered the residence. The Palliser Regional Schools request form is required to be completed prior to the event.
9. Make a reasonable effort to understand and cooperate with those responsible for pupil transportation.

10. Notify the bus driver if a morning or afternoon pick-up is not to be made so the driver is not looking for the student(s).

Student Responsibilities:

1. Students are expected to be at the road at their designated stop prior to the arrival of the bus.
2. Students shall stay off the traveled roadway at all times while waiting for the bus.
3. Upon discharging, students living on the opposite side of the road shall cross only in front of the bus and at least fifteen (15) feet ahead. Crossing shall be made when safe to do so and under the guidance of the driver.
4. Students shall be seated promptly in their regular seat.
5. Noise on the bus shall be kept to a minimum. Students may talk quietly to the person beside them. Loud noises, shouting, etc., are dangerously distracting to the driver.
6. The driver shall be informed when absence from school is expected.

Students will occasionally be granted permission to ride a bus other than their usual route. Should a student wish to do this, a “Bus Form” must be completed and signed by a parent or guardian at least three days prior to the date the student wishes to ride. Signed “Bus Forms” must be handed in to the Main Office.

General Policies and Procedures

Expectations of Students

1. Students are expected to behave responsibly in and out of school and to consider themselves as representatives of the school and its traditions at all times.
2. School property is to be respected and treated with care.
3. Students will display good manners at all times, and be courteous to each other as well as staff members and visitors to the school.
4. Students are expected to be punctual and present for all classes unless ill.
5. The completion of all assigned schoolwork is the responsibility of the student. This means being organized, making good use of class time, completing all assigned homework, asking for help when necessary, and completing any missed assignments due to being absent.

6. Students are expected to comply with the directions of administrators, teachers, student teachers, educational assistants, custodians, administrative assistants, and other authorized school personnel.
7. Students are expected to move in a safe manner while in the school. We expect students to walk – not run – when moving within the building.
8. Students are strongly urged not to bring personal valuables to school. Please be aware that it is the sole responsibility of each student to care for personal items. The school is not responsible for lost or stolen items.
9. Students and parents/guardians are expected to respect and celebrate personal, cultural, and religious differences.

Academic Integrity

Optimum learning takes place only when students approach their work with intention and integrity. It is vital, therefore, that students are aware of situations that may arise whereby they are tempted to act dishonestly and of the consequences of these acts. In order to prevent situations where cheating or plagiarizing may take place, students will learn how to properly document sources (e.g. bibliography, endnotes, quotations) and will be taught effective study skills. Parents and guardians should also take care that when helping their students with projects, assignments, etc., that they encourage their students to do their own work and resist the temptation to do it for the student. Part of learning is making mistakes – it is important to allow your children to make them too!

Appropriate consequences (academic penalties, etc.) will apply to acts of plagiarism, cheating, collusion, or other acts through which a student unfairly misrepresents his/her effort or achievement:

- **“Plagiarism”** occurs when a student knowingly represents any idea or work of another person in any academic assignment, test, or examination as their own. A common form of plagiarism involves copying and pasting from electronic source materials.
- **“Cheating”** occurs when a student obtains an unfair advantage over other students in the context of preparation or performance of any academic assignment, test, or examination.
- **“Collusion”** occurs when a student knowingly allows their work to be submitted by another student, or allows another student to copy their work.

Student Code of Conduct

At CCHS, we believe in helping children acquire self-discipline by giving them firm, clear guidelines and expecting them to become increasingly responsible for themselves and their actions. Our Code of Conduct reflects that belief:

- We will work together to maintain a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging.
- We will demonstrate respect for self, others, and the school environment, and will be understanding of differences in people, their ideas and opinions, including when there is disagreement.
- We will promote and foster positive relationships with others while on school property, participating in school activities, traveling to and from school, and engaging in any electronic communication both on and off school property.
- We will respect the rights and dignity of our peers and celebrate the uniqueness and strengths of each individual. We will show concern for their well-being at all times and will strive to use positive and inclusive language.
- We will respect and honour our parents and guardians, teachers, and support staff for their knowledge, guidance, and support.
- We will conduct ourselves according to the expectations outlined under Section 31 of the *Education Act*:

A student, as a partner in education, has the responsibility to

- (a) attend school regularly and punctually,
- (b) be ready to learn and actively engage in and diligently pursue the student's education,
- (c) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (d) respect the rights of others in the school,
- (e) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means,
- (f) comply with the rules of the school and the policies of the board,
- (g) cooperate with everyone authorized by the board to provide education programs and other services,

(h) be accountable to the student's teachers and other school staff for the student's conduct, and

(i) positively contribute to the student's school and community.

- Our behavior will not contravene the rights and provisions identified in the *Alberta Human Rights Act* and the *Canadian Charter of Human Rights and Freedoms*.
- We will exhibit socially responsible behaviors so that teaching and learning are maximized.
- We will respect private and public property.
- We will learn to take our place as active and responsible members of our communities.

Athlete Code of Conduct

Student participation in athletics is an important part of the culture at County Central High School. CCHS athletes will have the privilege to represent our school at various locales throughout Alberta and beyond. As a result, student athletes are expected to conduct themselves in a manner that models respect for all aspects of school life, both on and off the playing surface. As an athlete, it is understood that there is a responsibility to maintain certain standards:

CCHS student athletes must:

- Attend school regularly, maintain a high degree of punctuality at school, and be in good academic standing;
- Attend school in order to participate in games or practices;
- Represent their team and school in a dignified manner, demonstrating sportsmanship, graciousness, and respect for others;
- Endeavor to be model citizens in the school and community;
- Adhere to all division, school, and team policies and rules;
- Follow the Alberta Schools' Athletic Association (ASAA) guidelines for sportsmanship, illicit substances, and social media found in Section I, p.24 of the [ASAA Handbook](#);
- Follow all rules and abide by coaches' requests for curfew and team itinerary when traveling;
- Follow team-established dress codes to the best of their ability;
- Understand that participation in CCHS athletics is a privilege that can be removed if expectations are not met; and
- Win with character, lose with dignity.

Dress Code

Students and staff are expected to dress in a “business appropriate” manner. This means that all clothing should be both clean and modest. The following guidelines will assist students, teachers, and parents/guardians:

Clean means:

- The clothing is free from all references to drugs or alcohol, violence, sexism, and racism.
- Clothing or accessories that could be classified as a potential weapon are not permitted (i.e. chains, spiked necklaces/bracelets, etc.).
- Clothing that is not overly restrictive and allows for safe movement.

Modest means:

- Clothes are not overly revealing.
- Undergarments are not visible.

Please consider the school context when choosing what you wear. Our suggestion is to consider the school as your place of work and ask yourself if your clothing is appropriate. We recognize that deciding on one’s dress is a subjective and personal decision; however, CCHS’ goal is to support the emotional well-being of all students and as such we ask students and parents/guardians to make informed and thoughtful choices when deciding what to wear. In some circumstances the school may contact parents/guardians regarding the attire of their child in order to aid in making decisions about its appropriateness. Please note that students may wear caps, hats, or other head coverings unless otherwise requested by staff.

Illicit Substances

Being under the influence of alcohol and/or drugs on school grounds is prohibited by both school and school district policies. In most cases students are minors, so their possession of alcohol and/or drugs may also be a criminal offence. Use of these substances also interferes seriously with a student’s capacity to learn. County Central High School has a zero-tolerance policy towards drugs and alcohol. Any student either in possession of or under the influence of alcohol and/or drugs is subject to

immediate suspension from school for up to five days, in addition to whatever additional action the school administration may feel is appropriate. A second offence may result not only in a further suspension, but also a referral to addictions counseling or a recommendation for expulsion. This also applies to students who are participating in extracurricular activities or sports programs.

Smoking, Vaping, and the Use of Tobacco Products

The possession or use of tobacco or vaping materials by anyone under the age of 18 years old is prohibited by law. At County Central, the school buildings, school grounds, and surrounding property are tobacco- and vape-free environments. Students, school personnel, and visitors are not permitted to use or be in the possession of tobacco or vaping products in these areas. This also applies to students who are participating in extracurricular activities or sports programs.

Disciplinary Action

The primary focus of the code of conduct is to help students learn how to resolve issues peacefully, to develop empathy, and to contribute to a welcoming, caring, respectful and safe learning environment that respects diversity, fosters a sense of belonging, and helps develop a positive sense of self. The staff at CCHS are committed to utilizing restorative disciplinary practices to help students learn from mistakes and develop a sense of accountability and personal responsibility.

Discipline Procedure

All minor incidents are dealt with by a caring adult on the spot. In this way, inappropriate behavior is identified and corrected immediately and in a manner that allows our students to take responsibility for their actions and to learn from the situation. If an incident is a repeat offense, a student may be referred to administration. More serious incidents and infractions may be referred directly to a higher level, depending on the history and seriousness of the infraction/behavior. Each incident will be treated on its own merit.

Infraction: any inappropriate behaviour that does not follow the guidelines of the classroom or school community

Consequence: a fair and logical action that addresses the inappropriate behaviour.

Caring behaviour: an assigned project which provides an opportunity to demonstrate acceptable, caring behaviour.

Caring Behaviours

- Note of apology
- Written reflection about the incident
- Teaching/leadership opportunity (e.g. student prepares a lesson for a younger grade, officiates a sporting event, helps a coach, assists with preparation, etc.)
- Community service
- Project work

When incidents are referred to administration, the following steps may be taken:

1. All involved parties will be interviewed.
2. Verbal discussion between student/teacher – the Administration may be involved.
3. Administration is formally involved in investigation and discipline procedures.
4. Students and parents/guardians will receive communication regarding the incident.
5. Students and parents/guardians are issued a written warning about student's behaviour, which will be put on the student's record.
6. The student may be suspended for up to 5 days. Written notice will be sent to parents/guardians and the school division.

Suspension

By deliberately choosing to act in ways that do not align with behavioral expectations, students choose to suspend themselves from our school, which may result in them being sent home (suspended from classes) for up to five days. If a student decides to act inappropriately, formal suspension notices are made as per the CCHS discipline policy above.

Offenses that could result in suspension:

- Using or possessing alcohol, tobacco, vaping products, or illicit drugs on school property or at a school-sanctioned event;
- Theft of private or public property;
- Harassment of peers or intimidation of others;
- Physical aggression towards peers or staff members;
- Vandalism or willful destruction of property*;

- Chronic absenteeism;
- Defiance or non-participation in the activities of school;
- Use of obscene language, including racial or homophobic slurs;
- Inappropriate use of technology (please refer to Acceptable Use Policy);
- Bullying;
- Cheating or plagiarism;
- Inappropriate use of mobile phones;
- Sexual harassment, sexual abuse, verbal abuse, emotional or physical abuse leveled at peers, staff members or others;
- Chronic or severe bullying or unkindness (both verbal and physical) towards peers or staff members;
- Use of, or possession of weapons;
- Fighting;
- Defiance of adults in authority;
- Bus/transportation infractions;
- Disruptive behaviour that interferes with the learning of others.

**** Cost of damage or replacement will be required.***

Expulsion

While CCHS believes that it is more desirable to change the behaviour of a child, it may be necessary to deal more severely with problems that arise. Therefore, the following guidelines are established. Again, by deliberately choosing to act in ways not acceptable to the Code of Conduct of CCHS, students choose to expel themselves from our school. Administration will investigate serious accusations thoroughly and objectively. In some circumstances, the student may have the opportunity in the presence of a parent or guardian to withdraw from CCHS or the Principal may decide there are sufficient grounds to proceed with a recommendation for expulsion. Offenses that could result in expulsion:

- The use, possession, sale, or distribution of illegal substances;
- Sexual harassment, sexual abuse, verbal abuse, emotional or physical abuse leveled at peers, staff members or others;
- Chronic or severe bullying (both verbal and physical) towards peers or staff members;
- Harassment of others;
- Repeated cheating or plagiarism;
- Theft of property may result in the student choosing to be suspended or expelled, depending on the severity of the act;
- Vandalism of private, public or school property*;
- Use of or possession of weapons;
- The involvement in flagrantly immoral or socially distasteful acts;

*** Cost of damage or replacement will be required.**

Notice to Parents & Guardians – Risk/Threat Assessment

The division is committed to creating and maintaining an environment in schools where students, staff, parents, guardians, and others feel safe. To this end, the following Comprehensive School Threat Assessment Guidelines (C-STAG) protocol shall be used for responding to student threats/high-risk behaviours. Schools shall respond to all high risk/threat-related behaviours, immediate risk situations, and worrisome behaviours. All high-risk behaviours shall be taken seriously and assessed accordingly. All students are required to sign a 'fair notice' waiver to commence the year:

Reporting:

1. Any person in a school having knowledge of high-risk student behaviour, or having reasonable grounds to believe there is a potential for high-risk behaviour, shall immediately report the information to the principal and/or designate.
2. No action shall be taken against a person who makes a report unless it is made maliciously or without reasonable grounds.
3. In cases where a report is made maliciously, the person shall be dealt with according to division procedure and the law, where applicable.

In all cases of reported behaviours, the principal and C-STAG team will determine steps taken as outlined in the protocol.

Attendance

Success in school is directly correlated to attendance in class. Regular attendance and punctuality on the part of students is an important component of the learning process and the evaluation of student achievement. All teachers will keep records of attendance in Edsby, which will be noted on report cards.

Students who are absent must have parents or guardians inform the school prior to regular classes on the day of the absence through the Edsby system.

Student absences due to medical reasons may be excused with medical documentation. Students are responsible for the class material missed and will be required to make up assignments or tests as needed. Students should consult with teachers immediately upon return from any absences to arrange to make up any missed assignments. In the case of a lengthy illness or a planned extended absence, parents/guardians should advise the school and the student's teacher(s) so that work can be provided for home study when appropriate.

Late Arrivals

Students are expected to be on time for each of their classes. Any student arriving at school five minutes or more after the bell can proceed to their assigned class where the teacher will edit the attendance entry.

Causes for Delay

Lateness that occurs on days of adverse weather conditions, such as heavy fog, or a train crossing, will be excused and will not count toward students' attendance. This also applies to students who are late due to the school bus being behind schedule.

Frequent Lateness

When a student chooses to be late to a class three (3) times, the teacher of that class will have a one-on-one conference with the student. If the problem persists, the teacher will call the parent or guardian of the student. Teachers will keep a record of any communication with parents, guardians, or students. If the problem persists further, administration shall be notified. Consequences will be multiplied for repeated tardiness after this point.

1. If a student accumulates four (4) lates in a given class, the teacher will inform administration and a meeting between administration and the student will take place. Consequences will be assigned, the first being time in mandatory lunchtime study hall. Parents will be emailed informing them of the students required study hall participation.
2. Each time a student accumulates another late, further mandatory study hall will be assigned, with the time progressively increasing for each offense. Parents will be emailed each time.
3. If a student accumulates ten (10) lates, a letter will be sent home and the student and parent/guardian will be required to meet with a school official to discuss the adverse effects of the student's tardiness

and create a plan to rectify the problem which could include a more serious consequences (e.g in-school suspension or out of school suspension).

There are instances when students are late from previous classes due to no fault of their own. Reasons could include: receiving extra help, finishing an assessment, or some other requirement of the teacher. In such cases, the student should provide a note from the teacher they were with, excusing them for their tardiness. Upon receipt of a note, the receiving teacher will correct the attendance record in Edsby.

Truancy/Unexcused Absences

Unexcused absences will follow a similar protocol as tardiness. If a student has missed three (3) classes, the teacher will have a one-on-one conference with the student and will contact the parent/guardian. Teachers will keep a record of any communication with parents or students. If the problem persists, the following will occur:

1. If a student chooses to accumulate four (4) unexcused absences, a letter of notification will be sent home to parents/guardians along with a copy of the attendance policy. The student will meet with an administrator to provide an explanation and an action plan will be created. Study hall consequences will be assigned. (Note: Study hall times will likely be significantly higher for absences than for lates.)
2. Each time a student accumulates another unexcused absence, further mandatory study hall will be assigned, with the time progressively increasing for each offense. Parents will be emailed each time.
3. If a student chooses to accumulate ten (10) unexcused absences, the student and parent/guardian will meet with an administrator to reiterate the adverse effects of the student's absences and create a plan to rectify the problem. The plan may include a consequence (e.g in-school suspension or out of school suspension). Each additional absence after ten (10) may increase the level of consequence for the student.
4. If a student is not impacted by the previous interventions and continues chooses to accumulate sixteen (16) absences, a number that represents almost 30% of total class time for option courses, the student and their parent/guardian will be required to participate in a school conference at which time a discussion may take place concerning a more suitable educational setting for the student.

Emergency School Closure

The decision not to operate school buses, either in whole or in part, will be made by the bus driver or the Transportation Supervisor. When the decision affects the entire transportation system, it shall be communicated through the media. When the decision affects only certain routes, the drivers of these

routes will contact the parents/guardians of each passenger to inform them of the decision. Information about whether buses are running may also be found on our school website (<http://www.countycentral.ca>). Bus routes suspended in the morning will remain suspended for the entire day. Parents and guardians of bus students are expected to have made arrangements with someone in Vulcan who can provide emergency accommodation for their students should the weather interfere with the afternoon pick-up. Parents and guardians of students who drive their own vehicles are expected to caution their students about the hazards of driving during inclement weather. Students are encouraged to always dress appropriately for the weather.

*Please note that even if buses are not running, the school will remain open.

Responsible Use of Computers, Technology & Personal Devices

School Computer and Technology Use

Electronic resources are available to students through the Learning Commons as well as in connection with various courses. These devices are meant to be used for educational purposes: writing, completing research, developing presentation and communication skills, advancing technology skills, enhancing learning and teaching, and conducting valid school business. Technology use is a privilege, not a right, and the expectation is that it will be used in a responsible, efficient, ethical, and legal manner. Equipment is shared and all users are asked to follow the user policy for everyone's benefit.

- a) The school's technology resources should only be used for school-related tasks.
- b) School computers will be used by students under the supervision of a staff member.
- c) Inappropriate use of school technology resources will result in the revocation of privileges, either temporary or permanent depending on the gravity of the offense.

School Computer and Technology User Guidelines

1. **NO FOOD:** There is no gum chewing, drinking, or eating around the school Chromebooks.
2. **HANDLE EQUIPMENT WITH CARE:** Do not run with the laptop or cart or use it any way that may cause physical damage to the device or equipment. Please ensure that equipment is securely positioned when in use and properly stored when finished using.

3. **DO NOT PLAY GAMES ON THE CHROMEBOOKS:** Unless sanctioned for classroom use to achieve curricular outcomes by the teacher.
4. **DO NOT DOWNLOAD ANY SOFTWARE:** You must get permission to download any software or apps on the computers.
5. **USE THE INTERNET PROPERLY:** Playing games, using chat apps, or using YouTube is prohibited unless authorized by a teacher for classroom purposes. Do not access web sites featuring pornographic, discriminatory, or hateful content.
6. **FOLLOW E-MAIL PROTOCOL:** Electronic mail is not guaranteed to be private. System administrators have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities and will result in appropriate disciplinary measures.
7. **MAINTAIN YOUR PRIVACY:** Never reveal your home address, home phone number, or the phone numbers of any other individuals. Notify your parent(s)/guardian(s) and teacher if any individual is trying to contact you for illicit or suspicious activities.
8. **HELP MAINTAIN YOUR WORKSPACE:** Report any problems you notice with software or hardware, and any evidence of vandalism.
9. **UPHOLD COPYRIGHT LAW:** The Internet can be a great source of inspiration. Do not copy the work of others, and give credit to all sources and references that you have used.
10. **DO NOT PRINT:** As of September 2020, students will not have access to print within our school building.

Student Chromebooks

All students in Grades 10-12 are expected to have their own Chromebook (earned through our CCHS Chromebook Summer School Program). Students are required to bring their Chromebooks to school charged and ready for use in each of their classes.

Mobile Phones

If a student chooses to bring a mobile phone to school, it is with the understanding that the device must be used in a responsible manner that is not disruptive and does not interfere with the learning of others. Due to FOIP issues, phones with cameras are not to be used to take pictures at any time within the school. All cell phones are expected to be kept in lockers and not in use during class time, and may only be used if instructed to do so by the classroom teacher. Students may access their phones before

8:30am, at lunch between 12:05pm-12:55pm, and after school at 3:30pm. Students who are observed to violate this rule by accessing their cell phone during class time will have it confiscated by the classroom teacher or administration of the school. Should a student choose not to abide by this policy, the school will take the following steps:

- 1st Offense: The cell phone will be returned to the student at the end of the day.
- 2nd Offense: The cell phone will be returned to a parent or guardian at the end of the day.
- 3rd Offense: The student and parent or guardian will meet with administration.

Protracted situations may result in the student not being allowed to bring their cell phone to school for an extended period of time. Please note that CCHS is not responsible for any lost, damaged or stolen mobile phones.

Student Life

Aerosol Sprays

Please note that aerosol sprays or deodorants (such as Axe Body Spray) are not permitted at the school.

Career and Academic Counselling

Our Off-Campus Coordinator is at the school on Mondays and is available to meet with students or parents/guardians regarding dual credit programs, off-campus programs, work experience, and Green Certificate, as well as information regarding post-secondary planning. Appointments may be made by contacting the Main Office. She is also available to meet with students remotely on days when she is not in the building. The majority of other academic counselling is provided by the Learning Commons Facilitator, administration, and homeroom teachers. Services provided include: academic planning, credit checks, course selections, timetable changes, letters of reference, assistance with resumes and cover letters, and more.

C.H.A.T.

CHAT stands for Community, Homework, and Tutorial, and takes place during the period before lunch Monday-Thursday. Each student is assigned to a CHAT homeroom at the beginning of the year. The purpose of this block is to provide students with a connection with a caring adult in the building, to foster relationships among students and staff, to have time to complete school work, and to receive tutorial help from their teachers within the school day. Attendance is mandatory for Grades 7-12.

Counselling Services

Our Family School Liaison Counselor, is at the school twice a week on Mondays and Thursdays (this schedule may be subject to change). She is trained to assist students who are experiencing social, emotional, or behavioral difficulties and works in cooperation with staff to provide support, consultation, counselling, and referral services for students and their families. As a general rule, a referral and parental or guardian permission to see the counselor is required, but students can receive personal or other counseling on a one-time basis by self-referral. Should a parent or guardian wish to refer a child, or a student to self-refer, you may get in contact with an administrator.

Our Making Connections Worker will be in the school two days per week to work with students around skill-building, relationships, and connecting families with outside resources. They will also provide classroom presentations and workshops, and will offer parent/guardian information sessions.

Emergency Procedures

CCHS has up-to-date and thorough emergency procedures for a variety of possible scenarios. Teachers will review and practice emergency procedures with their students, and drills for fire evacuation and school lockdown will take place at the beginning of each term.

Health Services

The Calgary Health Authority provides a regular program of immunization and general health services to the school students. Notifications and forms will be sent home with students prior to immunizations.

Illness

Any student who becomes ill at school should report directly to the Main Office. If the student is deemed too sick to remain at school, the office staff will contact the parents/guardians to arrange for them to go home. Parents/guardians are encouraged to not send their children to school if they are sick until the student is completely recovered in order to avoid the spread of illness to other students.

Learning Commons

The Learning Commons is the instructional resource center of the school. Students are encouraged to acquire knowledge through research of available resources. The Learning Commons is a quiet place to work and study as well as a place for students to gather or work on distance learning courses. The school has worked to make this a place where students will be both comfortable and productive. It is our expectation that students treat this space and its content in a respectful manner.

Learning Support

The purpose of the learning support program at CCHS is to provide support to students who need additional assistance in order to be successful in achieving their goals. Teachers or feeder schools may refer students. Parents or guardians who are concerned about their child's progress or the program/courses recommended for them are encouraged to contact our Learning Support Teacher or the school administration.

Locks & Lockers

All students from Grades 7-12 are assigned a lock and locker at school. All lockers are numbered and designated to specific students. Students are not allowed to switch or change lockers without permission from the office staff. Books and supplies should be collected for classes before the start of class, at break, or after lunch to ensure that students are on time for class. Students are encouraged to keep their lockers clean and locked at all times and should never share their combinations with others. Students are solely liable for the contents of their respective locker. Students who damage a locker will be expected to pay for the damages.

Lockers are the property of CCHS and the school administration reserves the right to enter a student's locker in the interest of safety and/or security at any time.

Combination Locks

Students are provided with a school lock from the Main Office. CCHS requires that students using a lock must use a combination lock from the school. Each lock and its combination will be logged and recorded. All lockers should be locked to ensure personal items – such as mobile phones – are kept safe and secure.

Lost and Found

Lost items are turned into the Lost and Found located in the main foyer. Any items of value such as wallets, watches, phones, jewelry, etc. will be given to the administrative assistants in the Main Office. The Lost and Found area will be regularly cleaned out and contents will be washed and donated to prevent large amounts of items from accumulating.

Medication

The office staff will not administer any form of medication to students without parent/guardian consent. Should a student require assistance with the regular administration of medication, parents/guardians are asked to contact the school and complete the required permission forms.

Personal Belongings

Any personal belongings brought to the school by students are the sole responsibility of students. Students should secure their possessions in their assigned lockers at all times. The school is not responsible for any loss of or damage to personal property. Valuables such as phones, large amounts of money, etc. should be left at home.

Textbooks

At the beginning of each semester students will sign out their required textbooks for each class from the Learning Commons and will return them on the day that the course exam is being written. It is expected

that students will take care of the books assigned to them. The cost for repair or replacement of any lost or damaged textbooks will fall upon the student responsible.

Visitors to the School

All visitors to County Central High School must check in at the Main Office upon entering the building, where they will sign in and receive permission to be in the school or on the property.

Student Recognition

Student Recognition Academic success and personal growth is at the core of CCHS's philosophy; therefore, the celebration of that success is very important. The school recognizes the achievement and effort of students throughout the year, in our classes, at school assemblies, and at the annual showcase event. CCHS attempts to recognize student achievement in many ways that are meaningful to students and gratifying to parents and guardians. We understand that celebrating success is a way to show what is important to our school.

Achievement Awards

In both Junior High and Senior High, a Certificate of Achievement in each individual subject is presented to a student who, through diligence and hard work, has attained the highest mark in a course throughout the semester or the school year.

Valedictorian

The Valedictorian is the graduating student with the highest academic average calculated using the following criteria and will deliver an address during the graduation ceremony:

English 30-1 combined with any four of the following:

Mathematics 30-1

Biology 30

Social Studies 30-1

Chemistry 30

Physics 30

Mathematics 31 (Calculus)

Mitchell Motivational Awards

The Mitchell Motivational Awards recognize students who show the greatest amount of progress academically, socially, and emotionally. Teachers nominate junior high students who they believe are suitable candidates for this recognition and a committee from the staff selects two to be recognized from the list of nominees.

Scholarships

The generosity of various individuals, community organizations and businesses has resulted in a significant scholarship program. A scholarship booklet updated early 2nd semester may be obtained from the Learning Commons. Deadlines are listed and must be observed. Students should be aware of the Rutherford Scholarships which provide for honours standing in Grade 10, 11, and 12 respectively. Contact the Learning Commons for further details. Please note that most scholarships require students to apply in writing.

School Fees

All school fees must be paid at the beginning of each semester. Parents or guardians who are unable to pay their school fees in a timely manner can make alternative arrangements by contacting school administration. Please note that school fees must be paid (or arrangements made with administration) prior to students participating in optional courses, school sports, attending school trips, or purchasing graduation banquet tickets.

All students	\$35.00	Technology Fee
	\$20.00	CTS/CTF Personal Property Equipment package
	\$35.00	School yearbook (Optional Fee) Yearbooks are available for pick up the following school year
Grades 7 - 9	\$11.00	Science consumable fee
	\$16.00	Art
	\$16.00	Band (Instrument Rental is separate)
	\$31.00	Foods
	\$31.00	CTF (Industrial Arts)
	\$15.00	Comm Tech (Option for Grade 8 & 9 only)

Grades 10 - 12	\$11.00	Science consumable fee per course (Physics, Biology & Chemistry)
	\$30.00	Art (Option)
	\$16.00	Band (Option-Instrument Rental is separate)
	\$46.00	Foods
	\$76.00	Senior CTS (Con 1, 2 & 3/Fab 1, 2 & 3)

Additional fees per course/per semester

\$26.00	Outdoor Education
\$102.00	Hockey Program
\$51.00	Digital Design/3D Grade 10
\$15.00	Comm Tech Advanced
\$26.00	Sports Medicine
\$36.00	Photo Introductory
\$21.00	Photo Advanced
\$30.00	Instrument Rental Deposit (\$20.00 refundable)

CTS Project Fee Project Cost for Intermediate or Advanced Construction & Fabrication (amount varies depending on project i.e. purchase your own materials with a proposal including cost analysis)

Prompt payment greatly assists school operation. **Online payment** is available at www.schoolcashionline.com. If paying by cheque, please make the cheque payable to **County Central High School**.

Homework Guidelines and Expectations

As a parent or guardian of a secondary school student, you have likely had the following conversation with your child:

You: “Do you have any homework tonight?”

Child: “No.”

You: “Okay.”

It is not uncommon for students in secondary school to avoid homework and studying, as they have many more ‘important’ things to do (such as spending time with friends or playing video games). However, in an effort to help our students develop positive habits and work ethics, we would like to change that conversation. Simply put, **secondary students have homework every night.**

Homework consists of 4 tasks:

1) Anything that a teacher assigns as homework

Example: “For homework tonight, read pages 7-14 and answer questions 1, 3, 5 and 7.”

2) Any work that did not get completed in class.

If a student is meant to complete a task (assignment, project) during class time, and it does not get completed by the end of class, it still needs to be completed and therefore becomes homework.

3) Studying, reviewing and revising for tests.

Students should be reviewing their notes, highlighting important information, making note cards or study guides, and practicing what they’ve learned on a regular basis, rather than leaving all studying to the last minute. *And if a student has exhausted the first three options, then...*

4) Free reading.

Reading is exercise for the brain. It helps develop vocabulary and imagination.

Creating a Routine:

We recommend that students set aside a consistent time each evening for homework, and that they sit down in a quiet space for that period of time each night. The space should be free of distractions (such as music, tv or mobile phones), but should be near a supportive adult who might assist them if needed.

Recommended times:

Students in Grade 7 can expect to have approximately 30 minutes of homework each night. The amount of homework will increase gradually, with Grade 12 students having at least two hours of homework each night.

It is important that we start developing positive habits and routines at an early age, so that our children will be ready for the demands of high school and post-secondary studies.

Therefore, when your child comes home from school, the question to ask will no longer be “Do you have any homework?” but rather:

“It’s study time! Which of the 4 homework tasks will you be working on this evening?”