

College Heights Secondary School

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Student & Parent Information



2019-2020

Principal:	Mr. R. Halpape
Vice-Principal:	Mrs. D. Hicks
Vice-Principal:	Mrs. M. Engert
Business Manager:	Mrs. B. Rappel

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General Information

COLLEGE HEIGHTS SECONDARY SCHOOL

College Heights Secondary School (CHSS) is a school of approximately 940 students from Grade 8-12 and eighty teaching/support staff including a principal, two vice-principals, a business manager, and three counselling positions.

It offers programs for pre-employment, special needs, and alternate education students, as well as Advanced Placement courses. The school hosts a full complement of BC high school sport-sanctioned teams, as well as football and hockey. CHSS offers a variety of extracurricular opportunities for all students, including S.A.L.T.S. (an annual sailing/leadership program), an annual year-long exchange opportunity to Japan, an annual two-week group exchange to our sister school in Tokyo and debating, drama, and diversity clubs.

Most students are within walking distance of the school; therefore, the school facility plays host to a great variety of school and community activities. CHSS has strong community support.

The PAC financially supports a number of initiatives, including school beautification projects, student recognition, and other school initiatives.

Mission Statement

College Heights Secondary School will create a learning community that, through collaboration with students, parents, and staff, builds a framework for all students to achieve their learning outcomes and to demonstrate individual success.

Parent Advisory Council (PAC)

The PAC organization is a fundamental cornerstone to student success at CHSS. PAC offers an organized voice to parents on matters relating to a student's secondary education. According to the BC Confederation of Parent Advisory Councils, "parental involvement in education results in greater successes for students, better attitudes toward school, and a higher rate of graduation" (2003). All parents/guardians are automatically members and are encouraged to attend PAC meetings.

CHSS PAC meetings are typically held the **second Monday of each month at 7:00 pm** (unless it is a holiday) at the school. The first meeting for the **2019/2020** school year is **September 9th** and all parents/guardians are welcome to attend. Please call the school for more information.

Course Load Requirements (full time students)

We expect students to enter into full time studies at CHSS wherever possible...

- **Grades 8, 9, and 10** – no spare periods and must take eight courses at CHSS.
- **Grade 11** - must take eight courses at CHSS - a spare may only be approved with permission from administration and for extenuating circumstances.
- **Grade 12** – must take a minimum of seven courses at CHSS – a second spare period may only be granted with permission of school administration.

* Students on spares must work in one of the following locations or be off campus:

- Learning Commons – sign in required
- Tillicum /Foyer
- Atrium

* All changes to student course schedules require parental consent.

Add/Drop Policy - Be Aware

Please note "Students are entitled to drop a course up to the end of the second week of each semester without penalty and with the approval of the administration. Any attempt at dropping courses after the above date will result in a W (Withdraw) assigned on the student transcript for that particular course. Once again students need to be aware that it is ultimately their responsibility to fulfill the BC Provincial Grad Requirements.

Attendance Policy and Expectations

The CHSS Attendance Policy is based on the SD57 Student Attendance Policy for Secondary Schools-Revised 2004.04.27. The application of this policy will be considered on a course-by-course basis.

In order to achieve the greatest possible success at CHSS, students need to attend regularly. The final standing for each course is based on class assignments and examinations during the semester. This means that students need to attend all classes and arrive on time every day. Students who miss school are generally at greater risk of reduced academic performance. Developing effective attendance habits requires the cooperation of students, parents, the school, and the community. We must work together to promote, carefully monitor, and encourage regular attendance. Therefore, if students, parents and the school consistently fulfill their individual roles, the goals of the CHSS attendance policy will be met. These goals are:

- To increase student success by promoting daily attendance; and
- To help students develop responsibility in preparation for attendance expectations in their future careers.

Responsibilities

1. **Students** are responsible for attending all courses for which they are registered.
2. **Students** are responsible for all course work and assignments missed during any absence from class. Where prior notice has been given to a course teacher that a student will be absent from class, or where the student is absent as a result of illness, injury or family emergency, the teacher will provide a brief outline of course work to assist the student in his/her studies during this absence. In the case of a student being absent without excuse, the course teacher may provide a brief outline of course work but is not obligated to do so.
3. **Teachers** will take and accurately record attendance daily in MyEdBC for each of their classes.
4. **Teachers** will notify the office when students are absent on a school-approved field trip.
5. **Teachers** supervising field trips will inform classroom teachers about students who are participating/have participated.
6. **Teachers** will direct students to take their notes to the office.
7. **Teachers** will contact a parent/guardian when notification of an absence is not received within two days of an absence. (While parent contact is only required by the teacher on the first unexcused absence, teachers may

choose to contact parents on any subsequent absences.) After the initial contact, each subsequent absence will be referred to the appropriate administrator for follow-up after the two days have passed.

8. **Parents/Guardians** are responsible for reporting all absences **to the office within two days of the student's return to school**. This may be done through a phone call, email, or written note. Students who fail to attend class and who are unable to provide confirmation from their parent/guardian that indicates awareness and approval of the absence, will be considered to be absent without an excuse. Such students shall be subject to the appropriate step in the CHSS Attendance Policy.
9. Where possible, **parents/guardians** should notify the school prior to the student absence.
10. The **appropriate administrator** will respond to specific attendance discipline referrals, and follow up according to the established policy. All of the classroom teachers for a specific student will be notified when he/she has an unexcused absence.
11. The **office staff** will record in MyEdBC all parent communication received for absences and/or lates, and publish this information in a timely manner to staff.

Attendance Regulations: (SD 57 Attendance Policy 5131.4)

Unexcused Absences

- **Upon the first unexcused absence:**

The classroom teacher will inform the parent/ guardian of the unexcused absence by telephone or email. (A response must be received if email is used). The confirmation of contact with parent/guardian will be recorded and reported to the office by the teacher. If contact cannot be made, administration will be notified about the concern in writing, along with the time and date of the attempts. Attendance in the After School Program or a similar consequence can be assigned at this stage.

- **Upon the second unexcused absence:**

The classroom teacher will submit an attendance discipline referral to the appropriate administrator. The administrator will inform the student and the parent/guardian that the student has been absent without an excuse for a second time. The principal or vice-principal will meet with the student to emphasize the seriousness of continued truancy. The parent/guardian will be notified by phone that this meeting has occurred. A copy of the attendance policy shall be mailed to the parent/guardian. Attendance in the After School Program or a similar consequence will be assigned at this stage.

- **Upon the third unexcused absence:**

The classroom teacher will submit an attendance discipline referral to the appropriate administrator. The administrator will suspend the student for a maximum of two days or until the parent/guardian can attend a meeting with the student and the principal or vice-principal to review school and district attendance policies, whichever comes first. A further student consequence will be determined at this meeting. The administration will provide the student and the parent/guardian with written notice that any subsequent offence will result in the student being withdrawn from the course from which the absence is occurring and any adjacent courses under the provisions of Regulation 4.2.2. In those cases where the school district provides transportation to the student, the notification will inform the parent/guardian that they or the student will be responsible for the mid-day transportation. A copy of the attendance policy shall be mailed to the parent/guardian.

- **Upon the fourth unexcused absence:**

The classroom teacher will submit an attendance discipline referral to the appropriate administrator. After informing the parent/guardian by telephone, the administrator will withdraw the student from the course from which the student was absent without excuse and may assign alternate responsibilities such as the completion of Distance Education Course. The administration will withdraw the student from the course or courses adjacent to the course referred to in 4.4.1, such that the student attends school for only the morning (if withdrawn from the afternoon courses) or the afternoon (if withdrawn from the morning courses).

The administration will also notify the parent/guardian in writing of the courses from which the student has been withdrawn. In those cases where the school district provides transportation to the student, the notification will inform the parent/guardian that they or the student will be responsible for the mid-day transportation as well; the student may be withdrawn from the adjacent course and made an am/pm ½ time student.

Any student withdrawn under Regulation 4.4.2 is not to be on the school property during these periods without the prior permission of the principal.

Further unexcused absences can result in a withdrawal from CHSS and/or a transition to another educational program in SD No. 57.

Lates

Students are expected to be in all classes on time.

1. Subject teachers will record all student lates in MyEdBC.
2. Teachers have primary responsibility for dealing with lates – parents then administration may be called on for support should lates become chronic.

Procedures

1. All students who are late go directly to their classroom where:
 - a. teachers admit the student to class as soon as possible;
 - b. teachers discuss the reason for the lateness with the student, when convenient;
 - c. teachers record unexcused lates on their attendance roster.
2. Teachers will deal with all lates in a clearly understood, systematic process that gradually increases the consequences for lateness.
 - o First Late – teacher intervention;
 - o Second Late – student required to make-up time missed (at the teacher’s convenience) or other appropriate consequence;
 - o Third Late – may be the student is assigned one or more consequences by classroom teacher; parents are informed;
 - o Fourth Late – may be the student is assigned one or more consequences by classroom teacher such as attendance in the After School Program.
 - o Fifth Late – student is referred to the appropriate administrator for further consequences

Athletic Participation/Probation Policy

Athletics is considered an essential extracurricular activity that supplements the academic focus of CHSS. Participation should be viewed as a privilege, thus the following requirements must be met:

- Regular on time attendance
- Satisfactory grades and work habits to be determined by coach, teacher and administration.
- A monthly progress interim report to be submitted to coach/athletic co-coordinator, failure to meet the above criteria will result in athletic probation and suspension from athletics at CHSS.
- If, after two weeks of probation, a student’s mark, attendance and work effort have not improved, that player will be deemed ineligible until further notice at the discretion of the coach, administration and parents.

Field Trips

Field trips are special, school-sponsored activities that take place outside the school, and which may or may not occur during the school day. Field trips are optional. Students choosing to participate may be expected to reimburse the school for costs associated with field trips. Students who choose not to participate will be assigned a project or activity that will ensure that the prescribed learning outcomes are met.

The following regulations govern field trips:

- Students obtain field trip forms from their classroom teacher and have all of their teachers sign the form indicating that permission has been given to attend the field trip;
- Permission forms are sent home with the students for the parents to sign;
- These signed field trip forms must be returned to the sponsor by the date specified;
- Student conduct on field trips is governed by school/district policies and sponsors' regulations at all times.

Homework and Help Centers

The development of good study habits is essential to a successful completion of secondary school. All students at CHSS should expect homework on a daily basis and should accept their responsibility to attempt to complete all homework assignments. Counsellors are available to help students in setting up a homework plan and successful study habits. As well, most teachers and/or major departments offer extra help outside of regular instructional time. Parents are encouraged to contact the school teaching or counselling staff if they require assistance for their child.

Lockers

Lockers are the property of the school and the administration reserves the right to inspect the locker of any student at any time. All students will be assigned lockers and locks. It is the student's responsibility to maintain the locker in good condition. Valuables or money should *never* be left in a locker and combinations should be kept private. The school cannot assume responsibility for items that go missing from a locker. **Students are not to change lockers without permission from the office.**

Health Room

If a student is feeling ill, the student should come to (or be escorted) to the office and report to one of the office staff members. If the office staff is able to contact a parent/guardian, arrangements will be made to have the student signed out in order to go home. If the parent/guardian cannot be contacted, the student will be signed into the health room where the student is to remain unless signed out again. The office staff will keep a record of students signed into the Health Room. ***A student must always ensure that he/she has signed out at the office before leaving the school.***

How Parents Can Support Homework

Homework Is Important

Homework is a valuable tool in helping make all students achieve the learning outcomes and demonstrate their individual success. Homework is important for several reasons:

- It develops habits essential for success later in life;
- It provides practice time for class learning and preparation for upcoming lessons;
- It teaches students to work independently and nurtures self-discipline; and
- It provides opportunities for parents to encourage their child's school success.

Education As A Priority

Students need support, encouragement, and praise from the people they value the most – **you, their parents**. Using praise to motivate your child makes them feel good about their ability, and motivates your child to be the best that they can be. To this end, you can:

- Encourage your child to believe in themselves.
- Talk daily about what is being learned. Use specific questions such as, "What was the most interesting thing you learned today?" rather than a more general "How was school today?"
- Schoolwork must supersede all other activities, including sports, clubs, etc.
- Keep in close contact with the teachers and/or counsellor at school.

- Encourage “personal best” in school and at home. “Personal best” does not mean “perfect”, and “learning” is not the same as “high grades”.
- Maintain a positive attitude toward school attendance, education and involvement in the school. This will make a strong and lasting impression on your teen, and will show them that learning is a priority.
- Encourage your teen to pursue their interests. Talk about career opportunities and the necessary educational requirements for employment.

Setting Up A Daily Homework Routine/Study Area

Homework, like other out-of-school activities, must be scheduled in and given priority in your home. Homework should not be regarded as something to be done when all other activities are completed. Set up an area for homework away from noise and distractions, but close enough so that the homework can be monitored. Post a family calendar that schedules school project deadlines, after-school activities, mid-term dates, exam periods and report card dates. Encourage your child to use the following strategies to improve performance:

- Read the assignment when it is given;
- Keep a list of new vocabulary;
- Proofread assignments to catch errors before completing the final draft; and
- Review notes before a test.

Please feel free to contact the school with your specific questions and concerns, as your child will most benefit from everyone working together as a team -students, parents, and school staff.

Communicating Student Learning And Recognition

Course Evaluation Procedure

Teachers will present a preview of the course and an explanation of the method(s) of evaluation. Teachers will compile written evidence of students’ achievement of the learning outcomes and will confer with students regularly on their progress. Departments will determine the core content of courses, methods of evaluation, and in most cases, set common final exams.

Report Cards

Student achievement is formally reported in the form of a percentage grade and a comment four times a year (at the mid-term of each semester and at the end of each semester). In addition, Interim Reports are also issued throughout the school year, most often when a student is not being successful in a course.

Letter Grades

Letter grades are earned on the basis of percentage marks. The following is prescribed by the Ministry of Education:

- | | | |
|------|--------|--|
| • A | 86-100 | Excellent Achievement |
| • B | 73-85 | Very Good Achievement |
| • C+ | 67-72 | Above Average Achievement |
| • C | 60-66 | Average Achievement |
| • C- | 50-59 | Pass-the student has achieved basic competency for the subject and is considered to be ready for subsequent work |
| • F | 0-49 | Fail |

Other Achievement Indicators

SG-Standing Granted

Under exceptional circumstances Standing Granted may be designated for a course when a student can demonstrate that the learning outcomes of the course have been mastered. The principal shall assign all Standing Granted designations in consultation with the teacher and /or counselor.

I-Incomplete

Incomplete is to be used in special circumstances when a student has been granted additional time to complete required work before a permanent letter grade is determined. "I" must be accompanied by a written comment stating what a student must do by an assigned date. On the indicated date, the "I" must be changed to a permanent letter grade; "incomplete" must not be used as a euphemism for unsatisfactory progress. The changed mark must be given to the counsellor and the network operator, and the PR card will be changed accordingly.

W-Withdrawn

Upon request of the parent/guardian, the principal may grant permission to a secondary school student to withdraw from a course during the school year.

Work Habits

Students also receive a work habit mark for each of their classes, which determine his/her responsibility, attitude and effort. The criteria may include: class work and homework completion, punctuality, preparedness, attitude, contribution to class and effort on assignments. They are organized based on a three-point scale:

E Excellent

- Responsibility: demonstrates an industrious work ethic, ready to work and learn.
- Cooperation: a class leader exemplified by a high degree of positive and meaningful participation initiated by the student.
- Independence: a keen and enthusiastic learner actively seeking out personal growth and learning opportunities.

G Good

- Responsibility: all assignments turned in, on time for class, ready to work and learn.
- Cooperation: works well with other students and teacher(s).
- Independence: self-directed learner takes appropriate initiative.

S Satisfactory

- Responsibility: most assignments turned in, seldom late, usually ready to work and learn.
- Cooperation: usually works well with other students and teacher(s).
- Independence: often needs one-on-one attention.

N Needs Improvement

- Responsibility: most assignments missing, often late, frequently not ready to work and learn.
- Cooperation: does not work well with other students or teacher(s).
- Independence: needs one-on-one attention most of the time.

Principal's List

Achieving Principal's List status is an extraordinary accomplishment and as such it will be recognized at CHSS. These students will have their report cards stamped and their names published for recognition. The criteria for each grade is listed as follows:

- **Grades 8-12:** The average mark must be 85.5 percent or higher for Principal's List with no marks lower than a "B". There must be no "N" work habit marks. Students must be taking at least three courses at CHSS for that reporting period. Correspondence and other non-school-based courses will not be considered.

Honour Roll

Students achieving Honour Roll status will have their report cards stamped and their names published for recognition. The criteria for each grade is listed as follows:

- **Grades 8 - 12:** Students who achieve a 72.5 to 85.4 percent average will receive Honour Roll standing. There must be no marks lower than a C+ for Honour Roll, and no "N" work habit marks. Students must be taking at least three courses at CHSS for that reporting period. Correspondence and other non-school-based courses will not be considered.

Appeals: Appeals on the Principal's List or Honour roll may be made to the principal.

Excellence In Personal Achievement

Students achieving Excellence in Personal Achievement will have their report cards stamped and their names published for recognition. The criteria for each grade is listed as follows:

- Grades 8 – 12: Students will achieve Good (G) or better work habits in all courses.
- Students must taking at last three courses at CHSS for that reporting period. Correspondence and other non-school based courses will not be considered.

Top Academic Student – is granted each school year to recognize the top students(s) in each grade. The criteria for each grade level is as follows:

- students must meet Principal's List Criteria in Quarter 1, 2 and 3.
- recipients are determined by calculating the average of the following MARKS:
 - all semester I Final Marks and,
 - all Term 3 marks and,
 - for yearlong courses, the Quarter 2 (January) mark is used in the calculation.
- **NOTE:** if there is less than 0.5% difference in calculating a recipient, the top two students will be recognized.

Academic Integrity

Exams and Tests

As per provincial assessment requirements, the following will occur when a student is found cheating on an exam or test

- A student will receive zero on the exam.
- Parents and student will be called in to discuss the situation with administration.
- Whether or not student will continue studies in this particular class will be determined by administration, teachers and counsellors.

Violations may include:

- Cheating on quizzes, tests, exams, or major assignments
- Submitting copied assignments (or portions thereof)

- Plagiarizing from print or electronic sources

When it has been confirmed that a student has not shown academic integrity, the following consequences may be applied:

Step One

- The classroom teacher will notify the parents and submit the student's name to the administration where a record will be kept.
- The student may receive an automatic zero for the work in question or the teacher may have them redo.
- If another student enabled the cheating to occur, that student may also receive a zero on the work in question.

Step Two

When it has been confirmed, through the record kept in the office that a student has cheated for a second time:

- The student will receive an automatic zero for the work in question.
- The administration will suspend the student from school for up to two days.
- The administration will refer the student and parents to the counselling department to discuss the problem.

Step Three

When it has been confirmed through the record kept in the office that a student has cheated for a third time:

- The student will be withdrawn from the course.
- Student will be offered the opportunity to repeat the course via Summer School, Distance Education or the following year at College Heights Secondary School.

Educational Programs/Services

Enrichment Opportunities

CHSS, like other secondary schools in the district, recognizes that there are students interested in accepting the challenge of enriched, advanced, or gifted courses/programs. In particular, Grade 12 students who are particularly motivated have the option of writing the Advanced Placement (AP) exam in English Literature. There are also other opportunities for students to take Honours classes in Grades 9-11.

"I" Plan Support

Students will be assigned to mandatory "I" plan to catch up on missing assignments, projects and tests.

English Language Learners (ELL) Support

ELL assistance is provided for students whose first language is not English and require course support. They have been identified as students whose English reading and writing skills are below grade level. ELL supports students in their regular classes, and is available for as long as the student, teacher and counsellor agree that it is required.

Alternate Education

Alternate Education provides an opportunity for students to complete core academic courses in a small group setting at their own pace. Placement in this program is made through the Admin/Counselling Teams. Academic and behavioral goals (where applicable, an Individual Education Plan will be developed) are developed for each student. Students will complete academic courses at the Gr. 10-12 levels using self-directed work, which are used towards meeting the requirements of the Graduation Dogwood Certificate. The teacher and the students set weekly goals to ensure that the work is completed in a timely manner.

Skills Support

Skills Support is a unique program designed to help students build their basic skills in the areas of English and/or Math. Students are selected for the program through the school based team of CHSS, Canadian Achievement Test (CAT 4) results and teacher progress reports from Grade 7 and 8 classes from the basis of placement in the program.

Learning Support Centre

The Learning Support Centre (LSC) Program is designed for students who struggle with an academic program and/or have fallen significantly behind with the BC Ministry of Education's Graduation Program. All students will have an opportunity to improve their academic, social and career goals. Students who demonstrate a minimum of 80% attendance rate and display good work habits may be provided an opportunity to participate in a work experience placement.

Special Learning Resource

The Special Learning Resource encourages and supports academic, social and physical independence for students with special needs. Instruction is based on Individual Education Plans, which focus on each student's unique strengths and needs. Students work in the classroom and in integrated classes with support from special education assistants, peer tutors, and the special needs teacher. Work experience and some community training are also part of the program.

School Services

Counselling Assignments

Students are assigned by surname to a counsellor. However, students may go to any counsellor for discussion of personal reasons. Students wishing to see a counsellor may go directly to the counsellors' office to book an appointment.

Counselling Staff

- Ms. M. Spike Grades 8-12 (A-F; U-Z surnames)
- Mrs. M. Parker Grades 8-12 (G-O surnames)
- Mrs. R. Manhas Grades 8-12 (P-T surnames)

Counselling Services

The Counselling Department offers many services to CHSS students:

- Help with programming and course selection.
- Help solving academic difficulties and problems, and arranging for tutorial assistance.
- Information about the school and its functioning (orientation).
- Information on post-secondary training (university, regional colleges, vocational schools, apprenticeship programs).
- Information on vocational and career planning.
- Discussion of personal problems and help in making personal decisions.
- Support in crisis situations and contact with community referral agencies (mental health, family planning, public health, social services, youth probations).
- Provide information on alternate programs (summer school, distance education, continuing education, and community alternate programs).
- Provide information about Course Challenge and External Credit.

NOTE TO PARENTS: Although we make every effort to keep parents informed and will call when situations arise which require attention, we also encourage parents to contact counsellors and teachers whenever they have concerns about a student's progress. Please feel free to visit the school or call us at 250-964-4431.

Learning Commons

CHSS provides a rich array of resources in print, audio-visual and electronic formats that enable students and teachers to select information on any topic. The Internet and an automated catalogue are extensively used to access information. These databases provide students with the opportunity to develop electronic searching skills. The CHSS Learning Commons welcomes students to use the library to work on homework or to study. There are also books on almost every topic to satisfy students' interests and hobbies.

Aboriginal Education Services

Our Team provides information, advocacy and a wide array of resources and opportunities to enhance learning for our students. The services offered include family-school liaison, academic and behavioral tracking, information about post-secondary opportunities, school-based academic support, cultural presentations and awareness. Please contact the Aboriginal Ed. Workers, Mr. N. Parmar (grade 8-9) or Ms. N. Williams (grade 10-12) or our Aboriginal Ed. Social Worker, Ms. A. Browne for more information.

Youth Care Worker

CHSS has one Youth Care Worker who works as part of a school team to monitor and provide interventions in order to improve the behaviour and academic progress of identified at-risk students. The YCW is responsible for monitoring the behavioral portion of student I.E.P.'s and their progress in all classes. As well, the YCW is available for crisis intervention, community agency information, and personal support for students and families in crisis.

Community Services

The school has contact with the Public Health Nurse, Mental Health, Ministry of Children and Families, the RCMP, as well as other community resources. Contact with these agencies, for individual student concerns, should be made through a counsellor or an administrator. Parent resources can be accessed on the CHSS Web Page under the Parent Resource link.

GRADUATION at CHSS

GRADUATION

Graduation is the successful culmination for grade 12 students of many years of hard work in Ministry approved courses. As such, students must meet the provincially mandated number of 80 credits (minimum) to graduate from CHSS. While counsellors and administration will be monitoring the progress of Grade 12 students, we must caution that it is up to the individual student to be responsible to ensure that they will meet the requirements for graduation. If a student is short of the required credits for graduation they can pursue additional credits where available in their schedule at CHSS or apply to Distance Education and complete the additional courses on their own time. We would like to take this opportunity to wish all senior students academic success in their Grade 12 year.

VALEDICTORY CEREMONY

CHSS offers a valedictory ceremony near the end of every school year. Participation in such ceremonies is optional and graduates who wish to participate will be expected to pay the shared cost of such a ceremony. Attendees must also have passed, or be passing, the minimum number of courses required to graduate, Career Life Connections / Capstone Project must be completed and Distance Courses must be a minimum or 2/3 completed at the Term Three (Semester Two) report card. The following timeline will be utilized by CHSS to determine a student's eligibility for participation in the Valedictory Ceremony.

CHSS GRADE 12 PLANNING CALENDAR

Date	Information	Role
August/September	Provide letter which outlines Valedictory Policy to Grad Sponsor so they can restate policy during meetings with grads and parents	Counsellors, Office, Staff
September	Grade 12 Assemble to reinforce both Valedictory Policy and Spare Policy Grade 12 Dates to Know Letter (mail home in parent newsletter) <ul style="list-style-type: none"> • Post-secondary • Scholarships • Grad Requirements • Grad Transitions Requirements 	Admin/Counsellors Counsellors, Office Staff
September/October	Initial Grad Plan Checks with Grade 12s Formulate original grad list for sponsors	Counsellors
November	Course Summary Statements completed and mailed home. Reinforce Valedictory policy as well as any concerns regarding graduation.	Counsellors
January	Grad Meeting In District Awards Application process/reference letters Valedictory Ceremony Policy and Graduation Requirements Reinforce Post-Secondary dates Transcripts from office	Admin/Counsellors
March	Grad Meeting PSA Choices Form signing	Counsellors

NOTE: *Exchange students* may take part in the Valedictory Ceremony at CHSS if they meet the following criteria:

- the student is registered in a full academic school year.
- the student's educational background is equivalent to that of a student who would be entering their graduation year at CHSS.

- the student maintains satisfactory grades throughout the year.

Graduation Requirements

- please refer to the following Ministry website for the most recent information...
<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>

The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements. Students graduating after June 30, 2018 are on the new Graduation Program. To graduate, they require at least 80 credits total.

Of these 80 credits:

- At least 16 credits must be at the Grade 12 level, including a required Language Arts 12
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
 - Two Career Education courses (8 credits total)
 - Physical and Health Education 10 (4 credits)
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
 - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
 - A Language Arts 10, 11 & 12 (12 credits total)
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students on the new Graduation Program must also complete two new graduation assessments aligned with the redesigned curriculum – two in literacy and one in numeracy:

- Graduation Numeracy Assessment
 - The Graduation Numeracy Assessment is a new provincial assessment written in grade 10. It is a graduation requirement that is based on mathematical concepts learned across multiple subjects from kindergarten to Grade 10 with an emphasis on K-9.
- Graduation Literacy Assessment
 - The Graduation Literacy Assessment will be introduced in January 2020. It is a new provincial assessment written in grade 10 and 12. It is a graduation requirement that assesses students' ability to use critical thinking and analysis to make meaning from a diverse array of texts. It also assesses the ability of students to communicate their ideas.
 - All students graduating in the 2021-2022 year will be required to successfully complete the Grade 10 and Grade 12 Graduation Literacy Assessment.
 - All students graduation in the 2020-2021 school year will be required to successfully complete the Grade 12 Graduation Literacy Assessment.

Note on Career Life Education: For 2019-2020, the following career education courses will be used in all BC schools:

- Career Life Education
- Career Life Connections

Students on the new Graduation Program will be able to meet the career education graduation requirement with any of the following combinations:

- Planning 10/Graduation Transitions
- Planning 10/Career Life Connections
- Career Life Education/Graduation Transitions
- Career Life Education/Career Life Connections

Code of Conduct

Statement Of Purpose:

- All students at CHSS are entitled to learn in an educational environment that is safe, and free from discrimination or harassment. The Student Code of Conduct is designed to optimize the learning situation so that the school can continue to provide a positive learning experience that will encourage our students to be the best that they can be. CHSS students are also reminded about their duty, as demonstrated by their appropriate behaviour; to act as responsible members of the community.
- The Code of Conduct will be communicated to parents via the PAC, the CHSS website, regular school newsletter updates, and at Parent Information Nights. The Code of Conduct will be discussed with students by classroom teachers and during grade assemblies and visits by administration to classrooms. The CHSS staff have also agreed to actively promote and monitor specific areas of the Code of Conduct, including hall traffic, garbage, use of language, and appropriate clothing.
- For further information refer to SD 57 Policy 5131.

Conduct Expectations:

Acceptable Conduct:

At all times, it is the expectation that CHSS students will:

- focus on their own learning and not distract the learning of others;
- treat others the way that they wish to be treated, with courtesy, kindness, and respect;
- be respectfully inclusive of the individual differences of all students;
- use appropriate language and gestures;
- exercise fair play;
- cooperate with all school staff members;
- display personal responsibility and self-discipline.

Conduct expectations are applicable during regular school hours, school functions, school trips, and while travelling to and from school.

Unacceptable Conduct:

At CHSS, unacceptable conduct is defined as anything that puts students at risk-either physically, emotionally, or academically. The behaviours included in the area of unacceptable conduct have been divided into three main categories. Please note, the behaviours listed under each of these categories are examples only and are not an inclusive list.

1. Behaviours that interfere with the learning of others, and create a disorderly or unsafe environment:

- **Fire/Fire Alarms**

A student who has been found to be deliberately involved with fire and/or flammable materials or to pull a fire alarm or to be in possession /using fireworks or explosives will be subject to a five-day suspension and may be referred to the Fire Department, RCMP and the Student Conduct Review Committee. The student will also have to undergo Fire Safety training in conjunction with the Prince George Fire Department. Should a student commit a second such offence, the student will be recommended to the Student Conduct Review Committee for withdrawal from CHSS. (Lighter play may also result in suspension. Students are not to be using lighters while on any part of the school property).

- **Horseplay**

At all times, we endeavor to ensure the safety of CHSS students. Pushing, shoving, wrestling, and others forms of excessive physical contact are discouraged.

- **Loitering**

CHSS strives to be a good neighbour to all of the homeowners around the school, and as a result, students should not be in the practice of gathering in large groups on or around the school property. Should students consistently be found gathering in large groups that are disturbing or intimidating to people in and around the school, they will have a letter sent home to parents and may be subject to suspension.

Students who have study blocks are reminded that they have several options when they are not in a class: work in the library, main foyer, Tillicum, or the Grade 12 study room, or to leave the building. Wandering in the halls is not an option because it is disturbing to the classes in session.

- **Overly Explicit Physical Contact**

CHSS is a workplace; therefore contact between individuals should be appropriate to a workplace setting. This means students should refrain from making physical contact that causes other people to feel uncomfortable. CHSS expects that students will behave in a manner that respects themselves and those around them. Certain kinds of physical contact, beyond hugs and handholding, are actions best pursued in private. Because physical contact beyond simple hugs and handholding makes others uncomfortable, it is unacceptable at CHSS.

Those students who choose to engage in overly explicit physical contact will experience one or more of the following escalating consequences: 1) a warning and an explanation as to why the behaviour is inappropriate; 2) a referral to the counsellor for a more in-depth discussion about the inappropriate behaviour; 3) a phone call home; and 4) a suspension from school for disobedience.

- **No Smoking/Vaping (including tobacco, chewing tobacco, E-Cigarettes, vaporizers)**

Smoking/Vaping on the school property and within a one-block radius around the school property, is prohibited. There is no designated area for smoking at CHSS. Students who disregard the CHSS Smoking Policy will be subject to the following:

- First Offence: One-day suspension
- Second Offence: Three-day suspension
- Third Offence: Five-day suspension and warning from the Student Conduct Review Committee
- Fourth Offence: Referral to Student Conduct Review Committee, and possible withdrawal from CHSS.

- **Driving and Parking in an Unsafe Manner**

Drivers are responsible for driving safely and parking in the appropriately designated areas. Students are reminded that the parking lot is subject to school regulations at all times. For the safety of all, the speed limit is **15km/h**. If students are seen to be driving in an unsafe manner, the following may occur depending upon the situation: verbal warning, warning letter sent to notify parents, RCMP notification.

- **Parking Passes**

All students must register their vehicle and pick up a student parking pass at the office. **See back page of booklet for Parking Contract and Map.**

- **Wearing Inappropriate Clothing and Accessories**

Students should be respectful of others by wearing clothing and accessories that are appropriate to a school/work setting. Low cut tops, very short shorts, bare midriffs or open backs are not considered appropriate. When wearing shorts and skirts, students should be able to move without exposing undergarments. References to drugs and alcohol are also examples of inappropriate dress. If students choose to wear these types of clothing, they may be asked to change into more appropriate clothing, either at school or at home. If the problem persists, the action may be seen as disobedience and a more serious consequence, such as suspension, may be given.

- **Garbage/Littering**

Garbage containers and recycling bins are available at regular intervals in every hallway around the school. Students are expected to keep their work environment tidy, and assist when possible in keeping the school and its grounds clean.

- **Inappropriate Language**

Obscene, profane, racist, sexist, homophobic, and all other forms of derogatory language are offensive to others, and are considered detrimental to a positive learning environment at school. CHSS expects students to refrain from using language that is inappropriate. Once again, if the problem persists, the action will be seen as disobedience and a more serious consequence, such as suspension, will be given.

2. **Acts of bullying, harassment, intimidation, physical violence, or retribution against a person who has reported incidents:**

- **Bullying and Harassment**

A student is being bullied or victimized when he or she is exposed to negative actions on the part of one or more other students. These actions can include words or actions intended as jokes but taken as demeaning or embarrassing, rumour-spreading, insults, threats, violence, sexual harassment, and discrimination due to gender, race, religion, age or otherwise.

“Remember, it is not the INTENT of what you say to someone, it is the IMPACT that it has on them. What you think is joking may not be considered to be funny to someone else.”

If you are harassed or bullied at CHSS:

- Tell a person of authority at CHSS – your teacher, a counsellor, or an administrator. CHSS has a process in place that has been very successful in resolving bullying and harassment problems. There is a harassment report form you may use that you can obtain in the counselling center or in the office. You may also do an online report by accessing the CHSS school website (<http://www.chss.sd57.bc.ca>)
- Tell your parents so that they can support you.
- Try to keep a written record of events, with dates, times and locations of any incidents, as well as anyone that might have been with you.
- If you feel safe, tell the harasser how you are feeling and that you want the behaviour to stop. Bring a friend to support you if you do this.
- Do not respond to bullying by trying to be a bully in return. Many incidents can be avoided by stopping rumour-spreading or refusing to say things that are harassing themselves.

If you witness another student being bullied or harassed, “Lend a Hand”!

- Intervene directly, if you feel safe. (“Stop doing that!”)
- Tell a teacher or administrator what you saw. Use the reporting format mentioned in above. Your reporting will be kept in confidence.

If you choose to bully or harass another student:

- You will be dealt with by the administration.
- Your parents will be informed that you are harassing other students.
- You can be suspended, removed from a class, or be withdrawn from CHSS.
- You can be dealt with by the RCMP and charged through the Criminal Code of Canada and Human Rights Act.

• **Inappropriate Computer Use/Cyber Bullying**

Students who would like a CHSS student network Internet account must complete a consent form with the appropriate signatures. This form details unacceptable computer use and consequences for infractions. (1st incidence-account disabled for 30 days; 2nd incidence-account disabled for 90 days; 3rd incidence-account disabled for one calendar year. Other consequences may apply depending upon the nature and severity of the violation.)

In the past few years, incidents of cyber bullying (a form of bullying over the Internet) has become more prevalent. It can take such forms as harassing websites, chat room threats, bullying via text messaging, and e-mails. Incidents beginning outside of the school may also become problems at school. If these are reported to the school, they will be investigated. Parents will be informed and the RCMP is also often contacted. Consequences resulting from cases of cyber bullying are similar to those of bullying and harassment.

• **Fighting/Fight Promotion**

Fighting will not be tolerated at CHSS. In accordance with School District #57 Policy, should students choose to engage in a fight, the first offence can result in a five-day suspension. The incident will also be reported to the Student Conduct Review Committee (SCRC). Should a second incident occur, the student will be reported or referred to the SCRC with the recommendation for withdrawal from CHSS. Fight promotion, in which a student is found to have been an instigating factor in a fight (in person or through the use of electronic devices and/or the internet, including recording a fight) between other students, may also result in suspension.

3. **Illegal acts such as possession, use or distribution of illegal or restricted substances; possession or use of weapons; and theft of or damage to property:**

- **Drugs and Alcohol**

CHSS is very stringent in its dealings with drugs and alcohol. In accordance with School District 57 Policy, a student determined by the administration to be under the influence or in possession of drugs or alcohol will be subject to a five-day suspension and removal of privileges to participate in all extra-curricular school activities for a calendar year. The possession, transmittal, sale, or attempted transmittal or sale of any type of drug paraphernalia, is also prohibited under this policy. This applies to school time, on school trips, and at all school functions. (See **SD57 Practice re: Student Athlete Use of Drugs or Alcohol**) The incident will also be reported to the Student Conduct Review Committee. Should a student commit a second such offence, the student will be reported to or referred to the SCRC with the recommendation for withdrawal from CHSS. (Drug and alcohol counselling may be a part of re-entry into College Heights Secondary or another educational setting in School District 57.)

- **Weapons**

In accordance with School District 57 Policy, all weapons or objects that can endanger the safety of others are forbidden on any part of the school property. Students should ensure that they do not bring to school anything that may be construed as a weapon. A student found to be in possession of a weapon will be subject to a five-day suspension and reported to the RCMP and the Student Conduct Review Committee. Should a student commit a second such offence, the student will be referred to the SCRC with the recommendation for withdrawal from CHSS. Should any student be aware that a weapon or hazardous object is in the school, they should notify a staff member immediately. (SD57 has implemented a zero-tolerance policy towards not responding to threats and threat-making behaviour. This protocol, which includes weapons, will guide what actions are taken in the event of such an occurrence.)

Electronic Devices

- **Inappropriate Use Of Electronic Communication Devices**

“Inappropriate use” includes the use of cell phones, cameras phones, iPod’s or other electronic devices, etc. during class time when the teacher has requested that such devices not be used by students.

1. During class time all electronic communications devices are to be turned off and not set on vibrate. Also to prevent distraction these devices are to be out of sight unless given permission by the teacher or staff member. Such devices may be used before, after school and during the lunch hour.
2. The use of any such device to record, capture or transmit any materials that are used for student assessment such as tests, quizzes, assignments or reports etc. is strictly forbidden.
3. College Heights Secondary School will not tolerate the publication, electronic or otherwise, of material that is:
 - 3.1 Abusive, demeaning, hateful or insulting
 - 3.2 Is threatening, bullying or intimidating
 - 3.3 Incites harmful behavior towards others
 - 3.4 Discriminates or Harasses on the basis of race, religion, gender, gender identification, disability or for any other reason set out in the Human Rights Code of British Columbia.

- **Communication Devices Policy Will Be Subject To The Following:**

Step 1

First time - student will face consequences at the discretion of the classroom teacher, which may include confiscation of phone, parent contact or other classroom discipline. It is recommended that the teacher does not keep the electronic devices overnight or left in an unsecure place.

Step 2

Second time - device is delivered to the office by the teacher and the student can pick up the phone at the end of the day. Incident recorded into MyEdBC.

Step 3

Third time device is delivered to the office by the teacher. The electronic device is kept at the office until the end the day and administration will have a conversation with the student and record the incident in MyEdBC. (This allows for a conversation regarding the concerns of cell phone use in class and the disruption to the learning environment).

Step 4

Fourth time the device is delivered to the office. The phone is kept at the office until a parent/guardian comes in and picks up the electronic device.

Note: Depending of the severity and nature of the incident administration could move quickly to Step 4 and include one or more of the following actions:

- 4.1 Include an in-school/out-of-school suspension
- 4.2 Loss of privileges of bringing the device to school
- 4.3 Referral to RCMP
- 4.4 Report or referral to Student Conduct Review Committee

Rising Expectations: As students' progress through their high school years, they are expected to demonstrate increasing levels of maturity and responsibility, and to act as positive role models for the junior students.

School And District Actions: When determining appropriate disciplinary action, both the severity and frequency of the unacceptable conduct, as well as the age and maturity of the student, is considered.

While In Or Outside Of The Classroom, A Teacher May...(But Is Not Limited To)

- Discuss an issue with a student, be it educational or behavioural in nature;
- Create a seating plan that maximizes the potential for student learning;
- Act in a manner with discipline and direction as would a typical caring parent;
- Contact a parent/guardian regarding educational or discipline issues;
- Assign lunch hour detentions;
- Refer students to administration;
- Maintain discipline records.

An Administrator May...(But Is Not Limited To)

- Contact a parent/guardian regarding educational or discipline issues;
- Charge for the cost or repair of something that a student has damaged;
- Assign work to be completed in or out of the school (i.e., A Detention Learning Package);
- Require a non-CHSS student to leave the school property;
- Exercise paramount authority at the school level in matters of discipline;
- Create and assign special conditions and requirements to be met including things like: Detentions, attendance and performance contracts;
- In or out of school suspensions for up to 5 days (10 with Assistant Superintendent approval);
- School service work;

- Community Program attendance;
- Exercise paramount authority at the school level in matters of discipline;
- Refer students to the Student Conduct Review Committee, RCMP, Fire Department;
- Involve other community agencies including the Ministry of Children and Families, as well as drug and alcohol counseling.

The District Student Conduct Review Committee (SCRC) may...

- Extend the length of a suspension for up to 20 days;
- Assign students to another school or district program;
- Permanently suspend students from a school;
- Prohibit a student from attending a school.

Notification:

School staff may have a responsibility to advise other parties of serious breaches of the code of conduct. For example:

- Parents/Guardian of student offender(s)
- Parents/Guardian of student victim(s)
- School district officials as required by school district policy
- All parents when deemed to be important to reassure members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

2019/2020 Schedule of Fees And Deposits

Course Fees

There are no fees for secondary courses offered in SD57 schools. Secondary students who choose a project beyond the learning outcomes of a course may supply their own materials or they may be charged for materials used to complete that project (e.g. type of wood chosen for a woodworking project). Students must be able to complete all of the learning outcomes of all courses without being required to pay any fees or other charges.

Deposits

Deposits in the following areas are required and are refundable:

- Math 11 and Math 12 graphing calculators \$145.00

The deposit cheque (Bond cheque) should be post-dated to the end of the course. It will be held and only deposited if the calculator is not returned in the same condition as which it was received by the student.

- Extra-curricular sport uniform \$25.00 to \$135.00

Dependent upon sport and team, a deposit cheque will be required at sport start and should be postdated for the end of season date.

External Credit Exam Fee

- Advanced Placement \$30.00 first exam
\$20.00 second exam

Student Services

\$10.00

A charge for student services is used by secondary schools for activities and assistance for all students. Examples include:

- Student Council activities, such as dances;
- School-wide events such as school spirit weeks;
- Positive behaviour incentive programs that recognize student achievements;
- Motivational speakers on topics such as accepting diversity and accepting physical disabilities, leadership, or avoiding drinking and driving.
 - These opportunities are only made possible through the student services account.

Postage

\$5.00

If a copy of a report is requested and is mailed postage fee is required.

Yearbook

\$35.00

A student produced annual record of people and events in the school. A limited number are ordered so purchase early. The deadline for purchasing a yearbook is March 6th, 2019. No extra copies will be ordered.

Field Trips

Schools may from time to time offer learning opportunities for students through field trips. Field trips are optional. Students choosing to participate may be expected to reimburse the school for costs associated with field trips. Students who choose not to participate will be assigned a project or activity that will ensure that the prescribed learning outcomes are met.

Valedictory Ceremonies

\$100.00

The school offers a Valedictory ceremony near year's end. The participation is optional. Students wishing to participate must pay the grad fee. International students participating must pay \$50.00.

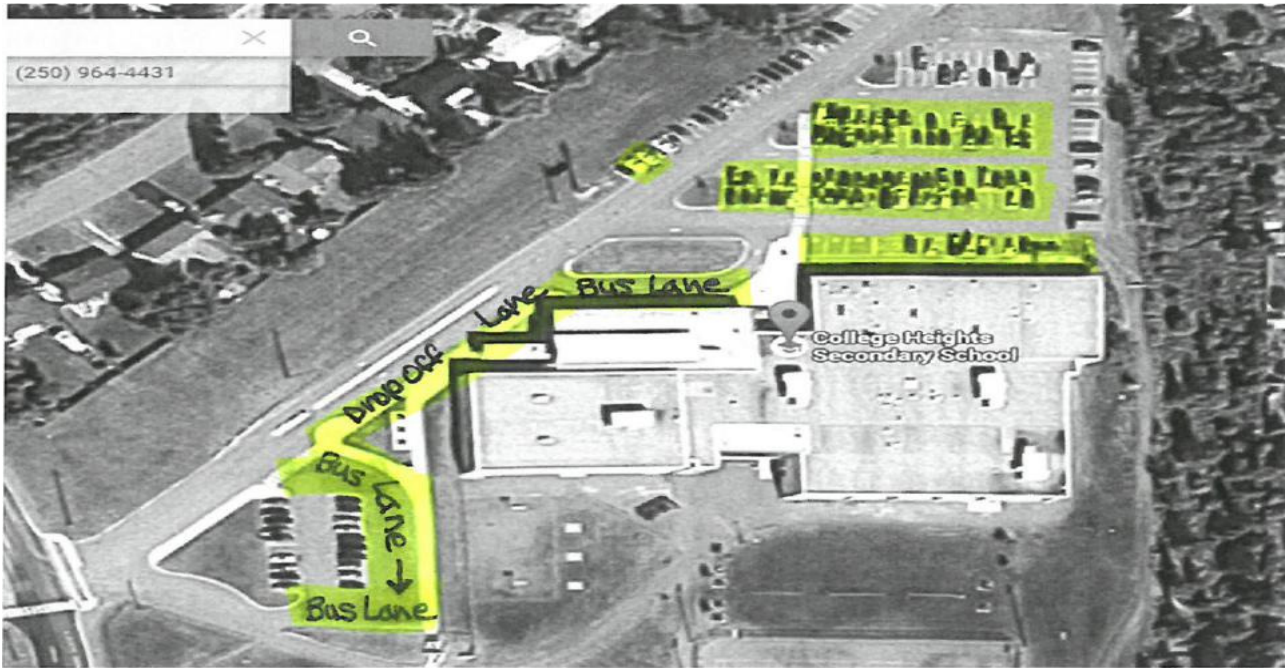
CHSS Student Parking Agreement

I, _____ have read and agree to the following rules related to receiving a Student Parking Pass.

- I will only park in designated student parking spots. Parking spots do not include school bus lanes, the drop off lane in front of the school, the bus lane at the side of the school, or in any areas not marked as parking spots — **SEE MAP BELOW. DO NOT PARK IN HIGHLIGHTED AREAS!**
- I will respectfully move my vehicle immediately when asked to by any school staff member.
- I will follow all safety and traffic laws while on school property.
- I will return my parking pass promptly at the end of the school year OR if asked to by any of the school office staff.

I will LOSE my parking privileges at College Heights Secondary if I violate these rules and will NOT be able to park anywhere on school property for the remainder of the school year.

Signature _____ Dated _____



Vehicle Year _____ Vehicle Colour _____ Make _____

Licence Plate Number _____ Pass Number _____ Grade _____

Notes
