



Mission: Transformative education within a Christian Community.

Vision: Striving for excellence through Christ.

STUDENT HANDBOOK

2025-26

Do not let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity. 1 Timothy 4:12

BAD WEATHER?**NOT SURE IF SCHOOL WILL BE CLOSED?**

If Wolf Creek buses are not running in the morning but are running in the afternoon, CACHS will be open for school. If the Wolf Creek buses are not running at all during the day, then and only then will CACHS be closed. In case of bad weather, please check the school's website (www.cachs.ca) or listen to Sunny 94 FM for school closures. See [School Closure Policy \(including Departmental Exams Information\) Policy 316](#).

Sick, Late or an Appointment?

If you are sick, running late or have an appointment, please inform the school office first thing in the morning by phone at 403-782-4535 or by email at office@cachs.ca. Thank you!

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Our Mission Statement

Transformative Education within a Christian Community

Vision

Striving for Excellence through Christ

General Information: Central Alberta Christian High School - What Is It?

Let us start by looking at the end of our name. We are a **school**. Likely, we think of a school as a place to learn two things: skills and facts. It does not matter which comes first because both help us live in and understand the world.

It is true a school provides skills and information. More important, but less obvious, is that a school is based upon values and attitudes.

At its center are the same spiritual struggles that shape the music we listen to, the clothes we wear and the way we play basketball.

That's a little bit of what we mean by school. In addition, our name includes the word **high** – senior high. Because of that word "senior", there are greater privileges and responsibilities here. Students are older and are expected to contribute actively to what we are trying to do here as a community of students and teachers.

Together we aim to involve ourselves in learning situations that actively include both students and teachers. We try to work through problems and issues as individually as possible – without endangering the group. As well, we encourage participation and leadership in a long list of extracurricular activities that add a lot to the life of anyone interested in activity and variety.

What we mean by **school** and senior **high** are tied to what we mean by the **Christian** in our name. Why?

We believe that everything we do here - studies and activities - are affected by who we are. We are Christian. Therefore, we don't believe that our faith can rightfully be placed in a corner and practiced on Sunday only.

Because we are Christian, students and teachers will discuss, probe one another, and together sweat over how we as Christians can respond to the various subjects on the timetable. We want students to be conscious of how their Christianity impacts their personal and social lives. Whether friend, team mate, biologist, brother, sister, parent, veterinarian or mail sorter, we want to learn how to live these experiences Christianly, so that everything we do will be done openly in the name of the Lord Jesus.

Finally, we are a Christian high school in Central Alberta. We will try to make your learning relevant to the day-to-day situations you will see and hear about in our area. Yes, our school is in a community, not a vacuum. Consequently, we hope that we can tie what we learn here at home to living as Christians in Canada's particular brand of North American culture.

In all of this, we hope that the years at CACHS will be enjoyable because they were full of Christ's compassion and challenge. To even the doubters, He says, "... go ... I will be with you always...."

(Matt. 28)

Objectives of Our School

A Christian school is **Christian**. Jesus said, "Follow me." Time and again, the Bible tells us that following Him is a way of life; we can't walk two roads at the same time. In our school we strive to teach one another that way of life - in all subjects and in all activities. Because we are not an isolated fishbowl, we run into different beliefs and views of life. In every way we can try to strengthen your convictions and lifestyle responses to the Christian way. Therefore, we strive for the following:

1. To increase our understanding and enjoyment of God's world.

The world in which God places us has beauty, variety and richness. Our studying will include plants, animals, earth, space, how people live in this world and how we do and do not live with each other. We will explore and develop understandings of how each thing and person is unique and how, at the same time, they all fit together to make life and the creation whole.

2. To increase our understanding of how God wants us to live.

God has a place and purpose plan for humankind. Together, we will respond to God's world. We will look for answers to questions about what God wants for our lives, and what He wants us to do together, starting now as a school community, and for the future. We'll look at the ideas and forces that influence society. We'll also look for ways to respond to these influences, personally and as a school community.

3. To develop skills and insights to help us live a full life.

We live in a very complicated society where we need many skills and should have insights into a wide variety of topics. Each of us has special interests, talents or sensitivities that need developing and sharing with others. It is the goal of the school to help us all live more completely, as Christian friends, family members, citizens, workers, and artists.

4. To provide a program of study which will enable students to take employment, pursue further training or schooling.

What we do together at CACHS is only basic. We will continue to grow as a full person. Some of that change will depend on the responsibilities of employment, special skills training or of specific college or university work. For all of this, what we will do together here will encourage us personally to uncover life for ourselves through rich contacts with others and new - sometimes "little" experiences.

Our School as a Community

A Christian school is a **community**. Therefore, we try to weave Christian love and concern into the task of learning and living. We attempt to see our time and talents as gifts to be used in His service. Also, when we fail God and each other, we confess the failing, accept the forgiveness, pick up the pieces and move on in Christ, the Lord of creation and life.

Every member of the school community must be willing to work with each other in learning, understanding and living according to the will of God. To maintain a healthy learning environment each of us has to work at a love that is Christ-centered. At times that can be very difficult.

Mutual respect is the Biblical command that must shape the relationship between teacher and student.

The teacher has accepted the responsibility to lead you in your education and to respect you as an individual. Your task as a student lies in fulfilling your learning responsibilities to the best of your ability under the guidance of your teachers.

As staff, we want to have a friendly, open relationship with you. Teachers are willing to discuss problems with you, and the Principal and Career Counsellor are available to help you in making career related or other decisions.

Organization of Our School

Our school was formed in 1988 by a group of parents and other interested persons who were concerned with the establishment of a Christian high school in Central Alberta. It is operated and maintained by the Central Alberta Christian High School Society. The Society consists of parents and other Christians who are interested in providing you with Christ-centered education. The Society is non-denominational. Our program emphasizes the meaning of creation, and that our own lives are full or empty on the basis of how we respond to the Bible. As a school, we try to stress that Christ's forgiveness is basic to keep each part of life, and ourselves, whole.

The operation of the school is the major task of our Board of Trustees, elected by members of the Society. The Board is advised by an Education Committee, consisting of one member of the Board, four other parent members of the Society, and the Administrative Principal. The Committee supervises the school for the Board, and makes recommendations about the staffing of the school, courses, programs, school regulations, etc.

Registration and Fees

Our school welcomes students who have successfully completed Grade 9 and transfer students who are interested in and agree with the educational principles of the school. If you have any questions regarding the selection of courses, please contact the Principal or the chairperson of the Education Committee.

The Board charges a per family tuition fee which varies slightly, depending on the number and grade levels of students in your family attending area Christian schools. Tuition pays only part of the costs of schooling. The government contributes funds accounting for about 40% of the cost, and many individuals in the Christian community give donations in order to keep tuition at a reasonable level.

2025 - 2026 School Year Calendar

| | | |
|-----------|----------------|--|
| AUGUST | August 26-29 | Staff Planning Days |
| SEPTEMBER | September 1 | Labour Day - No School |
| | September 2 | Students' First Day |
| | September 19 | Retreat at Camp Rehoboth |
| | September 25 | Parent Information Evening |
| | September 29 | Staff Collaboration Day - No School |
| | September 30 | Truth and Reconciliation Day - No School |
| OCTOBER | October 13 | Thanksgiving Day - No School |
| | October 22 | Staff Collaboration Day (convention prep) - No School |
| | October 23-24 | PCCE Teachers' Convention - No School |
| | October 31 | Mid-semester report cards released |
| NOVEMBER | November 6 | Parent Teacher Interviews after school |
| | November 7 | PTIs (am) / SC (pm) - No School |
| | November 10 | No school |
| | November 11 | Remembrance Day - No School |
| DECEMBER | December 5 | Staff Collaboration Day - No School |
| | December 21-31 | Christmas Break - No School |
| JANUARY | January 1-4 | Christmas Break - No School |
| | January 20 | Last day of semester 1 classes |
| | January 21-27 | Non-diploma course exams |
| | January 28 | Staff Collaboration Day/Ski trip - No School |
| JANUARY | January 29 | Semester 2 begins, Final Semester 1 report card released |
| FEBRUARY | February 5 | Grade 8/9 day at CACHS |
| | February 13 | AISCA Teachers' Convention - No School |
| | February 16 | Family Day - No School |
| | February 17 | Staff Collaboration Day - No School |
| MARCH | March 5 | Swing into Spring school fundraiser |
| | March 12 | Grade 10 registration evening |
| | March 20 | Staff Collaboration Day - No School |
| | March 21-29 | Spring Break - No School |
| APRIL | April 3 | Good Friday - No School |
| | April 6 | Easter Monday - No School |
| | April 17 | Mid-semester report cards released |
| | April 23 | Parent Teacher Interviews after school |
| | April 24 | Staff Collaboration Day - No School |
| | April 27 | Grandparents'/Seniors' Day |
| MAY | May 13 | CACHS Society Meeting |
| | May 15 | No School |
| | May 18 | Victoria Day - No School |
| | May 19 | Staff Collaboration Day - No School |
| JUNE | June 12 | Last day of classes |
| | June 15-18 | Non-diploma course exams |
| | June 19 | Final Semester 2 Report Card released, Graduation day |

CACHS Bell Schedule: 2025-26

Mondays

| | |
|--------------------------|----------------------|
| Period 1 | 8:50 - 10:00 |
| Break | 10:00 - 10:05 |
| Assembly/HR | 10:05 - 10:40 |
| Break | 10:40 - 10:45 |
| Period 2 | 10:45 - 11:50 |
| <i>Lunch (cos./shop)</i> | <i>11:50 - 12:15</i> |
| Lunch | 11:50 - 12:35 |
| <i>P3 (cos./shop)</i> | <i>12:15 - 1:55</i> |
| P3 | 12:35 - 1:55 |
| Break | 1:55 - 2:05 |
| P4 | 2:05 - 3:25 |
| <i>P4 (cos./shop)</i> | <i>2:05 - 3:45</i> |

Tuesdays, Wednesdays, and Thursdays

| | |
|-----------------------------|----------------------|
| Period 1 | 8:50 - 10:15 |
| Break | 10:15 - 10:25 |
| Period 2 | 10:25 - 11:45 |
| <i>Lunch (cos./shop)</i> | <i>11:45 - 12:15</i> |
| Lunch | 11:45 - 12:35 |
| <i>Period 3 (cos./shop)</i> | <i>12:15 - 1:55</i> |
| Period 3 | 12:35 - 1:55 |
| Break | 1:55 - 2:05 |
| Period 4 | 2:05 - 3:25 |
| <i>Period 4 (cos./shop)</i> | <i>2:05 - 3:45</i> |

Fridays

| | |
|----------|---------------|
| Period 1 | 8:50 - 10:15 |
| Break | 10:15 - 10:25 |
| Period 2 | 10:25 - 11:45 |
| Lunch | 11:45 - 12:35 |
| Period 3 | 12:35 - 1:55 |
| Break | 1:55 - 2:05 |
| Period 4 | 2:05 - 3:25 |

ACADEMIC INFORMATION

Requirements for Receiving an Alberta High School Diploma

To understand the diploma requirements, you need to know a little bit about the term 'credits' and a full course load.

To receive a diploma, you must receive a minimum of 100 credits during your high school career. As you will see below, there are minimums required for specific subjects at Grade 10, 11 and 12 levels.

One credit represents at least 25 hours of class time. For example, since Math is taught 400 minutes per week, and there are 17-18 weeks of class time per semester, or about 120-130 hours of Math, you will receive 5 credits for Math if you pass.

Alberta Education requires you to take the following courses to obtain the Alberta High School Diploma. Please note that the diploma does not necessarily grant admission to post-secondary educational institutions. There are a variety of entrance requirements for post-secondary institutions, and you should plan your program accordingly. To earn an Alberta High School Diploma, a student must meet the requirements as set out on the following page.

Graduation Pathway 1: Alberta High School Diploma

| Alberta High School Diploma: Graduation Requirements (English) |
|--|
| The requirements indicated in this chart are the minimum requirements for a student to attain an Alberta High School Diploma. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses. |
| 100 CREDITS including the following: |
| ENGLISH LANGUAGE ARTS – 30 level (English Language Arts 30-1 or 30-2) |
| SOCIAL STUDIES – 30 LEVEL (Social Studies 30-1 or 30-2) |
| MATHEMATICS – 20 LEVEL (Pure Mathematics 20, Applied Mathematics 20 or Mathematics 24) (Mathematics 20-1, Mathematics 20-2 or Mathematics 20-3) |
| SCIENCE – 20 LEVEL ¹ (Science 20 , Science 24, Biology 20, Chemistry 20 or Physics 20) |
| PHYSICAL EDUCATION 10 (3 Credits) |
| CAREER AND LIFE MANAGEMENT (3 CREDITS) |
| 10 CREDITS IN ANY COMBINATION FROM: <ul style="list-style-type: none"> ● Career and Technology Studies (CTS) ● Fine Arts ● Second Languages ● Physical Education 20 and/or 30 ● Locally developed/acquired and locally authorized courses in CTS, fine arts, second languages, Knowledge and Employability occupational courses or IOP occupational course ● Knowledge and Employability courses ● Registered Apprenticeship Program courses |
| 10 CREDITS IN ANY 30-LEVEL COURSE (IN ADDITION TO A 30-LEVEL ENGLISH LANGUAGE ARTS AND A 30-LEVEL SOCIAL STUDIES COURSE AS SPECIFIED ABOVE) These courses may include: <ul style="list-style-type: none"> ● 30-level locally developed/acquired and locally authorized courses ● Advanced level (3000 series) in Career and Technology Studies courses ● 30-level Work Experience courses² ● 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 Students may earn a maximum of 30 credits in Work Experience, but only 15 credits may be used to meet the 100-credit requirements 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 and the diploma examination mark.
- For more information, students in Francophone programs should consult the Alberta High School Diploma Requirements for Francophone (French First Language).
- Mature students should consult the Mature Students section for applicable requirements.

Graduation Pathway 2: Certificate of High School Achievement

Students on this pathway – also known as the Knowledge and Employability Program – take courses that will lead to graduating high school with a [Certificate of High School Achievement](#). Students are provided with opportunities to experience success in school and to become well prepared for employment, further studies, active citizenship and lifelong learning. As there are different requirements for completion in this program, students may be recommended for this program based on their learning abilities and specific needs.

The schedule for each student will differ based on the Knowledge and Employability (K&E) courses they will be enrolled in. Courses marked as - 4 are considered K&E courses. Working with the student and parent(s)/guardian(s), the Student Support Teacher builds an individualized program that best meets the needs of the student and their future goals.

There are different ways that students may complete K&E courses:

1. Sitting in mainstream classes and receive -4 assessments and support
2. Working individually with the Student Support Teacher
3. Working in a small group with the Student Support Teacher
4. Through off-campus courses including Work Experience, Green Certificate, and the Registered Apprenticeship Program

Along with a Work Experience course, grade 12 students in K&E programming must be involved in a:

1. Career and Technology Studies option, or
2. Occupational course, or
3. Registered Apprenticeship Program

For more detailed information about this program, please visit

<https://open.alberta.ca/publications/9781460137284>

In the K&E program, grade 10 students will be enrolled in at least 40 credits, including:

- English 10-1, 10-2 or 10-4
- Social 10-1, 10-2 or 10-4
- Science 10, 14 or 10-4
- Math 10C, 10-3 or 10-4
- Phys Ed 10
- CALM
- Bible 10
- Any option courses

In the K&E program, grade 11 students will be enrolled in at least 35 credits, including:

- English 20-1, 20-2 or 20-4
- Social 20-1 or 20-2, or 20-4
- Biology 20, Chemistry 20 and/or Physics 20
- Science 24 or Science 20-4
- Math 20-1 or 20-2, 20-3 or 20-4
- Any option courses

In the K&E program, grade 12 students will be enrolled in at least 30 credits, including:

- English 30-1, 30-2, or 30-4

- A 30-level Knowledge and Employability occupational course, or a 30-level CTS course, or RAP
- 30-level Knowledge and Employability Workplace Practicum course, or Work Experience or Green Certificate

- And a variety of options that may include
 - Social 30-1 or 30-2
 - Biology 30, Chemistry 30, Physics 30 and/or Science 30
 - Math 30-1 or 30-2 or 30-3
 - Bible, Shop, Mechanics, Welding, Photography, Accounting, Cosmetology, Art, Drama, Fashion Studies, Foods, Sports Performance, Computer Science, and off-campus programs (like Work Experience, RAP and Green Certificate)

Post-Secondary Opportunities

Students completing this program may be eligible for entrance requirements to university, college and trade programs, depending on their grades and course selection. (Most university programs require English 30-1). A student graduating with only K&E courses may need to upgrade to attend a post-secondary institution.

Graduation Pathway 3: Certificate of School Completion

Students who are enrolled to complete the Certificate of School Completion require one-to-one support to complete academic courses at their ability level (e.g., life skills, literacy, numeracy, etc.). To be eligible for this special education program, the student and parent(s)/guardian(s) must consult with the Student Support Teacher and school administration to see how the student meets the [requirements from Alberta Education](#). Along with parent(s)/guardian(s), and considering the needs and abilities of the student, the Student Support Teacher builds a learning program based on the goals set out by the Individualized Program Plan (IPP). Students in this program are fully included in options courses with their peers, which can be taken for credit or audit. All activities are geared towards generating greater confidence and independence for the student while instilling an enjoyment for learning and trying new things.

As this program is not tied to specific course requirements, there is ample room for students to participate in hands-on projects that build the community at CACHS. For example, previous students have coordinated Fry Friday, ordering groceries, preparing food, and with a team providing food for students on Fridays at lunch. Students in the special education program are encouraged to find success in being involved in extracurricular activities such as yearbook, student council, sports teams, and other student clubs.

Example of schedule for one semester

- Period 1 - life skills– project-based learning with Student Support Teacher
- Period 2- life skills– project-based learning with Student Support Teacher
- Period 3 - Foods 20 (M/W), Drama 20 (T/TH)
- Period 4- work experience (M/W), Art 20 (T/Th)

Eligibility Criteria from Alberta Education

- The student, due to a significant cognitive disability, is not able to achieve any of the following certificates or diplomas:
 - Alberta High School Diploma
 - Certificate of High School Achievement (Knowledge and Employability)
- The student has worked toward goals and objectives in their individualized program plan (IPP).
- By the end of the nomination school year, the nominee has been a student for at least 12 years (and is 17 years of age or older by March 1 of the nomination year).
- The school year in which the nomination is being submitted is the student's last year of school programming.
- The student's registration in PASI usually includes one of the following special education codes at the time of school completion: 41, 43, 44, 52.

Post-Secondary Opportunities

Students completing the Certificate of School Completion may be eligible for entrance into the *Transitional Employment Program* (Olds) or the *Life and Employment Skills for Independence* (Red Deer) or other similar programs at nearby post-secondary institutions.

Requirements for Graduating from Central Alberta Christian High (see Policy 323)

Graduation is the culmination/completion of the grade school experience for CACHS students and their parents, and as such it is a significant milestone in their lives. Graduating from CACHS is a unique high school achievement requiring courses and participation above and beyond provincial requirements, thus CACHS graduates are to be rewarded with a separate CACHS Diploma. Coming together at the CACHS graduation day is an event that, for the students, parents, and supporting community, serves as a reflection of God's covenantal faithfulness and the grateful response of His people in the area of education. Consequently, the CACHS Diploma serves as an appropriate expression of that significance.

CACHS Diploma Requirements

To receive a CACHS Diploma students must:

1. Achieve either an Alberta High School Diploma or Alberta Certificate of High School Achievement or Certificate of School Completion.
2. Have taken no spares in Grade 10, have taken 35 credits through CACHS in Grade 11, and have taken 30 credits through CACHS in Grade 12.
3. Attend CACHS for a minimum of one school year.
4. Complete two religious studies courses offered by CACHS.
5. Complete a minimum of 30 volunteer hours signed off by an appropriate overseer.
6. Apply to graduate by April 1st of their grade 12 year.

A student must meet the CACHS Diploma requirements to receive a scholarship from CACHS.

All requirements for the CACHS Diploma are enforced and voided at the discretion of the CACHS administration team.

Evaluation of Work in High School

Courses passed or failed are based on the quality of work during the whole school year. In most courses there are examinations in January and June, but these form only part of a student's evaluation. Day-to-day work, assignments, essays, projects, regular tests and classroom participation are also taken into account.

Students do not pass or fail a whole grade, but rather, every subject is treated separately and a student passes or fails each individual subject. If one subject is failed, a student will still go on to the next grade, but they must repeat the subject missed if they wish to receive credit for it. It sometimes happens that a Grade 12 student is taking a Grade 10 or 11 subject which was failed or not taken while in Grade 10 or 11.

To earn credit in a course and/or to continue in a sequence of a course, you must achieve at least 50%.

The final grade for Grade 12 diploma examination subjects is made up as follows: a mark out of 70 is sent in to the Department of Education by the teachers. That mark is added to a mark out of 30 based on your results on that particular diploma examination.

Programs Offered

In order to be sure of your eligibility for admission to post-secondary programs, you must check on the course and minimum marks or average required for your specific choice of institution or program.

It is **your** responsibility to ensure that you have the correct courses to fulfill prerequisites for educational programs after high school. Our career counselor, Mrs. Den Oudsten is available to discuss options. You should familiarize yourself with these options as early as possible. There are numerous kinds of opportunities available to high school graduates. Most opportunities do require or recommend a minimum of a high school education. Specific courses and specific grades are required for most post secondary options. Understandably, grade 10 students are unsure about their career path. We recommend that students take the highest academic courses they are able to be successful at to ensure the most options for them.

CACHS offers Dual Credit courses as well. These are optional career-based high school courses that can assist students in making meaningful transitions to post-secondary education or the workplace. Find out more about [planning and programming](#) dual credit opportunities by reading online through the link or talking with our Career Counsellor.

CACHS also offers the following hands on learning opportunities:

- Green Certificate – There are eleven different areas that can be pursued at the technician level. They include Dairy, Cow-calf Beef, Feedlot Beef, Field Crop, Irrigated Field Crop, Sheep, Swine, Bee Keeper, Equine, Greenhouse, and Poultry.
- RAP (Registered Apprenticeship Program)
 - Please check out www.tradesecrets.gov.ab.ca for more information
- Work Experience: Students can explore a career they are interested in by working in a related field.

Students and parents are encouraged to talk with Veronica Den Oudsten if they have questions in regards to course selections.

Individual Instruction Programming

Individual programming at CACHS allows students to remain in class, separate from class, or a hybrid model. Special needs schooling is also offered through our individualized programming led by our Student Support Teacher.

Selecting Your Program

One of the most important questions that you face as you enter senior high school is, "How will the program I choose affect my personal development and career preparation?"

There are at least three things you should consider in committing yourself to a specific program and courses. First, **consider your Grade 9 performance in the major subjects** (language, literature, social studies, science, math and French). If you have mainly "C" grades or "60's" or less, you may or probably will have real difficulty in courses such as English 10-1, Math 10 Common and French 10.

There is a second factor you should consider as well. Besides your aptitude or ability, **your**

attitudes and study habits play a large part in determining how successful you will be in high school. Knowing your own attitude and work habits may help you interpret how much your grade 9 grades indicate about what you might or might not be able to do in high school. A good attitude and conscientious work from day to day without constant prodding is necessary for success.

Do not take courses that may be frustrating to you because they are too difficult. If you are in doubt as to which program of courses you should take, ask your junior high homeroom teacher or principal for advice. Also, be sure to ask lots of questions during your registration interview so that you can make the most suitable choices for yourself.

CACHS will offer the following courses in grade 10:

| | |
|-----------------------------|--------------------|
| Old Testament Studies/Bible | Music |
| 10 (Religious Ethics 20) | Accounting 10 |
| English 10-1 or 10-2 | Food Studies |
| Social Studies 10-1 or 10-2 | Photography |
| Mathematics 10 Common | Woodshop (CON) |
| and Math 10-3 | Mechanics 10 (MEC) |
| Physical Education 10 | Welding 10 (FAB) |
| First Aid | Cosmetology |
| CALM | Computer Science |
| Science 10/14 | Drama |
| Sport Performance | |
| Art 10 | |

If there are other options which you wish to take, please contact the principal as soon as possible so other arrangements can be looked into.

The following courses are available in Grade 11:

| | |
|-----------------------------|-----------------------|
| English 20-1 and 20-2 | Chemistry 20 |
| Social 20-1 and 20-2 | Physical Education 20 |
| Math 20-1 and 20-2 and 20-3 | Biology 20 |
| Music | Art 20 |
| Physics 20 | Science 24 |
| Computer Science | |

The following courses are available in Grade 12:

| | |
|--------------------------|--------------------------------|
| English 30-1 and 30-2 | Computer Science |
| Social 30-1 and 30-2 | Sport Performance |
| Science 30 | Foods 20 |
| Math 30-1, 30-2 and 30-3 | Woodshop (CON) |
| Physics 30 | Drama 20 |
| Foods 30 | Mechanics (MEC) |
| Chemistry 30 | Cosmetology |
| Math 31 | Welding (FAB) |
| Dual Credit Accounting | Community Service (Leadership) |
| Biology 30 | World Religions |
| Sport Performance | New Testament Studies/Bible 20 |

(Religious Meanings 20)
Physical Education 30
Music
Drama 30
Art 20/30
Mechanics (MEC)
Woodshop (CON)

Welding (FAB)
World Religions
Community Service (Leadership)
Cosmetology
New Testament Studies/Bible 20
(Religious Meanings 20)

Work Experience, RAP (Registered Apprenticeship Program) and Green Certificate are available in both Grade 11 and Grade 12.

STUDENTS ACCESS TO RECORDS (see [Policy 106](#))

The Alberta School Act requires schools to have a policy in place to inform students of who may see their records. The policy details may be seen by you and your parents/guardians, by asking the principal for the opportunity to view them.

ALCOHOL/DRUGS (see [Policy 307](#))

Misuse of controlled substances is illegal and will not be permitted on school property or in conjunction with school-sanctioned activities including extracurricular and off site events.

ATTENDANCE (see [Policy 302](#))

Each class is a community. Therefore, you have responsibilities to the other members. When someone is absent, the students and teachers cannot respond to one another's abilities or difficulties as soon as possible. Therefore you are expected to be in class, just as you are expected to keep full-time commitments to family and work, and to recreational or voluntary organizations.

1. The parents or guardians should call CACHS as soon as possible on the day that you are absent.
2. If a parent or a guardian cannot call the school on the day that you are missing, you must bring a note that is signed by your parent or guardian.
3. If you are absent on the day of a test and have a note from a parent or guardian that tells why you were missing, you may write the test on another day. You are responsible for making arrangements for writing a missed test(s).
4. Tests given during your unexcused absence may not be written.
5. Families are encouraged to inform the principal concerning extended absences for travel.

ABSENCES NOT EXCUSED BY PARENTS (SKIPPING)

1. After the first and second unexcused absence (skip), the parent(s) or guardian, and the students, are warned that upon a third unexcused absence the student may be suspended from school.
2. An in school suspension may be given by the principal for up to three days. Any subsequent unexcused absence will mean that the student must meet with the Education Committee to discuss his/her continued enrolment in the school.
3. **This policy is cumulative for the entire year. The second semester does not signal the beginning of a new tally of unexcused absences.**

FORGED NOTES - FOR SUCH YOU WILL BE SUSPENDED IMMEDIATELY FOR THREE (3) DAYS.

BEHAVIOR (see [Policy 318](#))

"But in your hearts set apart Christ as Lord. Always be prepared to give an answer to everyone who asks you to give the reason for the hope that you have. But do this with gentleness and respect, keeping a clear conscience, so that those who speak maliciously against your good behavior in Christ may be ashamed of their slander." 1 Peter 3:15-16

For effective, enjoyable learning and teaching to take place in the classroom and for a good working relationship to be fostered in the school, both students and teachers must be willing to cooperate and support each other.

Both students and teachers have authority and responsibilities in school. The students are responsible for much of their own learning. The teachers must also ensure that the school, and the classroom, in particular, is a place where students can and do learn. Thus, students must exercise self-discipline and expect others to do the same. If a student is not handling his own self-discipline adequately, the teacher will help him/her to do so.

Basically, all rules or statements about discipline come down to these two broad, positive rules:

- A. Use time and resources in stewardly ways.
- B. Respect the rights of yourself and others:
 - 1. To learn.
 - 2. To be free of physical, emotional, social, and spiritual pressures and harm.

BUSES

You may get on or off the buses at Lacombe Christian School. When you walk there, do not cut through people's yards. Please be sure you walk as far to the right of the road as possible to allow for traffic to still flow smoothly. If you are eating something on the way, please save your garbage and dispose of it in a garbage can at school.

PERSONAL MOBILE DEVICE POLICY – (see [Policy 304](#))

Student digital devices are prohibited (e.g., cell phones, smart watches, earbuds, etc.) in classes, bathrooms, change rooms and assemblies unless authorized. Unauthorized use will result in confiscation of the device by the teacher. Confiscated devices can be picked up by the student at the office at the end of the school day. Upon second confiscation, parents will be notified and requested to pick up the device.

CHEATING (see [Policy 213](#))

At CACHS, if you are caught cheating, you will receive a grade of "0". This applies to all tests, exams, and assignments. Your parents will be informed if you are caught cheating.

CLASS PREPARATION

When attending Central Alberta Christian High School, you should always be prepared for class. This may mean different materials for different classes, but the result will be the same. Class will be able to start on time, rather than having one person unprepared, and the whole class being held up. Treat other people, their property, the building and the furniture with respect, and in a way that is appropriate for a situation in which people can teach and learn.

Late Work - It is the student's responsibility to hand in all work on time. If late work is handed in, marks may be docked daily.

Examinations - Examinations will be given at the end of the first and second terms. All students in classes that are giving exams must take them. If a student has to miss an examination for health reasons, it must be made up as soon as the student gets back. Illness that results in a missed diploma exam will require a note signed by a doctor.

COMPUTER USE - (see [Policy 305](#))

The purpose of the Internet is to support research and education in and among academic institutions by providing access to unique resources and the opportunity for collaborative work. The use of the internet at CACHS must be in support of education and research and consistent with the educational objectives of the school.

Use of resources on the Internet must comply with provincial, federal, and international regulation. Transmission of any material in violation to these regulations is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secrets. You may not use the Internet system to send or receive messages that are racist, inflammatory, sexist, degrade or make fun of other people, or contain obscenities. You may not use copyrighted material in reports without permission and you must properly cite the resource. Under no circumstances are you to release personal information (name, address, phone number, age, or school) to anyone on the Internet.

DISCIPLINE – (see [Policy 318](#))

Not all students can or are willing to live within the general behavior guidelines set for them as set out in the Behavior section. The Alberta Education Act requires that Central Alberta Christian High School has a purpose for educating students and a policy in place for students who become a problem in school. The policy is long and detailed and you or your parents/guardians may see all of it on request. The policy describes and illustrates unacceptable attitudes and behaviors that may occur during school hours or in relationship to school sponsored/endorsed functions that warrant you being put on probation or suspended, or the staff and administration's recommending that you be expelled from school.

These unacceptable attitudes or behaviors might include:

1. Repeated failure to put forth an effort, such as failing to do homework, complete assignments, bring books and materials, or being unwilling to respond in class when asked, etc.
2. Creating disciplinary problems or destroying the community atmosphere of the school by being discourteous and uncooperative, by being profane or vulgar when speaking, by doing willful damage to school or personal property, or by disobeying school regulations and policies, etc.
3. Insubordination and opposition to authority.

The school's final responses to unacceptable attitudes and behavior are firm and therein hopefully a clear call to your personal responsibility and accountability.

Sending you out of class, removing you from class or school are final, last resort responses.

All attitudinal and behavioral difficulties must first be responded to by the teacher concerned. Once the teacher has dealt with you personally and has subsequently consulted with your

parents, he/she should, if necessary, directly involve the Principal. In all cases, you will be treated with respect. The focus of these final discipline procedures is to help you see and respond to the final gravity of the situation as positively as possible.

Details of the policy address:

- 1) Temporary removal from class
- 2) Permanent removal from class
- 3) Suspension/expulsion from school

In the event of a suspension/expulsion, an appeal process can be initiated.

DRESS AND APPEARANCE (see [Policy 321](#))

Both teachers and students who are attending the Central Alberta Christian High school should dress in clean, modest clothing, that fits the occasion and that shows your own personal taste, creativity, and respect for yourself and other people.

Students are encouraged to use modesty and consideration of others in their mode of dress and grooming. Standards of dress present our person to the community. The following are more specific guidelines: T-shirts exhibiting inappropriate slogans or designs are prohibited. Tops must cover the entire stomach and cleavage. Tank tops and muscle shirts are not permitted. This includes Phys Ed classes. Skirts and shorts must not be excessively short or revealing in nature.

No undergarments should be visible (boys and girls).

Students who are in violation of the Dress Code will be asked to change their clothes, cover the clothes, or turn offending clothes (t-shirts with inappropriate messages) inside out. In some cases, students will be sent home to change if the issue cannot be resolved by any of these solutions.

Before entering the school, make sure your footwear is dry and clean. You will be asked and expected to clean up your mess if you enter the school with dirty footwear. Don't wait to get "caught" – take responsibility for your actions!

EXTRA-CURRICULAR PARTICIPATION (See [Policy 309](#))

Extra-curricular activities are an important part of the school program. They serve to enhance the school community and the student's experience in the school community.

Along with this experience comes the privilege and responsibility to portray the school in a positive Christian example. Individuals understand that they might have to give up some of their personal freedoms for the sake of the "team". This policy is meant to include the sport teams, but also the drama and/or music productions, as well as any school trip. The following guidelines are divided into two areas reflecting the different roles and situations that commonly arise in these activities. The guidelines are laid out with the intention of providing all participants with a clear understanding of behavior and routines that can be expected from them while participating in extracurricular activities. Supervisors are volunteers who enjoy the privilege of working with you in their chosen capacity. They deserve and can expect to be obeyed quickly and without question or argument. Without them, we will not have extra-curricular activities.

FIRE ESCAPE ROUTES

1. Note evacuation instructions posted in each room.
2. Walk swiftly and quietly to the exit and get away from the building.
3. If you are not in your classroom when the alarms sounds, evacuate with the group nearest you. Once outside, go to your own class/group for an attendance count.

GYMNASIUM RULES

1. Students are not permitted in the gym without teacher supervision.
2. No street shoes in the gym at any time.
3. No food or drink allowed in the gym.
4. Gym shoes must be non-marking and clean.
5. Proper gym attire must be worn when participating in any activity.

HONOUR ROLL, MERIT ROLL, and VALEDICTORIAN (see [Policy 324](#))

Honour Roll:

- To achieve placement on the Honour Roll will mean that you have been enrolled in at least 15 credits, and earn a weighted average of at least 80% across all courses evaluated by a CACHS teacher.
- Honour roll will take in-school and diploma final exams into account.
- Courses taken off-campus, and evaluated by someone who is not a CACHS teacher will not be considered for Honour roll calculations
 - Dual credit, Green Certificate, Registered Apprenticeship Program, and Work Experience courses will be considered for a maximum of 5 credits per semester.
- Honour Roll awards are to be handed out at the end of each semester (in February for Semester 1, and in September for Semester 2)

Merit Awards:

- To achieve placement on the Merit roll will mean that the student:
 - Meets all CACHS Diploma requirements and are enrolled in at least 15 credits
 - Hands in all assignments on time
 - Comes to class promptly and fully prepared
 - Contributes explicitly or implicitly to a positive classroom environment including activities, assignments and instruction
 - Makes use of his or her academic potential
 - Shows respect towards teacher, peers and the school's mission and purposes
- Staff select students who exhibit a positive approach to all classes and take their learning seriously
- Selection by staff must be unanimous amongst all the student's teachers during the semester
- Merit Awards are to be handed out at the end of each semester (in February for Semester 1 and in June for Semester 2)

Valedictorian:

- The valedictorian of the graduating class will be the CACHS graduate – receive the CACHS Diploma – with the highest final grade average in the following five courses:
 - English Language Arts 30-1

- Social Studies 30-1
- Mathematics 30-1 or 30-2
- One of Chemistry 30, Biology, 30, Physics 30
- One of another 30-level 5 credit course: Science 30, Chemistry 30, Biology, 30, Physics 30, Physical Education 30, Art 30, Drama 30, Math 31
- The above 30-level courses must be courses taught and evaluated by a CACHS teacher.
- Valedictorian eligibility average will be calculated once the school awarded marks are determined in June.
- Diploma exam marks will not be considered for any courses.
- The valedictorian will deliver a speech at the graduation ceremony and must submit their speech to the Principal or Vice Principal before the ceremony.

GRADUATION SCHOLARSHIPS (see [Policy 324](#))

A student must meet the CACHS Diploma requirements to receive a scholarship from CACHS. There are a number of scholarships available to the students. Scholarships must be applied for by the students. Our career counselor, Mrs. Veronica Den Oudsten, has prepared a booklet listing all the scholarships available. This booklet and the application forms are available from her. Mrs. Den Oudsten is available at the school on Mondays and Wednesdays.

DISTANCE LEARNING and DUAL CREDIT COURSES (see [Policy 306](#))

We are committed to serving students in the regular classroom in order to provide a Christian approach to the courses presented. When regular classes cannot meet the needs of a student, we will attempt to fulfill the need by providing DL or DC courses.

Requests by students to take courses outside of CACHS will be considered as follows. CACHS will provide assistance only in cases where:

- a. CACHS is unable to provide a course required by a student for admission to a post-secondary program. This assistance may take the form of outreach schools or other educational authorities, the ordering of materials, providing additional instructional assistance and other forms of support. Costs incurred will be paid by CACHS.
- b. A student wishes to take a course not offered by CACHS that is not required for admission to a post-secondary program. CACHS will facilitate enrollment in the manner mentioned in point A and reimburse associated fees and other costs upon receipt of documentation of successful completion of the course by the student.

CACHS principles regarding student participation in DL courses:

- a. Students taking DL and DC courses must complete the application and exit interview process.
- b. CACHS places great value on person-to-person learning. It is our belief that the integrity of a Christian Education program requires that the majority of the instruction happens in a classroom through the interaction of a Christian teacher with students. Consequently, we do not consent to enroll grade 10-12 students in DL courses for more than 25% of a course load/student/semester. Exceptions to this rule must have special administrative approval.
- c. CACHS will not consent to enroll a student in a DL course with another institution if that student can take the course with one of the CACHS teachers on the CACHS course rotation schedule.

- d. Students must pass the DL course they choose to enroll in. Failure to pass the course or to complete it after the withdrawal deadline is passed means that the student will be held responsible for the full cost of the course.

LATENESS (see [Policy 314](#))

Schools and classes function as a community. When you are late it is not just between you and the teacher, you are also affecting the students in the class. If each of you were late to class, the goals of the school (which include learning) cannot take place.

Being late repeatedly is perceived by the staff as defying the authority that has been assigned to them by the Board, which represents your parents. It leaves the impression that school is not important to you, nor do you judge it to be important to the other students and staff that need to deal with your behavior.

After five lates in one term, the student's parents will be informed of the tardiness by way of a letter sent home. The Education Committee will also be informed at their next meeting. After ten lates in the term the student may receive a suspension. This will be served as a two day in-school suspension. Lates after a suspension will be dealt with individually by the Education Committee to determine further consequences which may include suspensions or expulsion.

LOCKERS

Each of you will be assigned a locker and given a lock if you do not have one. Even though we would like to believe that none of our students would steal from another, it only takes once. Please keep your locker locked. Please engrave or identify your personal possessions, especially calculators.

LUNCH TIME, GUM, FOOD IN CLASS

Many hours of hard work have been put in by volunteers and professionals to make the school look good. This building and school is an expression of care and love for you by your parents, family and friends. We want you to treat this building and its contents with respect and consideration.

Lunches

Lunch can be eaten in the hallway or in the student cafeteria/learning commons area. Lunch cannot be eaten in the classrooms because any spill would be hard to clean. All areas are to be kept clean and all garbage put into the garbage containers.

Gum

Any gum found other than in your mouth or garbage bag will result in no gum chewing anywhere in the school at any time!

Food in class

Teachers do not want you to eat or drink during class.

PHOTOCOPYING

If you are requested by the teacher to come to the office and do photocopying, please make sure you bring a note from the teacher requesting the photocopying. If you wish to photocopy

materials for yourself, you will be asked to pay 10 cents per page copied.

SMOKING, MARIJUANA & VAPING ([See Smoking Policy 307](#))

CACHS will not permit smoking, including the use of vaping (electronic cigarettes) and smokeless tobacco on school property.

- This includes in the building and in vehicles parked on school property.
- This policy applies to students, staff, and visitors.

STUDENT PARKING AND DRIVING

Our school is situated in the center of a residential neighborhood. Many of the families have small children. Even though the school has no jurisdiction over how you drive your vehicle, we do have a responsibility to be good neighbors. The rules for vehicle use are intended to keep this in mind.

- a) Please park your car in the south parking lot or in the lot on the west side of the school. The north side of the south lot is for staff, guests and handicap parking. Your vehicle will be towed away at your expense if you park in any of these spots.
- b) In the winter the plugs will be for our staff, guests and for vehicles in car pools that must be used for students to get to school.
- c) If after being warned that your driving habits are a danger to yourself, and people in the community, it may be requested that you turn your keys in at the office. You will be able to retrieve them after school is over.

TELEPHONE USE

Students are not allowed to make any phone calls from either the office phone or the staff room phone. If a student needs to make a phone call and does not have a cell phone, there is a phone available in the front office for such calls. Please see Mrs. Krause or any of the staff members for permission to use that phone.

MISCELLANEOUS

The Staff Room is a private room for teachers. If you need to speak to them, please knock and we will be glad to help you out.