



Mission: Transformative education within a Christian Community.

Vision: Striving for excellence through Christ.

PARENT HANDBOOK

2026-2027

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

*Contact us:
22 Eagle Road
Lacombe, AB
T4L 1G7*

*Phone: 403-782-4535
Email: office@cachs.ca*

Absent or late?

A parent or guardian should call (403-782-4535) or email (office@cachs.ca) the school to report absences or lates as soon as possible on the day of absence.

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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 both 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 for involving 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 life. Whether friend, teammate, 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 you do and do not live with each other. You 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 insight into a wide variety of topics. Each of you 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 you personally to uncover life for yourself 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 one another 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 two members of the Board, three 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

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 Administrators.

Fees

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 cost of schooling; the government contributes funds accounting for about 30% of the cost, and many individuals in the Christian community give donations in order to keep tuition at a reasonable level.

Textbooks

In our school you are responsible for buying your own supplies such as note paper and writing materials. Textbooks will be purchased by CACHS and loaned to students for the school term. There is no fee for borrowing the textbooks, but payment will be required for lost or damaged books.

OBJECTIVES OF CENTRAL ALBERTA CHRISTIAN HIGH SCHOOL SOCIETY 1.

The objectives of the Society are as follows:

- a) To promote the cause of distinctive Christian education by the establishment of a high school(s) for Christian education in Central Alberta.
- b) To provide a united witness regarding the role of Christian high schools in contemporary society.
- c) To assist and encourage its members to function effectively in areas of promotion, organization, administration, and curriculum, and to help establish standards and criteria to guide the operation of its members.
- d) To foster and develop high professional ideals among its teachers and other personnel.
- e) To administer appropriate programs for the economic well-being of its teachers and other personnel.
- f) To establish and maintain communication between Christian Schools International and its member schools, districts, colleges, churches, government agencies and the general public.
- g) To prepare, publish and distribute instructional, promotional and other materials for the accomplishment of the foregoing purposes.
- h) To promote the following basis and principles, namely:

Believing that the Lord God, by graciously giving us the Scriptures, has revealed to His people ordering principles intensely relevant to education, and mandates man to bring the whole Word of God to bear in all its power upon education we accept as **BASIS** of the Society of the Word of God, incarnate in Jesus Christ, and inscripturated in the Books of the Old and New Testament, in the sense that they are confessed in the following:

- i. **The Holy Scriptures:** That God by His written Word directs the education of our children, since these Scriptures are His inspired and infallible revelation which enlightens our understanding of God, ourselves, and the universe, and regulates all our life activities;in Thy light shall we see light.” Psalm 36:9
- ii. **Creation:** That in their education, children must come to learn that the world, and man’s calling in it, can rightly be understood only in their relation to the Triune God who by His creation, restoration, and governance directs all things to the coming of His Kingdom and the glorification of His name;
- iii. **Sin:** That because man’s sin, which brought upon all mankind the curse of God, alienates him from his Creator, his neighbor, and the world; distorts his view of the

true meaning and purpose of life, and misdirects human culture;

- iv) **Jesus Christ:** That through our Savior, Jesus Christ, there is renewal of our educational enterprise because He is the Redeemer of, and the Light and the Way for, our human life in its entirety. Only through Him and the work of His Spirit are we guided in the truth and recommitted to our original calling;
- v) **Purpose of Christian Education:** That the purpose of Christian Education is to train children for a life of obedience to their calling in this world as image bearers of God; that this calling is to know God's Word and His creation, to consecrate the whole of human life to God, to love their fellowman, and to be stewards in their God-given cultural task;
- vi) **Parents:** That the responsibility for the direction of education of their children rests primarily upon the parents to whom those children are entrusted by God. Christian parents should be aware of this God-given obligation in view of the covenantal relationship which God has established with believers and their children. They should therefore seek to discharge this obligation in sending their children to Christian schools;
- vii) **Community:** That, since God's covenant not only embraces parents and children, but a people in its entirety, and since Christian education plays an important role in the furtherance of the KINGDOM OF GOD, therefore the whole Christian community has a responsibility to establish and maintain Christian schools;
- viii) **Teachers:** That teachers, in obedience to God, and in co-operation with the parents exercise a pedagogical (teaching) authority when they are called to educate the child in school;
- ix) **Pupils:** That Christian schools must take into account the variety of abilities, needs and responsibilities of young people; that the endowments and calling of young people as God's image-bearers and their defects and inadequacies as sinners require that such learning goals and such curricula will be selected as will best prepare them to live as obedient Christians; and that only with constant attention to such pedagogical concerns will education be truly Christian;
- x) **Education Freedom:** That Christian schools, organized and administered in accordance with legitimate standards and provisions for day schools, should be fully recognized in society as free to function according to these principles.

Student Admission Policy P 105

The following items constitute the basic requirements set forth by the school board for the parents/guardians who wish to enroll their children at Central Alberta Christian High School. The following list of conditions must be met for a student to acquire and retain eligibility for enrolment.

1. Parents/guardians must agree, support, and promote the objectives of the school as set forth in the CACHS constitution and outlined in Policy 408-Faith & Fidelity Statement for Families, which is to be signed upon enrollment.
2. Parents/guardians must agree to fulfill financial obligations with regards to enrollment and course fees.
3. Tuition agreements must be completed and signed prior to enrollment.
4. All parents/guardians of students transferring in from another school should attend an orientation meeting.
5. New families to the school must be interviewed by representatives of the board and receive board approval prior to enrollment. Prospective student(s) from these families will not attend classes until approved by the board.
6. The final decision to accept or reject enrollment rests with the board as a whole.
7. Enrollment is subject to review by the Board at any time.
8. The board reserves the right to limit enrollment.

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: • 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: • 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

CACHS Diploma	P 323
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Background

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, no more than one spare in Grade 11, and no more than two spares 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, check on the course and minimum marks or average required for specific choice of institution or program.

It is **the student's** responsibility to ensure that he or she has the correct courses to fulfill prerequisites for educational programs after high school. Our career counselor, Mrs. Den Oudsten is available to discuss options.

Students should familiarize themselves 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 students face when they enter senior high school is, "How will the program I choose affect my personal development and career preparation?"

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

There is a second factor that should be considered as well. Besides aptitude or ability, **students' attitudes and study habits play a large part in determining how successful they will be in high school**. Knowing one's own attitude and work habits may help in interpreting how much grade 9 grades indicate success 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 because they are too difficult. If students are in doubt as to which program of courses they should take, ask a junior high homeroom teacher or principal for advice. Also, be sure to ask lots of questions during registration interview to make the most suitable choices.

ENROLLMENT POLICIES AND PROCEDURES

CACHS welcomes all those who are in agreement with the society's basis and aims and meets the requirements of the Student Admission policy. Parents who are new to Christian education are interviewed and enrollment recommendations are made to the Board.

TUITION SCHEDULE

Independent schools in Alberta receive partial funding for the children they educate. In order for these schools to provide a complete education to their students, extra funds are required. As a result, parents are required to pay tuition for their child(ren) to attend.

The tuition for 2026 - 2027 (which includes membership fee of \$50/family) is:

Criteria	Annual amount per family
One CACHS student and no other children in private Christian school (K-12)	\$7200
One CACHS student and paying tuition in another private Christian school (K-12)	\$5400
Two CACHS students and no other children in private Christian School (K-12)	\$9850
Two CACHS students and paying tuition in another private Christian school	\$8050

* For three or more students please add \$2650 for each additional student

Please call the office to set up EFT payment, or drop off 10 or 12 post dated monthly cheques in September, made out to CACHS, or make arrangements with the Treasurer for alternate methods of payment. Occasionally special circumstances may make it necessary for your family to have tuition payments adjusted. Please contact the Board Treasurer or Business Administrator, at the school at 403-782-4535 to discuss your situation and work out an alternate tuition schedule.

At CACHS, the tuition does not account for the capital cost and maintenance of the building. An annual drive will be held in the fall of each year. Please be generous when a canvasser calls on you during the Fall Drive.

BUSSING

The Board of Central Alberta Christian High School assumes some responsibility for providing opportunities for the transportation of students to and from school. This is done for the following reasons:

1. CACHS is a regional Christian High School, drawing students from a large area.
2. Transportation is an important key to the growth of the school.
3. Transportation costs will be managed through the school.

The costs of transportation will be covered by a user fee charged and invoiced to those whose children ride the bus.

If you have a student who requires bussing, please call the school's Business Administrator to make arrangements for transportation.

As a Board we know that sometimes there are special circumstances regarding the above situations and special arrangements need to be made. In these cases parents should contact the Business Administrator or Board Treasurer for any help regarding transportation. Families with accounts in arrears forfeit the privilege to have their students use the transportation for the upcoming year.

SCHOOL HOURS

Teaching staff are available each school day from 8:30 a.m. to 4:00 p.m. Classes begin at 8:50 a.m. and school is over at 3:25 or 3:45 p.m. depending on students' courses. Our secretary's hours are from 8:15 a.m. until 3:45 p.m.

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.

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

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). Hats are also not to be worn within the school building during school hours.

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.

REPORT CARDS

Report cards are issued at mid and end of term (see calendar for this year's dates). Interview opportunities are scheduled soon after the report cards are issued. Reports are available on PowerSchool at the mid-term, and will be emailed out at the end of semesters. If concerns arise before a report card is issued, teachers will call home. If you have concerns, feel free to contact the teachers.

SCHOOL RULES AND REGULATIONS

Teachers go over the school rules and regulations with students at the beginning of the school year using the Student Handbook, found on the CACHS website <https://www.cachs.ca/our-school/other-information> . These policies in the student and parent handbooks were produced by consultation with staff, students and parents, and its contents are supported by the Education Committee and the Board. It outlines the day to day academic, behavioral, and spiritual expectations of staff and students.

We encourage you to look through the handbook to familiarize yourself with its contents.

TEACHING STAFF MEMBERS

Mrs. Rachel Baong
rbaong@cachs.ca

Ms. Bryna Figursky
bfigursky@cachs.ca

Mrs. Miranda Beukema
mbeukema@cachs.ca

Mrs. Pamela Jenks
pjenks@cachs.ca

Mrs. Patricia Collette
pcollette@cachs.ca

Mrs. Diane McLeod
dmcleod@cachs.ca

Mrs. Shalyn de Boon
sdeboon@cachs.ca

Mr. Cody Milgate
cmilgate@cachs.ca

Ms. Christy de Gier
cdegier@cachs.ca

Mrs. Cindy Siebenga
csiebenga@cachs.ca

Mr. Nick Den Oudsten
ndenoudsten@cachs.ca

Mr. Darrell Stang
dstang@cachs.ca

Mrs. Veronica Den Oudsten
vdenoudsten@cachs.ca

Mr. Nathan Vande Pol
nvandepol@cachs.ca

Mr. Travis Eggink
Principal, teggink@cachs.ca

Mrs. Jenna Vander Veen
Vice-principal, jvanderveen@cachs.ca

SUPPORT STAFF MEMBERS

Administrative Assistant – Mrs. Cassandra Krause – office@cachs.ca

Business Administrator – Dorien Vanderkooi – dvanderkooi@cachs.ca

Career Counsellor – Mrs. Veronica Den Oudsten – vdenoudsten@cachs.ca

Development Director and Educational Assistant– Mrs. Cindy Ekkel – developmentdirector@cachs.ca

Facilities Maintenance Attendant – Mr. Grant Zuidhof - giantgrantz@gmail.com

Educational Assistant- Mr. Nathan Fox- nfox@cachs.ca

Teachers at CACHS are encouraged to address concerns with students quickly and directly. High school students need to be made responsible for their actions or inactions, as we all should. As teachers we would like to give them the opportunity to live up to our expectations. Not all students can or do respond well to teacher's admonitions. At this point teachers are encouraged to contact parents to apprise them of their concerns and ask for help and encouragement from parents whose children are having difficulties academically, behaviorally, or spiritually. They may do this by a note or phone call. We ask you to work in partnership in the education and discipline of your children.

Occasionally there may be conflicts between yourself and your child's teacher. Please attempt to resolve any conflict by following this rule of thumb.

1. Address the concern with the teacher directly.
2. Involve the principal if resolution cannot be reached.
3. Contact your board representative if the above procedure does not bring resolution.

As a Christian school community, we are directed to serve each other in the Lord. Let us build each other up and resolve our problems in a loving manner.... Matthew 18:15-17!

CACHS Board

Central Alberta Christian High School is a member of:

- PCCE – Prairie Center for Christian Education
- AISCA – Association of Independent Schools and Colleges in Alberta
- CSI – Christian Schools International

The Board of CACHS consists of eight (8) members

- Principal also attends Board meetings

2026/2027 Board Members

Mr. Edwin Niemeijer (Chair) 403-348-3667, boardchair@cachs.ca

Mr. Matthew Fraser (Vice-chair, Education) 403-505-1793, education@cachs.ca

Mrs. Jen Doef (Secretary) 403-896-9006, secretary@cachs.ca

Mr. Dennis Haan (Treasurer) 403-358-9543, treasurer@cachs.ca

Mrs. Fenanda De Vries (Development) 403-783-6731, development@cachs.ca

Mrs. Christine Van Gelderen (Finance) financechair@cachs.ca

Mr. Matt Kraay (Maintenance) 403-352-5405 maintenance@cachs.ca

Mrs. Kayla deRegt (Education) education2@cachs.ca

CACHS Catering:

If you have an event that needs catering and would like to support our school, please book HT Catering by calling 403-963-2107 and ask about the possibility of making your event a CACHS Catering event. HT Catering has partnered with CACHS Catering to support our school moving forward. CACHS Catering volunteer coordinator Lance Goedhart will assemble a team of volunteer servers and dishwashers, and HT Catering will do the rest! Events will be booked at regular HT Catering prices, but profits from these "CACHS Catering" events will then support the school. If you are interested in joining our volunteer list please contact Lance at 403-963-0553.

2026-2027 School Year Calendar

AUGUST	August 25-31	Staff Planning Days
SEPTEMBER	September 1	Students' First Day
	September 7	Labour Day - No School
	September 11	Retreat at Camp Rehoboth
	September 24	Parent Information Evening
	September 25	Staff Collaboration Day - No School
	September 30	Truth and Reconciliation Day - No School
OCTOBER	October 9	Staff Collaboration Day - No School
	October 12	Thanksgiving Day - No School
	October 22-23	PCCE Teachers' Convention - No School
	October 30	Mid-semester report cards released
NOVEMBER	November 5	Parent Teacher Interviews after school
	November 6	PTIs (am) / SC (pm) - No School
	November 11	Remembrance Day - No School
	November 20	Staff Collaboration Day - No School
DECEMBER	December 4	Staff Collaboration Day - No School
	December 19-31	Christmas Break - No School
JANUARY	January 1-3	Christmas Break - No School
	January 20	Last day of semester 1 classes
	January 21-28	Non-diploma course exams
	January 29	Staff Collaboration Day/Ski trip, S1 report card released - No School
FEBRUARY	February 1	Semester 2 begins
	February 4	Grade 8/9 day at CACHS
	February 12	AISCA Teachers' Convention - No School
	February 15	Family Day - No School
	February 16-19	Winter Break- No School
	February 26	Staff Collaboration Day - No School
MARCH	March 4	Swing into Spring school fundraiser
	March 11	Grade 10 registration evening
	March 19	Staff Collaboration Day - No School
	March 26	Good Friday - No School
	March 29	Easter Monday - No School
APRIL	April 9	Mid-semester report cards released
	April 12	Grandparents'/Seniors' Day
	April 15	Parent Teacher Interviews after school
	April 16	Staff Collaboration Day - No School
	April 19-23	Spring Break - No School
MAY	May 12	CACHS Society Meeting
	May 21	No School
	May 24	Victoria Day - No School
	May 25	Staff Collaboration Day - No School
JUNE	June 17	Last day of classes
	June 18-23	Non-diploma course exams
	June 24	Graduation day
	June 25	Final Semester 2 Report Card released

Each class is a community. The members of that community are responsible to one another. When someone is absent, the other members cannot benefit from the abilities, or assist in the difficulties of that person. Further, someone's absence often makes it necessary for the teachers to make changes in the class program, thus affecting the effectiveness and tone of that particular class.

For this reason we consider it to be the responsibility of each student to be present in every class, unless circumstances, such as personal illness, or family concerns make this impossible, or inadvisable.

1. All students are expected to be in class. Only illness, medical appointments, or family emergencies are acceptable reasons for missing a class. Parents are expected to report any absence to the school promptly. The school will not be held responsible for the consequences of absences other than those noted above.
2. Notice of single period absences on a given day, not already excused by parent(s) or guardian, will be communicated to the home that day.
3. If the absence is not excused by the parent(s) or guardian, the following action will be taken:
 - a. 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.
 - b. An in school suspension may be given by the school administration for up to three days. Any subsequent unexcused absence will mean that the student may meet with the Education Committee to discuss his/her continued enrolment in the school.
4. This policy is cumulative for the **entire** school year. The second semester does not signal the beginning of a new tally of unexcused absences.
5. Students may not be given the opportunity to write a quiz or a test for the class they missed due to a skip.
6. Students may be allowed to write quizzes or tests they have missed during an **excused** absence, provided they make arrangements with the teacher(s) concerned during the first day of their return to class(es).
7. **Forged Notes:** The school's response will be immediate suspension for three days.

Policy Statement

CACHS is committed to creating an environment that supports distraction-free learning, promotes students’ well-being and limits opportunities for threats caused by personal mobile devices. These threats include

- 1. bullying and harassment
- 2. privacy violations
- 3. cheating
- 4. accessing inappropriate and offensive material
- 5. distraction

Policy

A. General Restrictions:

Personal mobile devices (e.g., cell phones, smart watches, earbuds, tablets, laptops, etc.) are prohibited in classes, bathrooms, change rooms and assemblies unless authorized.

- 1. 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.
- 2. Student failure to relinquish a device will be considered an act of insubordination to be addressed in accordance with the discipline policy.
- 3. A record of the device violations will be kept. All confiscated devices will be secured in the office.
- 4. The school will not provide WIFI access to students’ personal devices. Students may not access social media on school networks or on school devices.
 - a. Social media includes websites and applications that enable users to create and share content or to participate in social networking.

B. Limited Use Exceptions:

CACHS will allow for the following limited use exceptions:

- 1. Limited use of personal mobile devices will be permitted, as determined by the principal for health or medical reasons or to support special learning needs.
- 2. Limited use of personal mobile devices may be permitted for educational or other purposes, as determined by the principal.
- 3. Limited access to social media may be permitted, as determined by the principal.

C. Roles and Responsibilities:

1. Staff: Staff are responsible for being role models in the school and classroom. They must model appropriate behavior and use of personal mobile devices and social media. We recognize that social media can be used for school communication. As such, professional use of devices is understandable during appropriate times (e.g. lunch, prep).
2. Students: Students are entitled to welcoming, caring, respectful and safe learning environments. As such, it is important for them to remain focused on their studies and to develop healthy habits as it relates to personal mobile devices and social media. Students will follow the advice of their teachers and school leaders to help them recognize and develop these habits.
3. Parents: Parents have a significant role in the upbringing of their children. We value and depend on their guidance. They should support the school by encouraging their children to follow the Personal Mobile Device Policy.
4. School Community: Members of the school community may have access to WIFI as determined by the principal.

Introduction

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.

CACHS Policy Statement

CACHS purchases or licenses the use of copies of computer software from a variety of outside companies. CACHS does not own the copyright of this software or its related documentation and does not have the right to use it on more computers than indicated in the license agreements. With regard to use on the local area Network the staff and students of CACHS shall use the software only in accordance with the various license agreements. Staff and students shall not copy any unauthorized software onto the local area Network or any individual machine. The addition of any software shall be approved by the Principal or the Network Administrator. CACHS does not condone the illegal duplication of software. Staff and students are asked to respect this policy statement. Staff at CACHS are asked to impress upon their students the responsible citizenship that goes along with using computer software.

The following guidelines will be used to administer the CACHS Network.

1. Priority is given to classroom activities.
2. Viewing, sending, storing or printing of inappropriate material - racial, sexist, inflammatory, pornographic or sexually suggestive - will not be tolerated.
3. Students shall use instant messaging and email in an appropriate manner.
4. Any users copying files to complete assignments is considered to be cheating. Plagiarism from the Internet or other sources will be treated in the same way.
5. Vandalism is defined as any malicious attempt to harm or destroy data on an internet node, data of another user, and any part of the CACHS network (equipment or software). Vandalism will result in cancellation of privileges.
6. Any attempt to circumvent the security measures in effect at CACHS will result in loss of computer privileges. If a student encourages others to circumvent the security measures in effect at CACHS they will be treated in the same manner.
7. This policy will be made part of the student and staff handbooks. Each user is expected to be familiarized with this policy.
8. **If parents do not wish their students to access the internet or to have an email account, they need to inform the school of their desires. If parents do not inform the school of their objections, the school will assume that there are no objections and will allow the students to access the internet in a normal manner.**

9. Breach of these conditions will result in suspension of use. If improper use continues the users will not be allowed to use computers within the school. See Consequences below.

Depending on the severity of the problem, students may lose their network privileges for:

- a. One week
- b. A month
- c. A semester
- d. The remainder of time at CACHS

These guidelines are provided so that you are aware of the responsibilities users acquire. In general, this requires efficient, ethical and legal utilization of the network resources. If a CACHS user violates any of these provisions, access to the computers could be denied. Any user identified as a security risk or having a history of problems on other computer systems may be denied access.

Conclusion

The use of the CACHS Network and the Internet is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. The CACHS System Administrator, together with the school administration, will determine what appropriate use is and their decision is final. The administration or staff of CACHS may also request the System Administrator to deny, revoke, or suspend user accounts.

CACHS Internet and Local Area Network User Agreement

As a user of the CACHS internet, computers and Local Area network, I agree to abide by this policy during my time at CACHS.

User Name

User Signature

Date

School Closure Policy (including Departmental Exams information)	<u>P 316</u>
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1. The following weather conditions will invoke cancellation of school bus runs and/or closure of school:
 - 1.1. Temperature colder than -40 degrees Celsius with or without the wind chill. (buses canceled, schools open)
 - 1.2. Temperatures colder than -45 degrees Celsius with or without the wind chill. (buses canceled, schools closed)
 - 1.3. Dangerous road conditions and/or poor visibility (e.g. heavy snowfall, blowing snow, freezing rain, heavy fog). (buses canceled, schools may be closed)

2. What happens when a diploma examination is scheduled during a school closure?
 - 2.1. When school is cancelled due to a school emergency such as weather conditions, the principal has the following options to recommend to the Special Cases and Accommodation, Alberta Education, concerning missed examinations:
 - 2.1.1. An exemption from writing the diploma examination or the missed part of a diploma examination.
 - 2.1.2. For Humanities subjects only, an incomplete examination mark now, and a request that the student write the missed portion of the examination during the next scheduled administration.
 - 2.1.3. For Mathematics and Science subjects, an incomplete examination mark now, and a request that the student write the complete examination during the next scheduled administration.
 - 2.1.4. A recommendation based on the individual student circumstances.
 - 2.2. Special Cases and Accommodation, Alberta Education will review the recommendation of the principal and either accept them or suggest a differing solution.
 - 2.3. The options presented above are interpreted by the CACHS Board to mean that those who can safely come to school should write their examinations and that not doing so could result in the principal recommending options b or c of the above list for specific students.
 - 2.4. The following is the basis on which CACHS will judge what recommendation will apply to students who miss diplomas due to school closures:
 - 2.5. When the school is considered “closed”, and a departmental exam has been scheduled, students should come in to write if and when their parents/guardians deem it safe and they have a means to get to CACHS. If an exam is written in the morning and another is written in the afternoon the same judgment to determine coming in to write should apply. If the weather and roads are no longer dangerous students should come in to write the afternoon exam even if they missed the morning exam.

This policy reflects the requirements of schools for the supervision of students and for compliance by the school with the Alberta Education Act regarding student conduct. The Act states:

A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

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

Link to Education Act:

<https://www.alberta.ca/education-guide-education-act>

At the regular monthly staff meeting, the staff will meet to review students who are not doing satisfactory work. These discussions provide staff the opportunity to discuss how students can be encouraged to improve. Parents and the board have an obligation to support teachers in meeting the requirements of the Education Act.

Teachers are trained professionals who employ an array of strategies as they instruct and assess students. However, additional measures may need to be taken when students;

- A. demonstrate disengagement, resistance to instruction or to other behaviors that impede their own academic progress and/or that of others.
- B. display conduct that is detrimental to institutional well-being

These measures may include:

- 1. Notifying parents, meeting in person and establishing cooperative strategies, such as home based supervision and accountability measures;
- 2. Appropriate penalties for substandard or incomplete work or misbehavior;
- 3. Submission of documentation to administrative staff;
- 4. Reporting significant and persistent cases of student non-compliance to the Education Committee;
- 5. Suspension or expulsion of the student.

All measures should reflect the cognitive and developmental level of the student and take into consideration other factors that may impact student progress.

Background

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 teachers must ensure that the school 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/her own self-discipline adequately, the teacher and school community must help and/or require that he/she do so.

In Proverbs 19:18 we read: "Discipline your children, for in that there is no hope; do not be a willing party to their death." (NIV). We believe that students, while in our school, can expect teachers to function "in loco parentis", and therefore can expect to receive discipline that will reflect their needs and the needs of the others in this school community.

The following describe and illustrate unacceptable attitudes and behaviors that may occur during school hours or in relationship to school sponsored/endorsed functions that may warrant a student being put on probation or suspended, or the staff and administration's recommendation that the student be expelled from school.

Examples of Unacceptable Attitudes and Behaviors:

1. Showing a lack of motivation or effort by:
 - a. Repeated failure to put forth an effort, such as failing to do homework, complete assignments.
 - b. Coming to class unprepared.
 - c. Repeated lateness.
 - d. Being unwilling to participate in class when asked, etc.
2. Showing a lack of respect for other students, staff, or other authority figures by:
 - a. Creating disciplinary problems in the classroom or at a school sponsored or endorsed function or destroying the community atmosphere of the school by being discourteous and uncooperative, by using profane or vulgar language, by disobeying school regulations or policies, or by displaying insubordination and opposition to authority etc.
3. Showing a lack of respect for school, personal or community property by:
 - a. Doing willful damage to school, personal or community property or by encouraging this action in others.
 - b. Deliberate littering on the school's premises.

The School's obligation to respond to these behaviors:

The school is obligated to respond to these unacceptable attitudes and behaviors. It is important that the offending student is dealt with swiftly and that a resolution is arrived at promptly so that other students'

chances of success are not greatly jeopardized and so that the respect and dignity of the school and community is not compromised. A slow or no response to a student's behavioral problem will ultimately affect the quality of education offered at this school. It is also important for the educational experience of the offending student that a response is made. The offending student is taught (or is given re-enforcement) the importance the school and community has for the concepts of respect, honor, self-worth, integrity, etc.

The School's Response:

1. The school has specific policy concerning its response to habitual lateness and poor/nonperformance of school work in the "Late Policy" and the "Academic Accomplishment/Discipline Policy".
2. The school's final responses to unacceptable student attitudes and behavior are firm and therein hopefully a clear call to the student's personal responsibility and accountability. Removing a student from class or from the school on a permanent basis is a final, last resort response.
3. The teacher concerned must first of all respond to all attitudinal and behavioral difficulties. Once the teacher has dealt with the student personally, has subsequently consulted with the parent he/she should, if necessary, directly involve the Principal.
4. The focus of these final, discipline procedures is to help the student see and respond to the gravity of the situation as positively as possible.

PROCEDURES:

1. Removal from Class - Temporary:

(For a particular and significant breach of behavior or attitude).

In any situation, a teacher is free and encouraged to seek the advice of other teachers and the administration or Counselor about how negative behavior and attitudes might best be handled.

1. Before removal, respond directly to the student about the unacceptability of the attitude or behavior.
2. Notwithstanding (1), certain behaviors may require immediate removal from class.
3. If the latter, (1) persists, ask the student to leave the class and send him/her to a specific location, e.g., the library.
4. During a lapse in, or immediately after the class, meet or arrange a one-to-one meeting with the student.
5. It is expected that teachers who remove students from class for breaches of behavior will keep a written record of the details of the event(s) and pass on a copy to the principal.
6. Parents should be informed about persistent problems with behavior, attitude or efforts. Parents should be phoned about concerns, updated on the history of the difficulty, and apprised of discussions with their son or daughter (see item 7)
7. A student with whom the teacher is unable to come to a satisfactory resolution (see 3), must not be permitted to return to class until a resolution has been found. The principal must be informed of this lack of resolution. How long this exclusion from class will continue must be decided upon consultation with the Principal.

8. Upon the next breach of expectations, the student will be sent directly to the Principal. The effectiveness of the Principal's response will depend significantly upon the teacher's having or not having apprised the Principal of what has taken place in all of the above.

2. Removal from Class/Course - Permanent:

(for repeated unsatisfactory work, attitude and behavior)

The following describes the basic responses to a student whose attitudes are defiant and/or whose behavior is persistently unacceptable.

1. The teacher will inquire about the reasons for the problem(s).
2. The teacher will consult with the Principal about how the problem might be resolved.
3. The teacher will apprise the home of the difficulties and of the attempts at resolution - preferably by telephone, or by e-mail, or letter and/or meeting with the Principal, and/or Counselor, and/or parents.
4. The Principal and/or Counselor will arrange a meeting with the students, the parent(s) and the teacher. The final conditions under which the student may continue attending class will be discussed and finalized. The discussion will focus upon the attempts at resolution already made, the expectations regarding work habits and attitude, and the time during which these changes must be consistently and significantly evident.
5. If the conditions are not met, the student will be removed from the course and given an opportunity to complete the course through continuing programming from home with supports provided by the school.

3. Removal from Class or School - Suspension and/or Expulsion

In compliance with the Private School Regulation section 17 (a) and (b), where a student is expelled from a funded private school, the operator of the school (a) continues to be responsible for the student's education program for the remainder of the school year, and (b) shall ensure that the student has access to an education program for the remainder of the school year.

In most cases, the procedures described below will have been a part of any decision to remove a student from class or the school. Nevertheless, past or a completely new breach of school standards may be so serious that the following discipline would be necessary:

1. At either the Guidance Counselor or Principal's initiative, a meeting of the teacher, parent/guardian and student will be held to decide upon what must happen in order for the student to continue attending a particular class or the Central Alberta Christian High School.
2. If there is no improvement within two weeks, the Principal (in consultation with the teacher and/or Counselor) will inform the parent/guardian of the student's pending suspension and, consequently, of having been placed on probation. As a student on probation, the student will meet with the Guidance Counselor or Principal (designate) weekly to review the student's attitude or behavior. The teacher involved will be asked to be in attendance at these meetings.
3. If there is no consistent improvement evident within two weeks, the student will be suspended from school for a duration deemed appropriate by the Principal, normally not in excess of three days. The student may meet with the Education Committee and the parent/guardian informed and requested to be at this meeting as well.

4. The Education Committee may recommend that the student be reinstated or expelled by the Board. The Committee shall impose conditions for the student being allowed to return or to continue school. These conditions shall be put into a contract format.
5. Expelled students will be informed of their continuing programming from home with supports provided by the school for further education based on the statement signed by the parent(s)/guardians on their enrollment application contained in their student records.
6. Notwithstanding 1 to 4 above, the Principal may judge that a student's behavior and/or attitude warrant immediate suspension. As soon as possible, notification of the suspension will be made to the parent/guardian. If necessary, this notification will be followed by a meeting with the parents and the Education Committee. Written notification will be sent to the parents/guardians in compliance with Section 17 (a) and (b) of the Private Schools Regulation.
7. Promptness is necessary for the orderly running of a school. Therefore, suspension may be given for repeated lateness. The details for this type of suspension are found under the separate policy P 314 "Student Lateness Policy".

Schools and classes function as a community. When students are late it is not just an issue between them and the teacher, they are also affecting the other students in the class. If students are late to class, the goals of the school (which included learning) cannot take place. Therefore, attendance is recorded daily by the classroom teacher with the results recorded by the school secretary.

Procedure

Repeated lateness

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 additional suspensions or expulsion.

Background

In order to maintain a quality learning environment, students shall not consume, be under the influence of, in possession of, traffic in or distribute alcohol, restricted or illicit drugs at school or on school related activities. CACHS, in cooperation with families, community and law enforcement agencies, has a responsibility to:

- Educate students in regards to alcohol and drug abuse; and
- Ensure that students who possess, are under the influence of, or traffic in alcohol/drugs while under school supervision, receive appropriate consequences.

Procedures

1. The principal shall ensure that school educational programs (for example: CALM, health, science) include components designed to increase student knowledge of facts relating to controlled substances including alcohol.
2. CACHS will cooperate with families, community and provincial agencies in the provision of counselling and rehabilitative programs for the students who use and abuse drugs.
3. 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.
4. Having consumed, being under the influence of, possessing, distributing or trafficking these substances at school or at off-site school activities is contrary to the Policy 301 Student Academic and Behavioral Expectations and students engaging in such behaviour are subject to Policy 318 Student Discipline Policy.
5. Parents will be notified in all instances of school-related alcohol/drug violations.
6. Students will not be permitted to remain on school property while having consumed or being under the influence of alcohol or drugs. Appropriate supervision will be arranged for such students until a parent assumes safe custody.
7. A conference will be held with parents following any student suspension from school resulting from a violation of this Policy.
8. Principals may involve police as deterrent measures to discourage students being under the influence, possession of or trafficking alcohol and drugs at school.
9. Principals shall suspend a student found at school or at a school sanctioned activity who has consumed, is under the influence of, in possession of, trafficking in or distributing alcohol or drugs.
10. Suspensions and expulsions shall be dealt with in accordance with the provisions of Policy 318 Student Discipline Policy.