

# Harry Collinge High School Student Handbook and Student Code of Conduct 2017-2018



Harry Collinge High School  
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Principal:	Mr. G. Allen
Assistant Principals:	Mr. G. Klassen and Mr. R. Maguhn
Guidance Counselors:	Ms. R. Turnbull and Mr. J. Baxter
Students' Union President:	TBA
Family School Liaison:	Susan Leavitt

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## **GENERAL INFORMATION**

### **PRINCIPAL'S MESSAGE**

Welcome to Harry Collinge High School, the secondary school of choice in Hinton. We have a long tradition of community involvement, academic challenge, athletic opportunities and an appreciation of the arts. As a Harry Collinge High School student you are free to explore a wide variety of educational and extracurricular opportunities not found anywhere else in our region. As with any community, we are stronger and better for your participation in it and look forward to your positive participation in all aspects of life at Harry Collinge High School.

Glen Allen

### **CORE VALUES**

The core values of Harry Collinge High School are respect, responsibility and compassion. One finds these referenced in Latin in the open book on our school logo. We have found that all we do can be distilled to at least one of these values. We expect all members of the HCHS community to model and embrace these values.

### **HISTORY OF HCHS**

Our school first opened in 1957 as Hardisty School. In the spring of 1958 the school graduated its first class, was greatly expanded, and in 1959 was renamed Harry Collinge High School in memory of Harry Collinge, the first resident manager of North Western Pulp and Power, the precursor to what is now West Fraser Mills. Today the school provides instruction to approximately 400 students from Grades 8 to 12 in both English and French Immersion programs.

Harry Collinge High School colors are green and gold, and the athletic teams are called the Rockies. Our mascot is Howler, a wolf who symbolizes our school's spirit and commitment to living in harmony with each other and our natural environment.

## HCHS STAFF

<b>Staff Member</b>	<b>Primary Responsibility</b>	<b>Additional Responsibility</b>
Allen, G. (Mr.)	Principal	
Bamsey, L. (Mrs.)	Physical Education	
Bancroft, N. (Mrs.)	Librarian	
Bauer, E. (Mrs.)	Mathematics, Science	French Immersion
Baxter, J. (Mr.)	Counselor, Social Studies	Web master
Brosseau Tremblay, M. (Mr.)	French Language Arts, FRIM Social Studies	French Immersion
Cardiff, D. (Mr.)	Social Studies	
Carnaghan, C. (Ms.)	English Language Arts, Social Studies	
Cederstrand, E. (Mrs.)	Mathematics	
Corless, D. (Mrs.)	Cafeteria	
Dunn, P. (Mrs.)	Student Records	
Everitt, K. (Ms.)	Social Studies, Special Education	Achieving Independence
Folliott, L. (Ms.)	Japanese, English Language Arts	
Hack, A. (Ms.)	Art, Communication Technologies	
Hamplas, V. (Ms.)	Classroom Support Teacher	
Klassen, G. (Mr.)	Assistant Principal, Mathematics, Options	
Leavitt, S. (Ms.)	Family School Liaison	
Leis, D. (Mr.)	English Language Arts, Social Studies	Aimsweb manager
Lissel, P. (Mrs.)	Classroom support	
Madsen, J. (Mr.)	Construction Technologies	
Madsen, J. (Mr.)	Music, English Language Arts	Students' Union
Maguhn, R.(Mr.)	Assistant Principal, English Language Arts	
McComb, L. (Mrs.)	Mathematics	Mathletics coordinator
McMullen, J. (Mrs.)	Classroom support	
Mercier, C. (Mrs.)	Classroom support	
Muyres, S. (Mrs.)	Classroom support	
Oshann, L. (Ms.)	Science	
Poiron, E. (Mrs.)	Classroom support	
Rushfeldt, K. (Mrs.)	Accounting, Financial	
Starlight, F. (Mrs.)	Indigenous Liaison	
Stenhouse, P. (Mr.)	Physical Education, Science	
Thomas, C. (Ms.)	Social Studies, Foods	
Turnbull, R. (Ms.)	Counselor , Language Arts	Awards
Wiebe, L. (Mr.)	Science, Mathematics, Options	Athletic Director
Wotton, J. (Mrs.)	Math, Science	Yearbook, TestOnline Manager

# BELL SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday	
8:30	A1	B1	A1	B1	A1	8:30
9:11	A2	B2	A2	B2	A2	9:03
9:55	Break - 8 minutes				B1	9:38
10:03	B1	A1	B1	A1	B2	9:46
10:45	B2	A2	B2	A2	Lunch - 45 minutes	
11:28	Lunch - 45 minutes				C1	10:53
12:13	C1	D1	C1	D1	C2	11:38
12:54	C2	D2	C2	D2	D1	12:10
1:38	Break - 8 minutes				D2	12:45
1:46	D1	C1	D1	C1		12:53
2:27	D2	C2	D2	C2		1:25
3:11						2:00

## **STUDENTS' RIGHTS AND RESPONSIBILITIES**

### Rights

- a) Students have the right to be treated with respect, fairness, and dignity by their classmates and the staff.
- b) Students have the right to learn.
- c) Students have the right to an explanation of school policies or procedures from teachers or the administration. In addition, students have the right to an outline of course content and evaluation procedures in individual courses.
- d) Students have the right to appeal the assessment and evaluation of their work.

### Responsibilities

- a) Students have the responsibility to treat others and their property with respect, fairness, and dignity.
- b) Students have the responsibility to ensure that their behavior does not interfere with the right of others to learn.
- c) Students have the responsibility to comply with school policies and procedures. In addition, they have the responsibility to meet course requirements to the best of their ability.
- d) Students have the responsibility to give assigned work their best effort.

## **THREAT ASSESSMENT PROGRAM**

Grande Yellowhead Regional Division provides a safe and caring learning environment in all of the division's schools. Part of this commitment involves being prepared to handle emergency situations appropriately and efficiently.

Together with our partners, the Royal Canadian Mounted Police, Alberta Child and Family Services Authority and Alberta Mental Health, we have developed a plan to respond to all situations in which students may be demonstrating behaviours that pose a threat to themselves or others. Any student, parent or staff member who becomes aware of a threat, or has reasonable grounds to believe that there is a potential risk to students, staff or divisional property, shall notify the school principal and/or their designate. Threats may be, but are not limited to, verbal, written, gestures or internet postings. The division requires that all threats or threatening behaviours be treated seriously: all threats or threatening behaviour will be assessed and appropriate interventions and disciplinary actions taken. The purpose of this administrative procedure is to determine how best to support students so that their behaviour does not become hurtful or destructive to themselves or others.

This is intended to serve our students with fair notice that we, as a school community, will respond to all threats. Our goal is to respond to all threats in a professional manner that provides for a healthy and caring learning environment.



# COMMON PROCEDURES

## **BUSSING**

Many students who attend HCHS are transported by bus. While on the bus, students are under the authority of the bus driver. Students who refuse to obey the bus regulations may lose the right to ride the bus. Any inquiries regarding school bussing should be directed to the Transportation Department at the Grande Yellowhead Public School Division office in Edson (1-800-723-2564).

## **CAFETERIA AND LUNCHROOMS**

The cafeteria provides meals for students and the profit gained from the cafeteria is used to fund various student activities. As a courtesy to others, students are expected to clear off their food and beverage remnants as they leave the cafeteria. There are also designated lunchrooms throughout the school. Food and beverages may be consumed in the cafeteria and the lunchrooms but not in other areas of the school.

## **CLOSED CAMPUS**

Harry Collinge High School supports student success in learning in a safe and caring environment. In conjunction with our attendance policy, Harry Collinge High School provides this by establishing itself as a closed campus. Students shall remain on school grounds unless accompanied by an adult member of the school community. Harry Collinge High School is a closed campus from the first bell in the morning to the lunch period and from the first bell after lunch to afternoon dismissal. As partners in education supporting student learning, HCHS and parents will collaborate to ensure that students are appropriately prepared to remain on campus.

1. Effectively, this means no HCHS student may leave school grounds during the day without specific direction provided by an adult member of HCHS.
2. Senior high students who have a spare may leave the school grounds during the time of their spare.

## **DRESS CODE AND APPEARANCE**

It is expected that students arrive at school dressed appropriate to an education setting. Students wearing clothing deemed inappropriate or offensive will be asked to remove, replace or cover the article, as appropriate. Hats may be worn in the school; however, teachers may choose to have hat-free rooms. This is done at the discretion of the individual teacher and with the full support of the administration.

## **EDUCATIONAL TOURS**

Harry Collinge High School traditionally sponsors a variety of student travel opportunities to different parts of the world, including Japan, Europe and other destinations.

- The Wanouchi Tour: The Town of Hinton is twinned with Wanouchi, Japan and typically sends a group of HCHS students every other year to Wanouchi over Spring Break.

## **EXAMINATION PROCEDURES AND RULES**

1. All personal electronic devices with the exception of approved calculators should be left in lockers unless specified in an Individualized Program Plan (IPP). Supervisors may make arrangements to have such devices securely stored in the examination room.
2. Students caught with unapproved personal electronic devices in an examination will have their examination invalidated and receive a zero.

**Students may not leave the exam room until at least one hour has elapsed or, in the case of provincial examinations, the time recommended by Alberta Education has elapsed. Once students have left the exam no students shall be permitted to enter the room.**

## **EXTRA-CURRICULAR ACTIVITIES**

The school sponsors a wide variety of extra-curricular activities and students are encouraged to actively participate in them. The Students' Union Executive, the HCHS Yearbook, athletic teams and fine/performing arts activities are among the many opportunities available to students.

## **GYMNASIUM USE**

Only clean indoor running shoes are allowed in the gymnasium. All activities must have a supervisor present. Food and drink are not permitted in the gym. Participation in Physical Education class requires the provision and use of proper gym strip.

## **LIBRARY**

The library is open daily from 8:15 am until 4:30 pm. Our librarian will assist students in locating library material and signing out material. The loaning period is 10 school days, and materials returned late will be assessed a fine of 10 cents per item for each school day overdue. Borrowing privileges may be suspended until the student has cleared his/her name from the overdue list.

## **LOCKERS**

All Harry Collinge High School students have the right to request the use of a locker. School lockers (including a combination lock) are assigned upon receipt of a parent/guardian signed locker form. The school will maintain a record of each student's locker number, lock serial number, as well as combination. During the final week of classes in June, students will be requested to clear their lockers prior to the final assembly. Following the last day of classes in June, HCHS staff begin the process of removing any remaining contents from lockers. Any non-HCHS locks will be cut in order to expedite this process.

Lockers are the property of Grande Yellowhead Public School Division. When there are reasonable grounds to believe that school policies or rules or Board policies or administrative procedures have been violated, the Principal may conduct a locker search or search desks and any other school furniture or school fixtures capable of being used for storage (cf AP 356).

## **LOST AND FOUND**

Students who find lost articles are asked to take them to the office; lost items may be claimed from the office. HCHS takes every reasonable precaution to help students protect their personal, private property but we DO NOT assume responsibility for securing it. Students who bring personal items of significant value to the school are encouraged to arrange for the insurance of these items against loss or theft. This precaution is of particular importance when valuable personal items (e.g.'s: musical instruments, athletic equipment, expensive calculators) are regularly moved between the home and the school. If such items go missing, it is the student's responsibility to arrange for their replacement, including the filing of a police report and the insurance claim.

## **COMPUTER ACCESS AND USE**

HCHS provides students access to a variety of software, the local area network (LAN) and the Internet. We expect all users to access these while demonstrating good digital citizenship. Please note that students are permitted access to the network and software but the full ownership of any data on the network belongs to Grande Yellowhead Public School Division. Authorized GYPSD personnel can review computer usage and data of any user.

Expectations for Computer/Network access

1. Students may access only the drives and software intended in the student profile. Any other access is prohibited.
2. Executable files may not be saved on HCHS machines or networks.

3. Wireless Internet is available throughout most of the school (this may require a password).
4. Computers, printers and any other devices will be treated with the utmost of respect.

#### Consequences

1. Inappropriate use of equipment or software will result in the loss of access.
2. Intentionally damaging or defacing of equipment or software will result in loss of access which may be permanent. The student/parent will be required to pay for the damages.
3. If the student breaks any rule a second time they will lose their privileges permanently.

#### **PARKING**

In the Harry Collinge High School parking lot the green and gray zones are for staff and students. The yellow zone is for guests. Vehicles inappropriately parked will be towed at the expense of the registered owner of the vehicle. Neither GYPSD nor HCHS are responsible for any damage to parked vehicles or for the contents of these vehicles.

#### **INSTRUCTIONAL MATERIALS FEES**

As per Bill 1, instructional material fees are not charged or collected for the 2017-18 school year.

Additional charges may be made in specific courses for materials that become the property of the student. Students are responsible for loss or unnecessary damage to school property and replacement costs will be charged. Payment of these charges is considered to be part of the requirements of the specific course and a final mark will not be submitted until all such charges have been paid.

#### **PARENT/HOME COMMUNICATION**

Report cards are published four times per year, in two-month intervals. HCHS has a 24-hour home communication system called *School Messenger* that should be used to leave messages, report expected student absences, or hear bulletins from the school.

#### **PERSONAL ELECTRONICS**

Student use of personal electronic devices is allowed at the supervising teacher's discretion. During any exam, these devices are not to be used, nor should they be in the student's possession. (Please refer to the Exam Policy for more information.)

Note: If a student is found to be using such a device in a classroom where they are not permitted, or in a way that threatens student or staff safety or privacy, the device will be confiscated by the supervising staff member and returned to the parent.

#### **SCHOOL PHOTOGRAPHS**

A photograph for the Students' Union Card is taken during orientation or on the first day of classes. Students' Union Cards are available for \$5.00 by late September. Graduation pictures are taken in February or March at the request of any student wanting these pictures, even if the student does not qualify as an HCHS graduate.

#### **STUDENT SERVICES**

Students may make appointments directly with the counselors or through their teachers. Students are responsible for catching up on work missed due to these appointments and should secure the teacher's permission prior to missing a class for such appointments. The guidance office offers the following student services:

##### **1. Educational Counseling**

- course selection, program planning, graduation requirements
- college or university entrance requirements

## **2. Financial Assistance Information**

- scholarship information
- grants and loans for high school or college and university

## **3. Career Counseling**

- exploration of values, interests, abilities, needs
- identification of career goals
- exploration of related occupations

## **4. Family School Liaison Counselor (FSLC)**

Students are provided additional emotional support in the school through our FSLC. The FSLC may also coordinate further support for the family through the various community support agencies.

## **STUDENTS' UNION**

The Students' Union includes all the students of Harry Collinge High School. Participation and support is ensured by purchasing a membership card for \$5.00 that also entitles the student to major reductions at numerous local retailers and at school sponsored activities. The Students' Union Executive organizes many activities for the students and is elected by the students in June.

## **TELEPHONE CALLS AND MESSAGES**

A telephone (land line) in the main office phone is available for student use. Messages received from outside the school will be passed on to students as soon as possible, without interrupting classes.

## **VISITORS**

All visitors must report to the office where they may receive an invitation to visit the school or carry out their business with the school.

# STUDENT LEARNING

## PLANNING A SENIOR PROGRAM OF STUDIES

### 1. Credit load and part-time status:

#### Grade 10 Students (0-34 credits):

- Grade 10 students must carry a full timetable with no spares.

#### Grade 11 Students (35 to 69 credits):

- Grade 11 students must carry a full timetable with no spares, although a grade 11 student may be enrolled in a Work Experience block resulting in an unscheduled period on their timetable.

#### Grade 12 Students (70+ credits):

- Grade 12 students may have one spare in an academic year.
- Grade 12 students may petition school administration for special consideration if adequate progress to graduation and appropriate behaviour can be demonstrated.

Any student on a spare is expected to be in the library or the cafeteria and is not allowed in a hallway or at a locker. Students who spend their spares in the library or the cafeteria are responsible in their behaviour or they will be asked to leave the school for the spare. All students who participate in school sponsored extra-curricular activities must be full-time students.

Only coursework registered at HCHS is included in the determination of full-time status. No more than 5 credits of Work Experience can be used to establish a "spare", unless a Guidance Counsellor in consultation with school administration authorizes additional credits.

## 2. Requirements for a High School Diploma:

Students must monitor their courses and credits to continually make sure they are meeting the diploma requirements. The guidance counselors work with students over their high school career to assist them in fulfilling these requirements. The following is an outline of diploma requirements, not an outline of the requirements for post-secondary education.

### 50 credits from required core courses

<u>English</u> – 15 credits to the 30 level		<u>Diploma Exam</u>	
English 10-1(5)	20-1(5)	30-1(5)	Yes*
or			
English 10-2 (5)	20-2(5)	30-2(5)	Yes*
 <u>Social Studies</u> – 15 credits to the 30 level			
Social 10-1 (5)	20-1(5)	30-1(5)	Yes*
or			
Social 10-2(5)	20-2(5)	30-2(5)	Yes*
 <u>Mathematics</u> – 10 credits to the 20 level			
Math 10C (5)	20-1(5)	30-1(5)	Yes*
	Math 20-2(5)	30-2(5)	Yes*
or			
Math 10-3 Applied (5)	20-3(5)	30-3(5)	No
 <u>Science</u> – 10 credits from any level			
Science 10(5)	20 (5)	30 (5)	Yes
	Biology 20 (5)	30 (5)	Yes
	Chemistry 20 (5)	30 (5)	Yes
	Physics 20 (5)	30 (5)	Yes
or			
Science 14 (5)	24 (5)		

### 16 credits from other required courses or areas

Physical Education 10	<b>3 Credits</b>
CALM	<b>3 Credits</b>
CTS, Fine Arts, French or Physical Education 20/30	<b>10 credits</b>

### 34 credits of your choice

#### 30-level credit Diploma Requirements

- ✓ 5 credits from English 30-1 or 30-2
- ✓ 5 credits from Social Studies 30-1 or 30-2
- ✓ 10 credits at the 30 level

Requirements of post-secondary institutions vary considerably. Please consult with the counselors regarding the requirements of specific institutions and programs in which you have an interest.

## **ANNUAL GRADUATION CEREMONY**

Graduation is primarily an academic celebration. Graduation celebrates the scholarship of our students as summarized in the graduation requirements of Alberta Education and Grande Yellowhead Public School Division. Membership in the Grad Class is limited to students who

- Are students in good standing at HCHS.
- Meet the requirements of GYPSD Policy 3115 – Graduation.
- Complete at least 10 credits at the 30 level at HCHS.

## **AWARDS**

All awards are based on courses taken at HCHS and are presented to students who demonstrate socially responsible behaviour. Please note that The Learning Connection (TLC, commonly referred to as “Off-campus”) is not a program of HCHS and courses completed through TLC are not considered for HCHS awards **or graduation ceremony**. Grade level honour certificates are based on courses of that Grade.

### **1. Awards:**

A variety of awards are presented to students who excel in academics, athletics, the performing arts, the practical and visual arts, as well as for demonstrating active citizenship.

### **2. Scholarships:**

- a) A number of locally sponsored scholarships are available to HCHS Graduates.
- b) The Carmichael Endowment Scholarships are available for HCHS Graduates entering the first year of full time university or university-transfer studies within 12 months of graduation from HCHS. These scholarships are also available for HCHS Graduates entering their second year of study.
- c) The Government of Alberta sponsors the Rutherford Scholarships to a maximum of \$2500 for honorable achievement in one or more of the senior high Grades (i.e., \$400 for Grade 10; \$800 for Grade 11; and \$1300 for Grade 12).

### **3. HCHS Bilingual Certificate:**

Students who complete a minimum of 20 credits in French immersion courses, including at least one language course at the 20-level or higher are eligible for a HCHS Bilingual Certificate. Credits received in French as a Second Language (FSL) 10, 20 or 30 are not acceptable credits for this certificate.

## **REPORTING STUDENT ACHIEVEMENT**

Parents and students have access to progress reporting via PowerSchool at virtually any time. More formal reports are made available in October and April and report cards are prepared in January and June. Parent/teacher interviews are typically held in October and March. Parents are encouraged to meet the teachers at these times, but may contact the school at any time concerning student performance.

# STUDENT CODE OF CONDUCT

## STATEMENT OF PURPOSE

The student code of conduct at Harry Collinge High School establishes and maintains a welcoming, caring, respectful, and safe learning environment for all students and school staff. The student code of conduct can help us transform social interaction between members of the HCHS community into opportunities for the development of socially responsible behaviour. We believe that a carefully planned student code of conduct

- must identify unacceptable and acceptable behaviour.
- must stop unacceptable and start acceptable behaviour.
- must establish habits of acceptable behaviour.

## ALBERTA HUMAN RIGHTS ACT (AHRA)

Discrimination on any of the prohibited grounds in section 4 of the AHRA is unacceptable behavior.

- *WHEREAS* it is recognized in Alberta as a fundamental principle and as a matter of public policy that all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation;
- *WHEREAS* multiculturalism describes the diverse racial and cultural composition of Alberta society and its importance is recognized in Alberta as a fundamental principle and a matter of public policy;
- *WHEREAS* it is recognized in Alberta as a fundamental principle and as a matter of public policy that all Albertans should share in an awareness and appreciation of the diverse racial and cultural composition of society and that the richness of life in Alberta is enhanced by sharing that diversity.

## EXPECTATIONS

The HCHS Code of Student Conduct guides all members of the HCHS community as we develop a socially responsible learning community. The School Act (June 1, 2015) also has a number of sections that are relevant to disciplined behaviour of all members of the HCHS community.

Sections 12, 16.2, 18 and 20 articulate expectations for students, parents, teachers and principals. According to Section 24, a principal may suspend a student who has failed to comply with the expectations outlined in Section 12. Such a suspension applies to all school sanctioned activities, including extra-curricular activities.

Section 12 requires students to conduct themselves reasonably and within the following code of conduct:

- Be diligent in pursuing studies.
- Attend school regularly and punctually.
- Co-operate fully with everyone who provides education programs.
- Comply with the rules of the school.
- Account to teachers for questioned conduct.
- Respect the rights of others.
- Contribute to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
- 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.
- Positively contribute to the student's school and community.



Section 16.2 outlines the responsibility of a parent:

- Take an active role in the student's educational success, including assisting the student in complying with section 12,
- Ensure that the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
- Co-operate and collaborate with school staff to support the delivery of specialized supports and services to the student,
- Encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school,
- Engage in the student's school community.

Section 18 outlines what teachers must do. Among other things, teachers must:

- Provide instruction competently to students;
- Teach the courses of study and education programs
- Encourage and foster learning in students;
- Regularly evaluate students and periodically report the results of the evaluation to the students, the students' parents and the board;
- Maintain order and discipline among the students

Section 20 outlines what the principal must do. Among other things, the principal must:

- Ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
- Ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
- Maintain order and discipline in the school and on the school grounds and during school activities;
- Supervise the evaluation and advancement of students;

## **DEGREES OF TOLERANCE**

Our tolerance of socially irresponsible behaviour varies with the nature of the behaviour. We do not tolerate unacceptable behaviour and we gradually become less tolerant of persistent inappropriate behaviour.

## **INAPPROPRIATE BEHAVIOUR**

Behaviour that, if it persists and becomes habitual, can threaten the success of a member of the HCHS community is inappropriate. When such behaviour is demonstrated intervention may lead to the offending person being removed from the HCHS community. Such behaviours include:

- Using profane or rude language or gestures
- Leaving a classroom or the school without permission
- Inexcusably absent or late
- Skipping an assigned class or detention
- Being uncooperative
- Damaging property
- Plagiarizing someone's academic property
- Smoking
- Being physically inappropriate
- Leaving school grounds during school hours

## **UNACCEPTABLE BEHAVIOUR**

Behaviour that threatens the health and safety of a member of the HCHS community is considered unacceptable. When such behaviour is demonstrated, the offending person is quickly removed from the HCHS community until remediation can be planned and implemented. Behaviours that we do not tolerate include:

- Using, selling, possessing or promoting the use of illegal or controlled substances
- Threatening, intimidating or participating in an act, with or without a weapon that endangers or inflicts some form of physical or emotional abuse. This may include verbal abuse.
- Producing, possessing or distributing pornography
- Stealing private or public property
- Defying an adult member of the community
- Tampering with the fire safety and/or security system
- Participating in a physical fight
- Verbally abusing another member of the community
- Vandalizing community property
- Chronic and/or willful absence or tardiness

## STUDENT ATTENDANCE

School registration is compulsory in Alberta up to and including age 16. Beyond age 16, it is voluntary, but school attendance, once a student is registered, is compulsory at any age according to the Alberta School Act.

Students are expected to attend every day that school is in operation, unless prevented by illness, or other reasons justifiable to the school. Students who are unsuccessful in attending HC High may be directed to more appropriate programs and/or methods of High School education, based upon student learning needs and availability of such resources. Harry Collinge High School will be working to support student attendance by engaging direct action from the Alberta Education Attendance Board

### 1. Parental Involvement:

Regular attendance is critical for success in school. Parents can contribute to a student's success.

- Insist on regular attendance.
- Schedule all appointments for students after dismissal or for a non-student day.
- Notify the school before any absence (call 865-3714).
- Avoid taking students on holidays that exceed those granted by GYPSD and Alberta Education. In these cases, no official sanction can be granted and the student as well as the parent(s) must accept full responsibility for the detrimental effects of missing regular classroom instruction. Therefore, it is expected by the teachers that the parents will make all necessary arrangements in advance of the planned absence of a student and will be diligent following up on the assignment missed during the absence.
- Parents are encouraged to take the initiative in contacting the school regarding a student's progress. Teachers do make a determined effort to contact parents on these items but we also appreciate it when parents make an effort to contact the school.

### 2. Late / Absence:

Students are expected to be in class on time; habitual tardiness and or absence is not acceptable. Students who are willfully or chronically late or absent are expected to make up the missed time. Should this continue, it is deemed unacceptable behaviour.

Attendance Initiative 2017-18

Defining Objectives

- **Educate** our community regarding the importance of regular school attendance.
- **Empower** schools to utilize data to guide and improve practices.
- **Eliminate** barriers to attendance through timely and effective interventions.

Home Room Teachers have the responsibility for parent contact with their homeroom students.

Teacher Contact Schedule

1. Beginning of September: Positive call home to each student in homeroom.
  1. State attendance policy and expectations
2. Monthly: Positive contact home. Something specific. This may be by email, phone or in person.
3. End of month: Positive phone (or in-person) contact with identified/flagged at-risk students.

Reports - generated at the office - information to be provided to the teachers - all teachers notified but the HR teacher to make the calls

- 3 consecutive classes over a two week period
- 4 classes within the first month of school (year)
- 5 days (classes) over 3 months
- 9 days (classes) over 5 months

## **SUSPENSIONS AND EXPULSIONS**

A teacher is authorized to suspend a student from one class for one day. The Principal and Assistant Principal are authorized to suspend a student from a class or from school and all school related activities for up to five days. The Principal is authorized to recommend to the GYPSD Board of Trustees that a student be expelled for a specific period of time from all or part of the activities of the school if the student willfully, blatantly and repeatedly contravenes Section 12 of the School Act.

## **BULLYING**

“Bullying means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation”

School Act 1(1)b.1

Several factors are taken into consideration for determining disciplinary responses to bullying and consequences can include, but are not limited to, suspension, threat assessments, and/or expulsion. In cases of severe or repeated bullying the RCMP may also be involved. Please refer to GYPSD Administrative Procedure 316 for further information.

## **ALCOHOL AND CONTROLLED SUBSTANCES**

Any student who is in possession or under the influence of any illegal substance, alcohol or inhalants on school property or during school-sponsored activities will face immediate suspension from school up to a maximum of 5 days. The principal may also make a recommendation to the Board of Trustees for expulsion from Harry Collinge High School. See also GYPSD Administrative Procedure 352.

## **FROSHING**

In keeping with the Safe and Caring Schools initiative, we will not tolerate any participation in froshing activities. Consequences will include immediate suspension for a period of up to five school days and may include the exclusion of a student from extracurricular activities, exclusion from participating in graduation ceremonies, expulsion from school and criminal charges. Froshing is in contravention of the Criminal Code of Canada and can therefore result in criminal charges being laid whether the acts take place on or off the school grounds.

## **SCHOOL DANCES**

The Students’ Union organizes a number of very popular, well supervised, and well-attended school dances. The following rules are in force at these dances to ensure that everyone enjoys himself or herself in a socially responsible manner.

- a) Dances run from 8:00 p.m. to 12:00 a.m.
- b) No student is admitted after 10:00 p.m.
- c) Any student leaving the dance is not readmitted.
- d) Consumption of a controlled substance (or any other “Unacceptable Behaviour” as defined by the HCHS Student Code of Conduct) while in the dance will result in suspension from up to 5 school dances. In addition to these dance suspensions and depending on the seriousness of the misbehaviour, the student may be suspended from school for a period of time. In very serious circumstances, a recommendation may be made to expel the student from school.
- e) HCHS dances are for full-time HCHS students who
  - Have a current Students’ Union card.
  - Attend 80% or more of their classes in the date range between dances. Excused absence does not count as attendance. Students can appeal for an exemption from this rule on the basis of exceptional circumstances in the life of the student or the student’s

family. Letters of appeal must be written in a style appropriate to a formal letter addressed to the Principal and must be produced from a word processor.

- Attend on the day of the dance, or are excused by a parent.
  - Have no “Unacceptable Discipline Incident” during the date range between dances.
  - Have no documented discipline incident at any HCHS school dance for the calendar year prior to the dance.
- f) All Harry Collinge High School dances are closed dances. Only full-time HCHS students and approved invited part-time HCHS students or guests of full-time HCHS students are permitted to attend. The Principal of HCHS reserves the right to prevent anyone from attending an HCHS dance.
- g) Invitations to HCHS dances are normally limited to students in Grades 8-12 and young people who have been out of school for less than one year.
- h) For each dance, a “white” list of students with perfect attendance is published. Students whose names appear on this list are eligible for a variety of prizes. To be listed on the white list a student must have perfect attendance (i.e., no lates or absences from classes or alternate school activities) during a specific date period. Both full-time and part-time students can qualify for the white list.

❖ 5 teachers and a minimum of 5 adult males and 5 adult females supervise all dances.

### **TOBACCO-FREE CAMPUS**

Harry Collinge High School and Grande Yellowhead Public School Division provide for a smoke-free working and learning environment on a 24-hour per day, seven days a week basis. (cf Administrative Procedure 167). The school will work with parents, community agencies and school-based staff to provide a prevention of youth tobacco use as well as a smoking cessation program for those students already smoking.

The intent of the policy is to reduce and/or eliminate tobacco use by our students.

- Students, staff, contractors and visitors shall not use tobacco of any kind on school grounds.
- For the purposes of this policy, e-cigarettes or similar electronic devices are considered as cigarettes.

### **WITHDRAWAL FROM SENIOR COURSES**

We encourage students and parents to be very careful in their selection of courses. Our primary concern is that a student be enrolled in the course in which the student will be successful. However, we also make scheduling decisions based on these student requests and careful, thoughtful and realistic course requests allow us to build the most effective timetable for all staff and students of Harry Collinge High School.

As a result, we are reluctant to approve withdrawal from a course after registration has been confirmed at the beginning of a semester. However, there may be circumstances in which it is advisable for a student to drop a course. This must be done in consultation with the parents, the Guidance office and may include the Administration. Until the withdrawal process is properly completed and filed, registration in a course remains in effect and absences will be recorded. Any senior high students who do not fulfill the obligations of their timetable will be referred to The Learning Connection (TLC) to complete their academic schedule.

## PROGRAM CYCLE

Our response to inappropriate and/or unacceptable behaviour is guided by the following cycle. The demonstration of behaviour for which we have little tolerance moves the student quickly through the program. The demonstration of behaviour for which we are gradually less tolerant moves the student more gradually through the program. With every step of the program, direct contact is made with the home and a record is entered in PowerSchool.

STEP	DOCUMENTATION	GOAL
<b>Pre-cycle</b>		
<b>1. Registration</b>	Staff Report PowerSchool log entry	The <b>student</b> will demonstrate self-control, make an appropriate choice and monitor that choice. The <b>staff member</b> will make the discipline plan clear to the student. The <b>home</b> will know that a demonstration of inappropriate behaviour has happened.
<b>2. Student Conference</b>	Staff Report Student Contract	The <b>student</b> will sign a formal agreement regarding the behaviour that must stop and the behaviour that must start. A letter and a copy of the agreement will inform the <b>home</b> .
<b>3. One Day In-School Suspension</b>	Staff Report Student Reflection Work Completion Report	The <b>student</b> will experience limited isolated schooling. The <b>teacher</b> will remind the student of the contracted agreements. The <b>home</b> will be informed.
<b>4. Two Day In-School Suspension</b>	Staff Report Student Reflection Work Completion Report	The <b>student</b> will experience more isolated schooling including the removal of peer contact. The <b>teacher</b> will remind the student of the contracted agreements. The <b>home</b> will be informed
<b>5. One to three Day Out-of-School Suspension and Parent Conference</b>	Staff Report Work Completion Report Parent Contract	The <b>home</b> will assume primary responsibility for the demonstration by the <b>student</b> of appropriate behaviour and completion of schoolwork.
<b>6. Three to five Day Out-of-School Suspension and Parent Conference</b>	Staff Report Work Completion Report Review of Parent Contract	The <b>home</b> will assume primary responsibility for the demonstration by the <b>student</b> of appropriate behaviour and completion of schoolwork. The <b>student</b> will be clearly informed that the last chance to change and remain in our community has been reached.
<b>7. Alternate Placement</b>	Staff Report Placement Report	The <b>student</b> will be placed in a school structure other than attendance in regular programming at HCHS.

**SUMMARY OF COMMUNICATION REQUIRED BY THE PLAN**

	Inappropriate Behaviour	Unacceptable Behaviour
Pre-registration		
<b>Step 1</b>	The parents are informed by phone when the registration is made.	
<b>Step 2</b>	Direct parent contact is made. A letter is sent home indicated that the student has entered into a formal behavioural contract. <b>Letter:</b> Discipline Plan sent to the home <b>Contract:</b> Student’s Behavioural Contract	
<b>Step 3</b>	A letter is sent home indicated that a One-Day ISS has been served. <b>Letter:</b> 1 Day ISS	
<b>Step 4</b>	A letter is sent home indicating that a Two-Day ISS has been served. <b>Letter:</b> 2 Day ISS	
<b>Step 5</b>	A letter is sent home indicating that an OSS will be served and requesting a conference. <b>Letter:</b> 1 - 3 Day OSS <b>Contract:</b> Parent’s Behavioural Contract	
<b>Step 6</b>	A letter is sent home indicating that a second OSS will be served and requesting a conference. <b>Letter:</b> 3 - 5 Day OSS	A letter is sent home indicating that a Four-Day OSS will be served and requesting a conference. <b>Letter:</b> 3 – 5 Day OSS
<b>Step 7</b>	A letter is sent home indicating that all avenues of discipline have been exhausted and that we are petitioning GYPSD for an alternate placement. <b>Letter:</b> Alternate Placement / Withdrawal from classes	A letter is sent home indicating that all avenues of discipline have been exhausted and that we are petitioning GYPSD for an alternate placement. <b>Letter:</b> Alternate Placement