

# WILLOW CREEK COMPOSITE HIGH SCHOOL



2023/2024

SCHOOL HANDBOOK

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# PRINCIPAL'S MESSAGE

Welcome to Willow Creek Composite High School for the 2023/2024 school year. You join over 350 students who will call WCCHS home this year. WCCHS is a school full of diversity and activity, committed to students. Although academic success is our main purpose, WCCHS also looks to provide opportunities for students to succeed in the arts, athletics and off campus experiences. Our motto “Pride in Performance” should reach into all areas of your life. Pride is a feeling of satisfaction and fulfillment from your achievements. As you start the year, set goals and as you work towards these goals and see your growth you can feel pride in your performance.

It is also important to remember that no matter how much personal success you might have, we can feel great pride in helping others find success. At WCCHS we want everyone who is part of our community to live by the Cobras’ Code and contribute positively to our school community, to own our learning, to belong and help others to belong, to respect each other and the school, to accept responsibility for our actions and to stand up for what is right. The Cobras’ Code is key to everyone having a positive experience here at WCCHS. Look after each other. We can take pride not just in what we do at WCCHS, but how we do it.

Have a great year!! The staff look forward to supporting and assisting you reach your goals. We take “Pride in Your Performance!”

Mr. Rodgers  
Principal

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# BELL SCHEDULE

## Senior High Bell Schedule

	Monday - Thursday	Friday
Block 1	8:40 AM - 10:10 AM	8:40 AM - 9:45 AM
Block 2	10:15 AM - 11:45 AM	9:50 - 10:50
Lunch	11:45 AM - 12:25 PM	10:50 AM - 11:15 AM
Block 3	12:25 PM - 1:55 PM	11:15 AM - 12:15 PM
Block 4	2:00 PM - 3:30 PM	12:20 PM - 1:20 PM

## Junior High Bell Schedule

	Mon - Thurs	Friday
Block 1	8:40 AM - 9:39 AM	8:40 AM - 9:20 AM
Block 2	9:44 AM - 10:42 AM	9:25 AM - 10:05 AM
Block 3	10:47 AM - 11:45 AM	10:10 AM - 10:50 AM
Lunch	11:45 AM - 12:25 PM	10:50 AM - 11:15 AM
Block 4	12:25 PM - 1:04 PM	11:15 AM - 11:54 AM
Block 5	1:09 PM - 1:47 PM	11:59 AM - 12:37 PM
Block 6	1:52 PM - 2:30 PM	12:42 PM - 1:20 PM
Block 7	2:35 PM - 3:30 PM	

# ASSESSMENT & REPORTING PROCEDURES

Assessment practices at WCCHS are governed by [Livingstone Range Administrative Procedure 360](#). Assessment and reporting is an ongoing process that includes assessment as learning, assessment for learning and assessment of learning. Each of these types of assessment play a key role in enhancing student learning and teacher instructional practices. Student assessment should be connected to learner outcomes as derived from the Alberta Program of Studies.

## Key Components of Assessment and Reporting at WCCHS

- Teachers will clearly communicate their assessment plan for each course to students and parents/guardians at the beginning of the course.
- Grades will be reflective of accurate and current evidence.
- Grades will be free from non-curricular influences such as attendance, work habits, behavior etc.
- If there is not enough evidence to report a student's standing in a course due to missing summative assessments or academic dishonesty, students will initially receive an "INC" (incomplete). In consultation with the student, the parent/guardian and the teacher a reasonable amount of time will be given for the student to provide acceptable evidence of learning.

## Use of Artificial Intelligence

Evidence of learning received from students for grading must be the student's unique work, unless otherwise specified in the assessment. The use of artificial intelligence software, such as ChatGtp, to produce final work turned in by the student for grading, is not permitted. Teachers may employ AI detecting software to determine if final work turned in from a student has signs of it being created by AI. Teacher's will contact students and parents/guardians if work submitted is suspected of being created by AI. If after meeting with the student and parent/guardian a teacher believes the work submitted is not the unique work of the student, the assessment will be considered incomplete and the student will be given the opportunity to redo and resubmit the assessment as per above.

Students and parents will have access to LRSD's assessment tool, Edsembeli, which allows for up to date information on academic performance. WCCHS teachers update Edsembli on a regular basis. ***At a minimum grades will be updated by teachers on each of the following dates.***

Semester One		Semester Two	
Collection Date Cutoff	Reporting Date	Collection Date Cutoff	Reporting Date
September 20, 2023	September 25, 2023	February 28, 2024	March 4, 2024
October 11, 2023	October 16, 2023	March 20, 2024	March 25, 2024
November 1, 2023	November 6, 2023	April 24, 2024	April 29, 2024
December 7, 2023	December 11, 2023	May 9, 2024	May 13, 2024
January 10, 2024	January 15, 2024	May 29, 2024	June 3, 2024

**Report Cards**

Report cards, with teacher comments, will be emailed to parents 4 times per year. Parents can expect to receive report cards during the following weeks.

Quarter 1 Marks - November 6 - 10, 2023

Semester 1 Final Marks and Quarter 2 Mark - February 5-9, 2024

Quarter 3 Marks - April 15 - 19, 2024

Final Marks - July 1 - 5, 2024

**Student/Parent/Guardian/Teacher Conferences**

Teachers are available at any time during the year for students or parents/guardians to arrange meetings to support the student at school. WCCHS schedules formal time for these meetings to take place four times during the year. Parents/guardians are able to schedule a meeting using an online scheduler. The dates and times of these formal meeting times are as follows:

DATE	TIME
October 12, 2023	4:30 PM - 7:30 PM
November 21, 2023	4:30 PM - 7:30 PM
March 11, 2024	4:30 PM - 7:30 PM
March 14, 2024	4:30 PM - 7:30 PM



# WCCHS PROGRAMS (JR.HIGH)

The grade 7- 9 program consists of core courses (English, Math, Science, Social Studies, Physical Education and Health) and complementary CTF (Career and Technology Foundations) courses. CTF courses are offered in six sessions as follows,

Session 1 - September 5 - October 19 (25 Classes)  
Session 2 - October 23 - December 7 (24 Classes)  
Session 3 - December 11 - January 30 (22 Classes)  
Session 4 - February 1 - March 21 (25 Classes)  
Session 5 - March 25 - May 9 (24 Classes)  
Session 6 - May 13 - June 19 (22 Classes)

Students will choose all their CTF courses at the beginning of the year. This year students can choose from the following courses.

Art (7-9)  
Construction (7-9)  
Cosmetology (7-9)  
Coding (7-9)  
Crafts (7-9)  
Creative Writing (7-9)  
Drama (7-9)  
Fabric Arts (7-9)  
Fabrication (9)

Fitness (7-9)  
Foods (7-9)  
Introductory French (7-9)  
Media Content Creation (7-9)  
Mountain Biking (7-9)  
Reading Cafe (7-9)  
The Brain - Psychology - (7-9)  
Virtual Travel (7-9)  
Volleyball (7-9)

**Changing CTF Courses** - Students will be able to request a CTF course change up until the second day of the session. Any changes are subject to space availability.

**Junior High Tutorial Days** - These days are offered to students who are not yet in good standing, are missing outstanding assignments, may require one on one support, or direct one on one instruction to cover core curricular materials to ensure understanding. Junior High Tutorial days are offered to junior high students once a semester. To support the process, students are given one week to get "caught up", as they move along in the process, successful students are not required to attend Tutorial day. During that week, if students are required to attend, the student and parents are notified. On tutorial day, students are required to attend during regular school hours and spend the day touching base with teachers and have full access to EA support services. As students get caught up, parents are notified and with parental permission may return home for the remainder of the day.



# WCCHS PROGRAMS (SR.HIGH)

The high school program at WCCHS consists of all necessary academic courses required for graduation along with elective and Career Technology Studies (CTS) courses. Academic courses are offered in semesters, with our elective and CTS courses being offered in quarters as follows.

Semester 1 - September 5, 2023 - January 30, 2024

Semester 2 - January 31, 2024 - June 26, 2024

Quarter 1 - September 5, 2023 - November 3, 2023

Quarter 2 - November 6, 2023 - January 30, 2024

Quarter 3 - January 31, 2024 - April 12, 2024

Quarter 4 - April 15, 2024 - June 26, 2024

Students will choose their courses at the beginning of the year, with the opportunity to make changes each quarter based on availability. This year students will be able to choose from the following elective/CTS courses.

Art (10-12)

Construction (10-12)

Cosmetology (10-12)

Drama (10-12) - Credits earned by participating in school or community productions - no class

Fabrication (10-12)

Foods (10-12)

Mechanics (10-12)

Physical Education (10-12)

Psychology, General, Personal, Abnormal (10-12)

Sociology (10-12)

Tourism (10-12)

## Alternative Learning Programs and Credentials

**Work Experience** - Students may earn credits toward graduation through participating in the workplace. Work experience provides opportunity for students to apply workplace knowledge and skills and discover their career interests and aptitudes. Students can earn a combined maximum of 15 credits towards their diploma in Work Experience 15, 25 or 35.

**Green Certification Program** - This off-campus program is offered to high school students who are interested in agricultural careers and have access to a farm and trainer after school. Students can receive 16 credits toward graduation in this program. Students who have completed this program can also receive college credits at Lethbridge College and other agricultural colleges. Please see the Off-Campus coordinator for information.

**Registered Apprenticeship Program (RAP)** - For students wishing to pursue a trade such as welding, mechanics or others, we offer RAP. In this program a student can earn high school credits and graduation requirements while working toward his/her apprenticeship ticket. Students will complete a work experience placement prior to enrollment. Please see the Career Practitioner or Off-Campus Coordinator for more Information.

**Special Projects** - Special projects credits are designed to recognize work undertaken by students that is not within the scope of the regular curriculum or programs being offered in the school. Students must get approval for a special project from school administration before undertaking the project.

**Course Changes** - All course change requests for academic courses must be approved by a parent/guardian. Elective course changes can be made without parent/guardian approval. Course change requests must be made by the end of the first week of the semester or quarter. Changes may be made after these dates on a case by case basis.

**Course Recommendations** - The recommended benchmark grade for registering and

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progressing in the -1 stream is 65%. Grade 9 students should meet this recommendation to register in English 10-1, Science 10, Social 10-1, and Math 10C.

**Course Advancement** - High school students must meet a minimum grade of 50% to progress to the next grade level. Students who achieve a grade above 40% in a -1 course may be permitted to register in the next grade level -2 with approval from school administration. Once students successfully complete the -2 course they would be awarded retroactive credits for the preceding -2 course.

**Course Recovery** - On an individual basis, students may be allowed to participate in course recovery if they did not achieve at least 50% in the class. Students must have attended the course on a regular basis and participated in the majority of in class assessments in order to qualify for course recovery. Course recovery may take a variety of formats. Students must have a mark of 40% or better, demonstrated competency in a minimum of 60% of the course outcomes and have the course teacher or school administration recommendation. Course recovery may take a variety of formats.

**Course Challenge** - [LRSD Administrative Procedure 363](#) provides for students to challenge the expectations of a course by participating in a formal assessment process, rather than taking the course. The primary purpose for having a course challenge is to deal with special circumstances whereby students may have acquired various knowledge and skills from previous experiences. Students wishing to challenge a course should review Admin Procedure 363 and then must make an application to the principal. The principal shall make the final decision about the student's readiness for the course challenge and what the course challenge consists of.

**Mark Appeals** All students have the right to appeal their final grades. Students should consult with the Administration for forms and procedures.

**Non-Diploma Exams** Teachers must provide students with a class mark on or before the last day of regular classes. This mark will reflect the student's standing, prior to writing the final. Students may appeal the teacher mark any time prior to the last day of exams. Appeals lodged after reports have been issued will be considered to be an appeal of the exam mark only. In this case, the exam will be reviewed with the teacher, student and parents. Appeals of the exam mark must be registered within two weeks of reports being issued. All appeals must be made first to the teacher and then, if necessary, to the principal. **Appeals to the principal must be made in writing.**

**Diploma Exams** School-awarded marks for diploma exams will be provided to the student on the last day of class prior to exams. or in the case of English and Social Studies, 3 days before Part A. The student may appeal the mark providing the appeal is launched within two weeks of receiving the mark. Any change that results from the appeal will be forwarded to Alberta Education and the student will also be advised in writing of the change.

Students who are dissatisfied with a Grade 12 diploma examination mark may request in writing to the Director of the Student Evaluation Branch that the examination be rescored; or re-write the examination at a later administration date, or repeat the course.

#### **Unassigned Instructional Blocks (Spares)**

High school students may be able to schedule spares depending on their programming requirements. Grade 10 students may not schedule spares. Grade 11 students may schedule spares if their credits earned in grade 10 and the expected credits from grade 11 combine to total 75 or more and have parent/guardian approval. Grade 12 students may schedule spares as available based on their individual schedules and approved by a parent/guardian if the student is under 18 years old.



# VIRTUAL SCHOOL PROGRAMS

## Full Time Virtual School Students

Students wishing to take their full program through Pursuits, LRSD's virtual school are subject to the admission requirements and availability as determined by Pursuits. Students attending Pursuits full time are **NOT** WCCHS students and therefore are not permitted to be in the school during the school day without explicit permission of WCCHS administration. Full-time Pursuits students are not eligible for WCCHS awards, scholarships or bursaries. Full-time Pursuits students may participate in WCCHS extra-curricular activities as available.

## Part Time Virtual School Students

Junior High students (grade 7-9) are not eligible for part time programs with Pursuits. Junior high students must choose a full time in person program or a full time virtual program. Designation of which program the students will participate in must be made by September 30th of the school year. No changes in programming will be allowed after September 30th.

High school students (grade 10-12) are eligible for part time virtual programming as long as they are taking a minimum of 50% of their credits per semester in person at WCCHS. Part time Pursuits students are expected to work in the Student Support Centre during unassigned class time designated for their virtual classes. Parents/guardians need to be aware that there is no Pursuits staff at WCCHS and as such students are expected to manage their own work habits. Attendance and student progress will **NOT** be documented or tracked by WCCHS for virtual school courses. In cases where WCCHS does not offer a course because of low enrollment and students are required to enroll virtually, WCCHS will monitor attendance and progress and provide support when possible.

Students and parent guardians need to be thoughtful in deciding to access virtual school programming. For students under the age of 18, virtual enrollment requires parental consent. These forms are available in the office. Administration guides the confirmation and enrollment process. Historically, many students struggle to be successful in online classes due to the self directed nature of the program. Students who are successful in online courses display the following characteristics:

- adhere to deadlines
- motivated to read, write and participate fully in formative and summative assignments
- works well independently, is a self starter
- can establish and maintain to participate in course requirements daily
- asks questions, have good communication skills and possess time management skills



# STUDENT SUPPORT SERVICES

WCCHS has a student services team which meets weekly and is composed of an Administrator/academic advisor, Family School Liaison Counsellor and Learning Support Teacher. When concerns for student wellness have been communicated, the team may invite teacher assistants, child and youth care workers and regular classroom teachers.

## **Services provided:**

- Programming planning advising
- Development, implementation and monitoring of Individual Program Plans (IPP), Individual Support Plans (ISP) and Behaviour Support Plans (BSPs)
- Transition Programming
- Learning Strategies and Homework Support
- Assistive technology supports
- Personal Counseling and Crisis Counseling
- Health and Wellness classroom presentations
- Goal setting

## **Referral Process for Student Services**

The staff of Willow Creek Composite High school strives to work together with all students and families to design appropriate programming for students based on shared information. Concerns regarding student academic, social, emotional or physical wellness should first be communicated with the parent and student. Upon parental contact, teachers will direct concerns to the learning services team through the bi-weekly pre-meeting organizer. Once populated, the learning support teacher will provide an agenda a day in advance of the learning services meeting. If concerns persist, the Learning Support Teacher and Principal, if necessary, can schedule meetings with divisional leads within the jurisdiction to determine the next steps needed. ([Policy 14, Livingstone Range School Division #68.](#)) Further problem solving may involve the Superintendent of Schools, the School Board or the Minister of Education.

## **Individual Program Plan**

In the event your child is in need of Individual Programming Plan meetings are held three times a year for junior high, and twice a semester for senior high students. WCCHS will contact parents to arrange meetings with parents and students. Upon meeting, parents, students and the classroom teacher meet to discuss goals and strategies associated with the IPP. Often, these goals are competency based and students work with classroom teachers to determine the nature of the goal and monitor progress. Once a goal is articulated, teachers will send a digital copy of the IPP to parents for signatures. Throughout the year teachers and the student will document, record and monitor student growth in divisional IPP platform **Imagine Everything**. All parents are encouraged to work with classroom teachers and communicate the learning needs of their child. Parents are also encouraged to attend parent teacher conferences offered twice a year and establish strong lines of communication regarding student growth and progress.

## **Family School Liaison Counsellor**

WCCHS has a full time family school liaison counsellor who works with families to support struggling students. Family School Liaison Counsellors provide counseling services when students experience social, emotional, learning, and/or behavioral difficulties. With consent, the counseling services will include observations, student record reviews, staff and parent consultations, informal assessment (e.g., questionnaires, inventories), and/or student intervention (e.g., individual or group counseling sessions), and referrals to additional resources. Family School Liaison Counselors do not offer assessments or interventions for diagnoses, legal purposes, to assist with custody and access decisions, or to determine parental capacity. The Family School Liaison Counsellor works as part of a school team. Thus, information relevant to the student's success in school will be shared with school and Division office staff as appropriate. Personal information that is sensitive and not relevant for school staff will be kept private. Mairin Gettman is onsite at WCCHS and works together with families to support students. In order to access services, parents and/or students can refer through contact with her directly and

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*with legal consent. These documents will be provided to parents and students at their request through the family school liaison counsellor. Once consent has been granted, Mairin works collaboratively with students and families to support student wellness.*

### **Youth Worker**

*WCCHS has two full time Youth Workers whose central role is to support the academic, mental and physical health of students. Youth workers are a universal support that are accessible to ALL WCCHS students. Youth workers can be utilized to support students inside and outside of the classroom environment. They are critical members of the learning team whose flexibility and time are used by administration, classroom teachers, the FSLC and students. Youth Workers serve in this capacity and are primarily located in the student support center.*

### **Educational Assistant**

*WCCHS has five educational assistants whose central role is to support student learning in the classroom. The role of the educational assistant is critical to supporting the individual success of students.*

### **English as an Additional Language**

*WCCHS, in partnership with Livingstone Range School Division, has a full time English as an Additional Language teacher whose responsibilities include benchmarking and communicating with families regarding the development of language skills. This teacher is on site and available to assist with intakes, language support and assessment. For additional information and services please contact the school.*

### **Off Campus Coordinator**

*WCCHS, in partnership with Livingstone Range School Division, has a part time Off-Campus Coordinator whose primary responsibility is working with students and community businesses to honor student employment with Work Experience Credits. Rob Charchun is a liaison between the school, students and employers and works in the best interest of the student to support successful integration of work and school. In the event students are working part time, please contact Robert Charchun. If you are interested in employing a student, please contact Robert Charchun for more information. Our off campus coordinator also facilitates and directs the Registered Apprentice Program (RAP). He can be reached at 403.682.9881 or [charchunr@lrsd.ab.ca](mailto:charchunr@lrsd.ab.ca)*

### **Career Practitioner**

*WCCHS, in partnership with Livingstone Range School Division, has a part time career Practitioner. Lettie Croskery is passionate about helping students prepare for their journey beyond high school. From post-secondary resources and scholarship information to career development opportunities, Lettie will help you explore your options and prepare for your future now.*



# STUDENT SUPPORT CENTRE

The Student Support Centre is a multi-use space used to support student learning. In this space, teachers and support staff are available to support students academically and socially. Staff in this area work collaboratively with students, classroom teachers and administrators to support credit accumulation, academic success and regulation of student behaviour. Books and other print materials can be borrowed, plus there are computers and other technology available for school work and student access.

Individual students may be assigned to the Support Centre during the school day based on consultation between the classroom teacher and Support Centre staff.

Food or drink is not allowed unless otherwise directed by staff and /or a school staff member. Any materials borrowed must be returned or renewed on or before the due date. Please ask staff what to do in case of lost or damaged items. For 24/7 access to online resources, e-books and more go to: <https://www.willowcreekhighschool.ca/students/learning-commons>.



# THE COBRAS' CODE

Conduct of members of our school community is governed by the Cobras' Code. Developed collaboratively by students, staff and parents/guardians, the Cobras' Code explains what behavior is expected of any person who participates in the WCCHS community.

## **Cobras Positively Contribute to the School and Community**

*Cobras positively contribute to the school and community when they:*

- Model proper behaviour and attitudes in school.
- Promote positive behaviour to others
- Stand up to unacceptable behaviour in others.
- Participate in school activities and invite others to do the same.
- Behave, even when adults aren't watching
- Make healthy choices on school property including refusing to vape or use other harmful substances.
- Follow the directions of the adults in the school.
- Teachers, excel as teachers.
- Teachers, help their students.
- Students, take ownership for their learning

## **Cobras Contribute to a Welcoming, Caring, Respectful and Safe Learning Environment that Respects Diversity and Fosters a Sense of Belonging**

*Cobras contribute to a welcoming, caring, respectful and safe learning environment when they:*

- Speak to others kindly, using language and mannerisms that would make others feel safe and included.
- Focus on their own school work and allow others to do the same.
- Don't say or do anything with the intent to hurt others physically or emotionally.
- Behave and speak in a way that allows everyone to feel accepted.
- Stand up for and look out for each other.
- Compliment others so they feel good about themselves.
- Listen to others' opinions and respect them even if they disagree.

## **Cobras Respect the Rights of Others**

*Cobras respect the rights of others when they:*

- Value and accept differences in people, even if those differences are not understood.
- Use courteous and inclusive language when speaking to or about others.
- Avoid physical contact or interaction that is unwanted or that is unacceptable for the school environment.



- Take responsibility for their own personal belongings and treat the personal belongings of others with care and consideration.
- Refrain from displays of romantic intimacy or inappropriate affection while in school.
- Are able to be themselves.

### **Cobras Refrain From, Report and Do Not Tolerate Bullying or Bullying Behaviour**

*Cobras refrain from, report and don't tolerate bullying or bullying behavior when they:*

- Treat others so as not to intimidate them or belittle them.
- Treat those who are different from them kindly and respectfully.
- Use names and pronouns preferred by others when known.
- Refrain from spreading rumors, talking about people behind their backs, or calling other people names.
- Refrain from using electronic means to isolate, make fun of or insult others.
- Respond to someone else being mistreated by telling the offender to stop and supporting the victim.
- Tell adults about incidents of mistreatment, harassment, bullying or bullying behaviour that has been witnessed.
- Respond to reports of bullying so that it actually stops.
- Step in to stop bullying, even if it is not happening to them or their friends.

### **Failure to follow the Cobras' Code**

WCCHS believes in a restorative approach to those who fail to abide by the expectations of the Cobras' Code. Providing an opportunity to learn and positively change behaviour is our goal. In cases of severe or repeated breaches of the code, a disciplinary response will be necessary. Severe breaches would be defined as a breach that could cause physical or emotional harm to another person, or a breach that includes illegal activity such as vaping or drug use at school. Responses to student's failing to follow the Cobras' Code could include, but are not limited to the following.

#### **Classroom Responses**

- Teacher verbal intervention
- Student moved within the classroom
- Loss of classroom privileges
- Student removed momentarily from the classroom
- Student removed/suspended from the classroom for the remainder of class
- Teacher contact parent guardian
- Teacher request parent/guardian meeting

#### **School Responses**

- In-school suspension
- Out of school suspension
- Removal of school privileges (extra curricular activities etc.)
- Parent meeting
- Behavior contracts

#### **System Responses**

- Recommendation for expulsion

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# APPROPRIATE CLOTHING

Clothing is expected to be respectful of others and appropriate to a working and learning environment. Clothing with drug and alcohol logos, sexually suggestive designs, profanity, or clothing that is otherwise considered inappropriate for the school setting are not acceptable. Hats are acceptable at WCCHS, but students are expected to comply with teachers' expectations in all locations.

Students deemed to not be meeting the expectations of acceptable clothing at school will be given the opportunity at school to adjust what they are wearing to meet the expectations. Any interactions regarding a student's clothing will be done in a dignified manner, and whenever possible in a private setting. Should there be conflict regarding the appropriateness of a student's clothing, the student, both administrators and a parent/guardian will work together to come to an agreement on what is acceptable. In cases where no consensus can be reached, school administration will have the final decision on what is acceptable for school.





# ATTENDANCE PHILOSOPHY AND PROCEDURES

Achievement and attendance are directly related. Years of research and experience show that better attendance leads to improved learning. The [Alberta Education Act, Section 31](#) states that students are expected to attend classes regularly and punctually. [Livingstone Range Administrative Procedure 330](#) further details expectations in regards to student attendance as follows:

1. A critical benchmark for attendance is 90%.
2. Excusable absences are limited to illness or other unavoidable causes, religious holiday of a religious denomination the student belongs to and disciplinary action taken by the school (suspension or expulsion).
3. The school will keep parents/guardians informed of all absenteeism.

## WCCHS Attendance Procedures. Admin Procedure 330

It is important that parents/guardians inform the school at their earliest opportunity if their student is going to be absent. This assists the school in efficiently accounting for student absences and maintaining accurate attendance records. Each day, any absences marked as unexcused will result in an automated phone message being sent at the end of the day. In addition, any unexcused absences will be responded to with the following progressive procedures.

WCCHS Unexcused Absence Procedure			
Junior High (Gr 7-9)		Senior High (Gr 10-12)	
Absence Number	School Response	Absence Number	School Response
1	Teacher email to student, copied to parent, bcc: admin	1	Teacher email to student.
2	Teacher email to parent, copied to student, bcc:admin	2	Teacher email to parent, copied to student.
3-4	Teacher phone call to parent, follow up email to parent, copied to student, admin	3	Teacher phone call to parent, follow up email to parent, copied to student, admin
5	Teacher email to school administration for administration to call parent/guardian	4	Teacher email to school administration for administration to call parent/guardian
6-7	Teacher to notify school administration. Administration contact parent/guardian for	5	Teacher to email school administration, copied to student and parent. Administration contact

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	mandatory meeting to develop attendance support plan. Admin communicate plan to teachers		parent/guardian for mandatory meeting to develop attendance support plan.
8-9	Follow up as per the individual student attendance support plan.	6-8	Follow up as per the individual student attendance support plan.
10+	Mandatory meeting to determine further steps to support the student. This may include program changes as per LRSD Admin Procedure 330.	9+	Mandatory meeting to determine further steps to support the student. This may include program changes, suspension or expulsion from a course as per LRSD Admin Procedure 330.

### Excessive Excused Absences

Students are expected to maintain minimum attendance of 90%, regardless of whether the absences are excused or unexcused. Students who through unavoidable circumstances fall below the 90% mark will be supported in one or more of the following ways:

- conference with the student and/or parent(s)
- adjustment of programs or schedules
- appropriate counseling or other appropriate action as deemed necessary.

### Lates and Mid Class Exits

All classroom doors will be closed and secured (locked) as per school security protocols as soon as the bell rings. Students who are late are expected to knock respectfully once to alert the teacher to their presence and then wait for the teacher to provide access to the classroom. Classroom teachers will apply a variety of classroom interventions as they deem appropriate to students arriving late. WCCHS tracks lates of less than 15 minutes, lates of more than 15 minutes and mid class exits that exceed a reasonable amount of time. Students showing patterns of excessive lates or mid class exits will be subject to similar responses as unexcused absences as deemed necessary by school staff.

### Attendance and Extra Curricular Activities

WCCHS recognizes the value of extracurricular activities for students. However, we are a learning community first, meaning that in order to participate in extracurricular activities students must be in good standing in their school classes. This includes not having unexcused absences. Students will **NOT** be allowed to participate in extracurricular activities if they have unresolved unexcused absences. Resolving an unexcused absence means the student has discussed the absence(s) with the classroom teacher, coach/athletic director, school administration and parent/guardians and the unexcused absence has been responded to with whatever response is deemed appropriate for the situation. At any time a coach, school administrator or a parent/guardian may remove the student from participating.



# MOBILE DEVICES AT SCHOOL

Alberta's Education Act requires the school board, and as designated by board policy each school, to develop a code of conduct that contributes to a safe, caring, welcoming and productive learning environment. [Section 31 of the Education Act](#) outlines that students have a responsibility to attend school regularly and be ready to learn and actively engage in and diligently pursue their education.

Emerging research about the effects mobile devices have on learning point to a clear connection between mobile device use and increases in anxiety, bullying, distraction, missed instruction, and a distinct decrease in academic achievement. In light of this research, WCCHS believes that limiting the use of mobile devices will contribute to a more safe and productive learning environment.

## **Definitions**

**Class Time** - any time during the day when a student is scheduled to be in a classroom.

**Instructional Time** - Class time designated by the classroom teacher as time when lesson material is being presented, discussed or assessed. This may include student group work or seat work as determined by the teacher.

**Educational Purpose** - Any activity deemed appropriate by the classroom teacher as supporting student learning. This may include individuals listening to a preset playlist of music when deemed acceptable by the classroom teacher, using a device for assessment purposes (Kahoot etc.) or using a device for research as directed by the classroom teacher.

**Mobile Device** - any piece of portable electronic equipment including cell phones, smart watches, ipods, personal laptop computers, tablets etc.

## **Policy**

### ***Junior High Students (Gr. 7-9)***

Junior high students are expected to keep their mobile devices in their lockers during class time. Junior high students found using mobile devices inside or outside of the classroom during class time will immediately become subject to the responses for misuse.

Junior high teachers may permit students to use their mobile devices for educational purposes during non-instructional times with a specific invitation to do so.

Junior high students who require the use of a mobile device outside of these expectations as per their school developed and approved individual student plan for medical or other purposes can use their mobile devices as designated in this plan.

### ***Senior High Students (Gr. 10-12)***

Senior high students are expected to keep their mobile devices off and out of sight during class time. Senior high students found using mobile devices inside or outside of the classroom during class time will become subject to the responses for misuse.

Senior high teachers may permit students to use their mobile devices for educational purposes during non-instructional times with a specific invitation to do so.

Senior high students who require the use of a mobile device outside of these expectations as per their school developed and approved individual student plan for medical or other purposes can use their mobile devices as designated in this plan.

### ***Contacting Students***

Should parents or guardians, or others need to contact a student in an emergency, a call to the office can be made and students can be removed from class to communicate as needed.

### ***Responses to Misuse***

**First offense** - phone confiscated and given to the office. The student can pick up the phone at the end of the day. (3:30 Monday - Thursday, 1:20 Fridays).

**Second offense** - phone confiscated and given to the office. The office will contact a parent to notify. The student can pick up the phone at the end of the day. (3:30 Monday - Thursday, 1:20 Fridays).

**Third offense** - phone confiscated and given to the office. The office will contact a parent and the student will need a parent to pick up the phone after the end of the day. (3:30 Monday - Thursday, 1:20 Fridays).

**Fourth offense** - phone confiscated and given to the office. The office will contact a parent and the student, parent and school administration will meet to create a personal plan to assist the student in building better skills with mobile device management.

Students who have their phones confiscated before lunch may be able to check their phones at lunch time as needed with phones remaining in the office.

Students refusing to surrender the phone after a reasonable effort is made by staff are failing to comply with Section 31(g) of the Education Act which states students have a responsibility to cooperate with everyone authorized by the board to provide education programs and other services. A refusal will be dealt with as a serious breach of the code of conduct and will result in a one day in-school suspension. Students are not allowed phones during an in-school suspension. Repeated refusals, or a belligerent or profane refusal may lead to an out of school suspension.



# PARKING AT SCHOOL

## PARKING

Students **must** park in designated areas. This includes the east parking lot, along with the south side (angle parking) of the front loop. Students can also park on the north side of the front loop, up to the Visitor Parking sign. Street parking is also available in front of the school. **Please refrain from parking where the curb is painted either yellow or blue.** Students will have their parking privilege revoked if they are repeatedly found parked in these zones.

**Parents can drop off and pick up in the front loop.**

Parents and students are reminded to drive cautiously in the loop and around the school as we have many students walking to school and crossing through the loop.



# LOCKERS

Junior High students will have their lockers distributed throughout the junior hallways mixed with all three grades together. Senior high grade levels will be assigned lockers in specific areas of the school. Students are responsible for keeping their locker clean and are reminded that **WCCHS administration reserves the right to access the locker at any time.** Students must use locks provided by WCCHS. If there are exceptional circumstances under which a student requires a different lock, the office must have the combination or a copy of the key. It is important that students do not share their combination with peers and that they keep the locker locked at all times. It is the responsibility of the student to ensure that their items are kept locked up at all times.



# ILLEGAL SUBSTANCES AT SCHOOL AND BATHROOM USE

Bathroom use and illegal substances are included in the same procedure because most of the use of illegal substances, namely vaping, occurs in our bathrooms. Students are not permitted to gather more than one person in a stall. Students needing a private space are expected to access the CALM room, the counselors' office, the Student Support Centre or the office. Gathering in bathroom stalls is not permitted.

**Students gathering more than one person to a stall will be subject to the following responses.**

1. The first occurrence will result in a warning to students, and where feasible, a contact will be made home.
2. The second occurrence will result in a one day in school suspension.
3. A third occurrence will result in a two day out of school suspension.
4. A fourth occurrence will result in a four day out of school suspension.
5. A fifth occurrence will result in a five day out of school suspension and a meeting to determine if WCCHS is the right programming option for the student.

If a student is caught using or in possession of any illegal substance, which includes vapes, tobacco, alcohol and any drugs, including drugs not specifically prescribed to the student there will be no warning, they will be issued a two day out of school suspension. Any further breaches will continue the progression as per the procedure above. The school reserves the right to contact the RCMP and ask for citations to be issued for any possession of illegal substances. Students caught distributing or selling illegal substances at school will be immediately suspended from school and referred to the RCMP for prosecution.

# THREAT ASSESSMENT PROTOCOL

All schools within the Livingstone Range School Division will follow a set protocol in the event of any threat towards an individual or the school.

## What is a Threat?

*A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be spoken, written, or symbolic - for example, motioning with one's hands as though shooting at another person.*

All threats are NOT treated as equal. However, all threats should be assessed in a timely manner and decisions regarding how they are handled must be done quickly. Threat assessment seeks to make an informed judgment on two questions: How credible and serious is the threat itself? To what extent does the threat maker appear to have the resources, intent, and motivation to carry out the threat?

## Threats Assessment

All school FSLCs in Livingstone Range has received Level 2 Threat Assessment Training which allows them to assess students. All school administrators have received Level 1 Threat Assessment Training so they can support the process. In order to assess level of risk, a Regional Violence Threat Risk Assessment (VTRA) protocol has been established.

**Stage One Assessment:** The purpose of a stage one assessment is to gather data and determine the level of threat and whether the threat is imminent, requiring immediate risk-reducing measures. If the threat is not imminent, the school Counsellor/FSL Counsellor works through the Stage 1, V-TRA Report Form (Appendix 3).

If, during the stage one assessment, it is determined the threat is imminent, immediate risk-reducing measures are required (notifying police, isolating the student, school lock-down etc.). When police become involved, in response to an immediate threat, the stage one assessment is discontinued. Upon completion of the 11 Guiding Threat Assessment Questions, the Stage One Team determines if it is "worrisome behavior" or "high risk behavior." If it is determined that it is high risk behavior, stage two of the protocol is activated. The stage one team includes the school principal and Counsellor, and may include consultation with the RCMP.

Upon completion of the Stage 1 V-TRA Report Form, the Stage One Team determines if it is Worrisome Behavior or High Risk Behavior. If it is determined that it is high risk behavior, stage two of the protocol is activated after consultation with the FSL Clinical Supervisor. If the incident involves an FNMI student as the threat maker, the FNMI Clinical Consultant should be notified and consulted prior to moving to Stage Two.

## Worrisome Behaviors

When students exhibit early warning signs or when generalized threats are uttered with no specific target (i.e. could kill somebody today), the Principal may wish to contact the CITL for consultation to determine if the information or incident warrants an activation of the protocol for dealing with high risk behaviors. Depending on the nature of the incident, the Principal may also consult with the RCMP, Counsellors and/or Mental Health personnel. This allows the Principal to consult confidentially on cases without needing to involve intrusive measures. A Threat Incident Report does not have to be completed for worrisome behavior.



# EMERGENCY RESPONSE PLANS

## **STUDENT EMERGENCY RESPONSE PLANS**

All out of town students must have a place to stay in the Town of Claresholm should there be an emergency situation (such as blizzards and road closures). Parents and students are required to plan for an acceptable place for the student to stay in case of such emergencies. If no in town safe place is available for students, then the student will remain at the school under the supervision of school administration.

## **SCHOOL EMERGENCY RESPONSE PLANS**

WCCHS has detailed emergency response plans for a variety of situations as documented in the [WCCHS Emergency Response Procedures Document](#). Staff will review these procedures with students on the first day of school. As per school district expectations WCCHS will conduct 6 fire drills per year, 3 in the first semester and 3 in the second semester, and 2 Lockdown drills per year, one per semester. Students will not be given notice of fire drills unless part of an ISP. Lockdown drills will be scheduled and staff, students and parents will be given advance notice.



# SCHOOL FEES

LRSD does not charge fees for Basic Educational Services. WCCHS CHARGES fees for Enhanced Educational Services and Non-Curricular services on a cost recovery basis only. A complete list of fees is available on our website at: [www.willowcreekhighschool.ca](http://www.willowcreekhighschool.ca)

It is expected that satisfactory arrangements for the payment of all fees be made within two weeks of receiving the invoice, which will be e-mailed out. School fees can be paid by cash, cheque (made payable to Willow Creek Composite High School) or on-line at: <https://lrzd.schoolcashonline.com/>

WCCHS will provide two reminder notices in regards to outstanding fees. Should fees remain unpaid they will be forwarded to LRSD central office who will provide two more reminder notices. After the following actions have been taken, defaulted fees will be forwarded onto collections for resolution. Please see [Livingstone Range Admin Procedure 505](#) for further information regarding this matter. Parents who are unable to pay fees are encouraged to contact the school and inquire about the school fee waiver process. WCCHS recognizes there are situations that exist that may prevent some families from paying their school fees. Parents can apply to the Superintendent of Business Affairs at Central Office for an exemption of fees.



# AWARDS

## FALL ACADEMIC AWARDS

Academic Awards at WCCHS are largely based on weighted academic criteria. As such, academic awards are celebrated in the Fall. Eligible students are contacted by the school and families are invited to celebrate in a formal ceremony. Please see the following criteria for eligibility:

### Honor Roll Criteria

Grade 7- 9

80.0% average in Math, Science, Social Studies, English Language Arts and Physical Education, with no final grade in any course below 50%.

Will be calculated **only at the conclusion of the year.**

Grade 10-12

80% average, credit weighted, in a minimum of 18 credits (13 credits for Gr 12 students) with a minimum of one core course (Math/ELA/SS/SCI), **per semester**. No final grades below 50%

Will be calculated at the conclusion of each semester

**Only** courses taken **via WCCHS** will be used for calculations. would include ADLC courses, special projects, work experience, RAP, Green Certificate, Video Conference and online courses.

### Top three academic students:

**Grade 7-9:** Highest three students based on the honor roll calculations

**Grade 10:** Only includes: 10C, Social 10-1, Science 10, English 10-1, Phys. Ed & CALM

**Grade 11:** Only includes Math 20-1 or 20-2, Social 20-1, English 20-1, and one of: Bio 20, Chemistry 20, Physics 20, Science 20

**Grade 12:** Only includes Math 30-1 or 30-2, Social 30-1, English 30-1, and one of: 30, Chemistry 30, Physics 30, Science 30 **\*\*Based on blended marks - Regardless of the year completed. Cannot be calculated retroactively.**

### Honorable Mention Criteria

75% - 79% average in the same categories as above.

There are many award opportunities, both curricular and extra-curricular, available to students. Career Practitioner, Lettie Croskery has information regarding awards and scholarships.



# EXTRA CURRICULAR ACTIVITIES

## EXTRA-CURRICULAR PARTICIPATION POLICY

All students involved in extra-curricular activities are expected to:

Pay all fees associated with the activity prior to the start of the activity or season. Students with monetary limitations can approach coaches or the office for information from Kids Sport for sponsorship opportunities. Please do not use the online form.

Be ambassadors for the school and community by conducting themselves with pride and dignity in all situations.

Demonstrate exemplary attendance, behavior and attitudes toward school, staff and associated events. For further information please refer to the WCCHS attendance policy.

## EXTRA-CURRICULAR OPPORTUNITIES

WCCHS offers a variety of extra-curricular activities. **We are always looking at the possibility of adding new clubs and teams to this list. If you have an idea for a new club, activity or team, please talk with a staff member.**

### SPORT OFFERINGS:

X Country	Badminton
Golf	Baseball
Football	Slo Pitch
Volleyball	Track & Field
Basketball	Rugby
Curling	

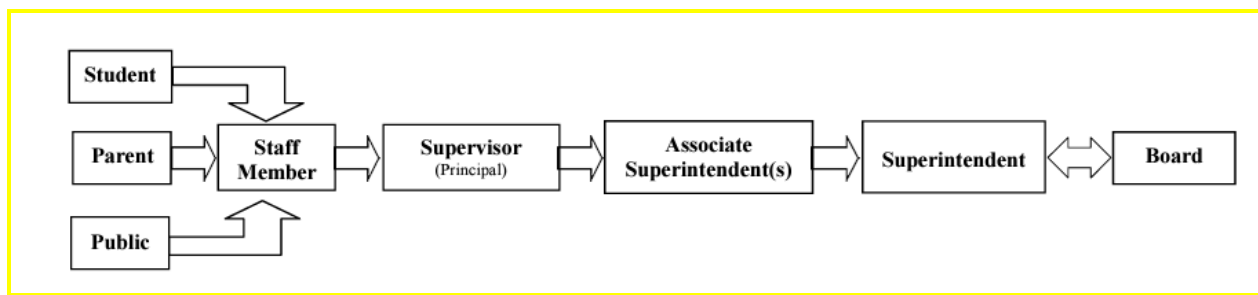
### OTHER OFFERINGS:

Student Council	Yearbook
Travel Clubs	Jr. Prom – Gr 11
Drama	Grad Committee
Drawing Club	Book Club
Writing Club	Archery
Skills Club	
Weight Room	

# DISPUTE RESOLUTION

## Dispute Resolution

WCCHS recognizes that relationships are foundational to learning. As a result, managing school disputes are handled in the spirit of reconciliation and restoration of all stakeholder relationships. When concerns are initiated by students, parents or members of the public, it is critical that staff members are made aware of the concern. In the event the concern is not resolved to all parties satisfaction, individuals may contact the Principal, Robert Rodgers. If concerns fail to be mediated at the local school level, concerns may be directed to the Associate Superintendent and as articulated in the following flow chart.



# TRANSITIONS

WCCHS recognizes the importance of transitioning students in an inclusive, students centered and parental informed manner. As such WCCHS recognizes three critical transitions in high school, grade six to seven, grade 9 to 10 and grade 12. Please see the following information regarding structures and processes which support students' success in each of these critical phases of public school.

## **Grade 6-7**

Elementary students making their first transition into high school require support and care in welcoming them and their families into a new building. WCCHS works closely with West Meadow Elementary School, Granum and Staveley to welcome new students. Meetings between teachers and administrators begin in April. By the end of May, grade six students and parents are invited into the building to spend an afternoon moving through the facility, courses and options. This includes the commercial kitchen, wood shop and art room. The WCCHS administrative team will make site based visits to feeder schools within the week to an evening with parents of new students.

## **Grade 9-10**

Junior high students transitioning into high school are invited to meet with our career practitioner Lettie Croskery. Through individual career counseling, Lettie will work with WCCHS students to determine appropriate course enrollments that will support senior high career pathway streams for college, university or apprenticeships. In order to further compliment this work, WCCHS hosts an informational student/ parent night. Parent/ student information night is hosted on campus in May. Parents are notified via email and social media sites. Senior high teachers attend information nights and outline course offerings and disciplinary streams. Parents are encouraged to contact the school and schedule an appointment to speak with our career practitioner Lettie Croskery.

## **Grade 12**

Students entering into their grade 12 year are encouraged to continue discussions with our off campus co-ordinator, Robert Charchun. Students who are employed are eligible to get a maximum of 15 work experience credits which count towards their 100 credit graduation requirements. These credits often are critical in successfully meeting graduation credits for students. Students and parents are also encouraged to continue their discussion with career



## ALBERTA DIPLOMA/GRADUATION REQUIREMENTS

practitioner Lettie Croskery to explore post graduation career pathways and opportunities.

Administration will meet with students individually to determine graduation requirements, criteria and eligibility in September. In September, a graduation list will be generated and eligible students will check in a minimum of three times a year to monitor their graduation progress. If students are under the age of 18 and in jeopardy of not meeting graduation requirements, parents and teachers of core courses will be notified. At risk students who are in a position to complete all necessary requirements for an Alberta High School Diploma prior to two months of graduation day may be reinstated if marks and attitude suggest the candidate will be successful by June.

A graduation parent meeting will be hosted at WCCHS. This meeting will outline expectations for graduation requirements, graduation fees, determine formal graduation date and associated celebrations. A grad president, vice president, treasurer, secretary and other committees are determined by the graduating class. All positions will be nominated by the group. Students not eligible for graduation will not be able to participate in the formal graduation ceremony.

Eligibility for scholarships are supported by an application process. Further information can be accessed with the support and coaching of Lettie Croskery. Our Career Practitioner, Lettie Croskery has a comprehensive list of local awards and other provincial/national scholarships and awards. Please visit: <https://www.willowcreekhighschool.ca/career-services> for details of each award. These awards may change from year to year.

Financial assistance to families who are struggling with fees and associated celebrations are encouraged to reach out to school administration for support and related assistance information.

To qualify for an Alberta High School Diploma, students are required to obtain a *minimum* of 100 credits. These credits include the following:

- ☐ 15 credits in English (including English 30-1 or 30-2)
- ☐ 15 credits in Social Studies (including Social Studies 30-1 or 30-2)
- ☐ 10 credits in Math (including one of Math 20-3, 20-2, 20-1)
- ☐ 10 credits in Science (including one of Science 24, Biology 20, Chemistry 20, Physics 20 or Science 20)
- ☐ 3 credits in Physical Education
- ☐ 3 credits in CALM
- ☐ 10 credits from CTS, Fine Arts or Second Languages
- ☐ 10 credits in any 30-level courses in addition to English and Social Studies

**The more credits students earn the stronger their high school transcript appears; therefore we encourage students to graduate with at least 110 credits.**

**WWW.WILLOWCREEKHIGHSCHOOL.CA**

