



CHURCHILL COMMUNITY HIGH SCHOOL

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La Ronge, Saskatchewan

# School Handbook

Churchill Community High School

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Churchill Community High School  
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# WELCOME

## ADMINISTRATORS MESSAGE

Welcome back to CCHS!! We look forward to another school year where we will see students and staff try to reach their goals and make themselves, others, the school, and the world around them a better place. CCHS offers a wide variety of courses and extracurricular opportunities. Get involved in both your academics and interests and pursue those dreams and goals.

### *NLSD #113 Mission Statement*

Provide a respectful, safe and healthy learning environment for students that builds pride and engagement in their cultural heritage, a positive attitude, and self-respect. Students become life- long learners and good citizens.

### *Churchill Community High School Mission Statement*

Our tri-community is diverse and full of knowledge. Using the knowledge and skills of all and in the spirit of cooperation, sharing, strong academic excellence, and high expectations we will prepare you for a good life (mitho-pimatisowin).

## CLASS SCHEDULE

Period/Time	Day 1	Day 2	Day 3	Day 4	Day 5
1 8:54 - 9:40	Yellow	Yellow	Yellow	Yellow	Yellow
2 9:42 - 10:27	Yellow	Green	Yellow	Green	Green
3 10:35 - 11:20	Green	Purple	Green	Green	Purple
4 11:22 - 12:07	Green	Purple	Purple	Purple	Purple
5 1:00 - 1:46	Purple	Blue	Blue	Blue	Blue
6 1:48 - 2:33	Blue	Blue	Orange	Blue	Orange
7 2:42 - 3:27	Orange	Orange	Orange	Orange	Orange

## STAFF DIRECTORY

Principal	<i>Mr. Scott Tomporowski</i>
Vice Principal (7-9)	<i>Mrs. Kristianna Merasty</i>
Vice Principal (10-12)	<i>Mrs. Rebecca Slater</i>
Office Manager	<i>Mrs. Tabitha Burr</i>
Receptionist	<i>Ms. Joslynn Thedorf</i>
Student Support (7-9)	<i>Ms. Kennedy McKenzie</i>
Student Support (10-12)	<i>Ms. Clara Sanderson</i>

**Please visit our website for the current complete staff directory & contact information.**

## VISITORS

All visitors to the school are expected to register and sign in at the Main Office upon arrival at the school. A visitor is defined as any person who is not a student of the school or an employee of the Northern Lights School Division. Visitors may also be required to wear an identification badge.

## CULTURAL CEREMONIES & PRACTICES

Churchill Community High School and NLS #113 recognizes the need to support First Nations, Métis and Inuit Students success and the important role First Nations, Métis, and Inuit peoples have in the past, present and the future of Canada. Many First Nations share the concept of "mithopimatisiwin," or "hotiyé ?eghena," which means "good life" in both Cree, Ojibwe, and Dene. Implicit in this is the understanding that all of life is a ceremony; that the sacred and the secular are parts of the whole; that people are whole beings (body, mind, spirit, emotion); and that "mithopimatisiwin" is achieved by taking care of all aspects of one's self. Northern Lights School Division is working to share this perspective with staff, students, and community to foster an atmosphere of respect, understanding, and inclusivity. Smudging is a tradition, common to many First Nations people, which involves the burning of one or more medicines gathered from the earth. The most common medicines used in smudges are sweetgrass, sage, and cedar. Smudging is passed down from generation to generation. There are many ways and variations on how to smudge. CCHS is proud to be a smudge friendly school. Participation in a

smudge is optional; parents and students may choose not to participate.

## PARKING

Parking for visitors and students is by the main entrance on Hildebrand Drive. We kindly ask that when dropping off or picking up students between 8:30am-8:50am and 3:20pm – 3:35pm that you do not use the bus lanes. The back parking lot/daycare entrance may be used for student drop-offs and pickups, but there is no public parking in that area. The back entrance will only be open between the hours of 8am-9:15am, 12:15-1:10pm, and 3:25-4:15pm, the doors are locked during all other times.

## FOOD SERVICES

We encourage students to meet their friends in the servery and support school food services. All meals are prepared from scratch in our kitchens and follow strict healthy lifestyle guidelines. If a student forgets their lunch or requires lunch or breakfast, emergency meals are available upon request free of charge.

## PEANUT/NUT FREE ENVIRONMENT

For the health and safety of all involved in the learning process at CCHS, this school is a Peanut Free Environment. All learners are expected to treat others with consideration and respect by refraining from having or eating peanut/nut products within the school. There are students in our building with life-threatening allergies to peanuts.

## SCENT SENSITIVE

All learners are expected to treat others with consideration and respect by limiting the use of products with strong fragrances, such as perfume, body spray, and cologne. There are members of our student and staff population with severe allergies to these products.

## TELEPHONES

For personal calls, students are asked to use the student phones by the main entrance. Only emergency telephone calls will be accepted at the office or if you require help contacting a guardian. We discourage you from reaching your child on their personal cell phone during class time but do ask that you contact the Main Office or student support workers if you need to relay a message. Students changing telephone numbers and/or addresses should notify the office immediately.

## STUDENT TRANSPORTATION

For bus information, students should contact Northwinds Bus Lines at 306-425-2629 ext. 1

## SAFE SCHOOL MANUAL

Churchill Community High School has developed a Safe School Manual which outlines procedures to be followed in these situations: fire drills, evacuations, and other emergencies.

## SCHOOL COMMUNITY COUNCIL (SCC)

Saskatchewan Learning has initiated School Community Councils as a part of their structuring of the school division. The council consists of parents, community members, students, teachers, and the principal. Meetings of the SCC are held on the first Wednesday of each month at 5:30pm in the CCHS library with the annual meeting held each September. Meetings are open to the school community. The role of the SCC is to work in cooperation with the school staff to develop and to implement the school learning improvement plan. In addition to this duty, the SCC is a liaison between the school, parents, guardians, and community.

## LIBRARY

The library is an open resource for working students, classes and groups. The library is open in the morning before classes start, and after school. The library is freely available for students working on online coursework. Students with spares or free time are encouraged to work on their schoolwork or relax with a board game, a book or colouring. All textbooks must be

returned to the library before the end of each semester. Library books must be returned or renewed by the given due date.

# STUDENT LIFE

## ATTENDANCE SERVICES

Churchill has a proactive process of helping students and parents/guardians stay aware of attendance. The Student Support Workers review attendance daily and contact homes by text, phone, email, or home visits when required. Parents can contact the Student Support Workers (425-2255) for up-to-date attendance. For students in grade 7-9, please contact Ms. Kennidy McKenzie at ext. 820511 and for students in grade 10-12 please contact Ms. Clara Sanderson ext. 820510. Meetings with students and guardians will be arranged when required. CCHS uses an auto-dialer system to alert guardians of student absences by phone and text after each class period. This information is sent out to the phone numbers provided to the school by families, so please contact the main office if there are changes to your contact information.

**Please note: Attendance at school is the responsibility of the student and family concerned.**

## ATTENDANCE PROCESS

CCHS has developed a plan of action related to student attendance issues. The processes designed are locally approved by the School Community Council and Senior Staff of NLS113 and are governed by our school goals; caring, communication, quality, responsibility.

When young people experience attendance difficulties, we expect that a therapeutic process will be initiated. Many factors contribute to student absenteeism, and it is essential that the mechanisms used to identify and react consider many things and identify an individualized plan of action. Attendance is primarily the responsibility of the individual student and parent/guardian. As a result, any action plan or intervention strategy must involve these integral stakeholders as a matter of course. We recognize that there is also a responsibility of this school when related

to student attendance. A vital program based on student input and needs, a caring personal relationship between staff, student, and family is a pre-requisite for young people wanting to attend school.

**\*Excusable absences MUST be phoned in within two days of the absence to Kennedy McKenzie (Grade 7 – 9) or Clara Sanderson (Grade 10 – 12), Student Support Workers.**

Attendance Profiles may be requested at our School Office at any time.

Students in grades 10-12 are expected to carry five courses per semester. Exceptions include:

- a) Course load requirements for Grade 12 will be based on individual graduation plans
- b) Special appeal is granted by administration. The request may be related to family situations, academic accommodations, or work-related concerns.

## SECONDARY ATTENDANCE (GRADES 10-12)

Attendance is a pillar to student success, and it is an expectation that students maintain regular attendance while at CCHS. Before reaching seven inexcusable absences, students must negotiate attendance contracts or action plans to improve their attendance with one of the counselors.

Communication with parents/guardians occurs when students have 2, 4, and 6 inexcusable absences. At this point, student support workers and administration will continue to try and engage the student and family. They will create a transition plan for returning to school through phone calls, text, home visits, or school meetings. If after all interventions the student remains truant or is absent for 20 consecutive days, the student may be withdrawn from classes for the semester. Any student withdrawn may still access high school classes via online courses at the EdCentre.ca and is encouraged to meet with school administration to create a plan for re-enrollment in the next semester.

## MIDDLE YEARS ATTENDANCE (GRADES 7-9)

Teachers record student absences. Parent/guardians will be notified during the day of the absence if no notification has been called in by the parent/guardian.

Parents/guardians must provide medical proof of absence for extended illness beyond three (3) days to the general office. Middle years has an extensive procedure to deal with chronic absenteeism.

**Excusable absences must be verified within two days by a parent/guardian.**

The school may ask for verification of absences if there seems to be a problem occurring.

## STUDENT SUPPORT SERVICES

CCHS is committed to encouraging the positive and healthy growth of students through holistic practices that foster the whole child. We have two school counselors who are available through appointment or drop-in sessions in their offices located in the community school area by the servery. Their role is to help support students through trying times in their lives including but not limited to mental health and addictions struggles, accessing housing or community supports, goal setting, and healthy living.

We are very fortunate to have an agreement with the local health authority to offer medical doctor appointments bi-weekly in the school health wing. Students in grades 8 and above can make an appointment by calling the health clinic or drop in on the day of the clinic, students in grade 7 must have a parent/guardian accompany them. CCHS is also able to assist families in setting up community supports such as mental health and addictions services or live to work programs upon request.

Items such as first aid supplies and hygiene products are also available by request at the main office or with the Student Support Workers and Social Workers.

## NOON HOUR POLICY

CCHS utilizes Staff to provide noon-hour supervision for students. Noon hour intramurals and study areas are provided. Students who are not cooperative during noon hour will be denied the use of the school during lunch hour and parents/guardians informed.

Parents/Guardians and students can make pre-payments to the cafeteria staff so that students do not need to bring cash with them to school. Payment can be organized through the secretaries in the office or through the server staff directly.



**Lunch Rules:**

- Students are to eat at the tables in the servery area and are responsible for cleaning up their mess. The cooperation of all students regarding lunch cleanup is essential to our school.
- Students are expected to remain in the designated lunch area (high school wing) from 12:10pm-12:45pm until the doors are open by staff.
- Students are expected to follow the recycling and compost programs in the school to support making CCHS a green school
- Students must show respect to cafeteria staff and noon supervisors, and abide by their requests for rules and procedures. Cafeteria staff and noon supervisors act on behalf of the school administration.
- Cafeteria staff reserves the right to refuse service to students who consistently refuse to clean their eating area. Administration may remove lunch hour privileges from students who continually disobey lunch rules; students may be asked to leave school property during lunch hour in these cases.

**SAFE & CARING SCHOOLS**

Churchill Community High School has established standards of conduct for staff and students to ensure that our school remains a safe and caring environment for all to learn.

As a school, we are an active participant in the La Ronge Interagency and work closely with other supports in the community such as the Lac La Ronge Indian Band, health authority, RCMP, and Social Services. Occasionally law enforcement and/or social services find it necessary to interview students during the school day in which case an administrator or designee will be present as a support and an effort will be made to

notify the parent/guardian of the situation. Please be advised that in the case of suspected child abuse or a situation concerning student safety authorities may exclude school personnel from their procedures or prohibit them from contacting parents/guardians.

Our school is a member of the La Ronge Community Mobilization team or HUB, which is a group that meets weekly to address concerns and create a safer and healthier community. This group deals with specific cases of need where interventions may be required to ensure the health and safety of an individual.

CCHS, in accordance with NLSD #113 policy, places student safety as our number one priority. Our commitment to student and staff safety is to take all threats seriously, conduct investigations, and include an appropriate response. All actions or statements suggesting an intent to harm or act violently against someone or something will be considered a threat and will be assessed utilizing Violence Threat Risk Assessment (VTRA). The protocol outlines how a school responds to threatening incidents including, but not limited to” possession of a weapon or replica weapon; bomb threat or plan; verbal or written (including electronic) threats to harm oneself or others, and fire setting. The purpose of a VTRA is to determine how to support a student so their behaviour does not become violent or self-injurious. Community partners may become involved in a VTRA to provide effective support for those involved. Please see the student registration package for more information on this protocol.

**BEHAVIOUR GUIDELINES**

Churchill Community High School has established standards of behaviour to influence the development of positive values and social skills. These guidelines are to ensure a learning environment that fosters a commitment to student success, growth, and being a safe and caring school.

It is expected that every member of the Churchill family – students, staff, guests – will help maintain a safe, friendly, and orderly place for learning. Individual teachers may have rules and expectations in addition to those stated here that will be communicated to students at the beginning of each course.

assigning appropriate consequences and implementing restorative discipline plans by the administration.

**CCHS BEHAVIOUR GUIDELINES  
CONSEQUENCES**

The following is intended as a guide for assessing inappropriate behaviours and provides a framework for

<p><b>Level One</b> Any minor disturbances that distract from the learning environment (often resolved by a staff member)</p>	<p><b>Possible Consequences</b></p> <ul style="list-style-type: none"> <li>- Removal from the learning environment</li> <li>- Noon or after school detention</li> <li>- Parent/Teacher conference (classroom disturbances)</li> <li>- Student/Staff conference (public area disturbances)</li> </ul>
<p><b>Level Two</b> Activities and attitudes that shows a lack of respect or regard for the safety or property of others. Frequent and repeated incidents of level one rules</p>	<p><b>Possible Consequences</b></p> <ul style="list-style-type: none"> <li>- Student/Admin conference</li> <li>- Parent/Student/Admin conference</li> <li>- Parent/Student/Admin mediation</li> <li>- Restitution</li> <li>- In school suspension with education and the possibility of counseling</li> <li>- Out of school suspension</li> <li>- Payment for repair costs</li> </ul>
<p><b>Level Three</b> Activities and attitudes that shows a lack of respect or regard for the safety of school staff. Frequent and repeated incidents of level two rules.</p>	<p><b>Possible Consequences</b></p> <ul style="list-style-type: none"> <li>- Parent/Student/Admin conference/mediation</li> <li>- In school suspension with education and the possibility of counseling</li> <li>- Out of school suspension</li> <li>- Possible involvement of support interagency</li> </ul>
<p><b>Level Four</b> Activities that seriously threaten the safety of others or show a gross disrespect for authority or property. Frequent and repeated incidents of level three rules.</p>	<p><b>Possible Consequences</b></p> <ul style="list-style-type: none"> <li>- Extended out of school suspension</li> <li>- Involvement of the school superintendent</li> <li>- Recommendation for expulsion or school transfer as advised by the Director of Education</li> </ul>

**DRUGS AND ALCOHOL**

Use/abuse of drugs including marijuana, alcohol, and tobacco in school, at school functions, on school-sponsored educational/recreational/sports trips, is not permitted and is dealt with by the administration and

counseling staff. Use of drugs/alcohol will result in suspension. Students with repetitive use of drugs/alcohol may be referred to addictions counseling. Students in possession of drugs or an illegal substance

for the purpose of trafficking will have the materials confiscated and be reported to the RCMP.

The school policy on Vaporizers and E-Cigarettes falls under the same category as tobacco products. They are not allowed to be used on School property, buses, or school vehicles. If the contents in these devices are determined to be a controlled substance, it will fall under our Substance Abuse Policy. Student consequences will be determined according to these policies.

Tobacco products are permitted on school property only when used ceremonially by Elders and Traditional Knowledge Keepers.

### **SWEARING/PLAY-FIGHTING/BULLYING**

The above behaviours are not permitted at school, on school property, or school functions or trips. Staff and administration will deal with any infraction. Parents/guardians will be notified.

CCHS has a zero-tolerance policy for physical violence or harm, and such behaviour will result in an automatic suspension, and parents/guardians will be notified. Further consequences may be necessary and will be decided by the administration in consultation with parties involved.

### **BULLYING OR HARASSMENT**

Churchill Community High School takes bullying and harassment very seriously. When the staff and administration are alerted to an issue the designated procedures will be followed to resolve the issue. To assist students and parents with identifying a bullying situation terms and examples have been included below.

#### **Definition**

“Bullying is a conscious, willful and deliberate hostile activity intended to harm” (Coloroso, 2002). The act of bullying or harassment is not acceptable at CCHS.

#### The four markers of bullying and harassment

1. An imbalance of power
2. Intent to harm
3. The threat of further aggression
4. When bullying escalates unabated – terror

#### Types of bullying

1. Verbal Bullying: any exchange of negative words (i.e., taunting, name-calling, put-downs)
2. Indirect Bullying: is hidden and hardest to detect (i.e., kicking, glares, looks, ostracizing, hitting, pinching)
3. Physical Bullying: any physical contact that has the intent to harm ( i.e., kicking, hitting, pinching)
4. Cyber Bullying: any derogatory text messages sent through cell phones and/or computers (i.e. internet websites, emails, messenger, snapchat, text messaging)

#### Those involved in a Bullying Situation

1. The Bully: a person who chooses bullying behaviours in the intent to harm someone or their property.
2. The Target (or the victim): The individual who is on the receiving end of the bullying situation.
3. The Bystander(s): These are four main types:
  - a. Follower(s): actively joins in
  - b. Passive – watches, but does not take an active part
  - c. Disengaged Onlooker(s) – watches what happens; is none of my business; don’t take a stand
  - d. Defender(s) – sticks up for the victim. They are the ones who intervene somehow (i.e., interrupt the situation, create a distraction, go and get help).
4. The Intervener: a person who chooses to, or is asked to help settle a bullying problem.

#### **Teasing vs. Taunting**

##### This is what Friends do:

Teasing:

1. Allows the teaser and person teased to swap roles.
2. Is not intended to hurt the other person.
3. Maintains the basic dignity of everyone involved.
4. Pokes fun in a light-hearted, amusing and benign way.
5. Is meant to get both parties to laugh.
6. Is only a small part of the activities shared by kids who have something in common,
7. Is innocent in motive.
8. Is disconcerted when person teased becomes upset objects to the teasing.

This is what Bullies do:

## Taunting:

1. Is based on an imbalance of power and is one-sided: the bully taunts, the bullied kid is taunted.
2. Is intended to harm.
3. Involves humiliating, cruel, demeaning, or bigoted comments thinly disguised as jokes.
4. Includes laughter directed at the target, not with the target.
5. Is meant to diminish the sense of self-worth of the target.
6. Induces fear of further taunting or can be a prelude to physical bullying.
7. Is sinister in motive.
8. Continues, especially when the targeted student becomes distressed or objects to the taunt

- **Excerpts from *The Bully, The Bullied, and the Bystander*, Barbara Coloroso, 2002.**  
[www.kidsareworthit.com](http://www.kidsareworthit.com) kids are worth it, Inc.

**Procedure**

When acts of bullying or harassment are identified at CCHS, Administration or Student Services are informed and the process is as follows:

**Investigation/Assessment:**

Conducted by the administration of CCHS

During the investigation, the Administration may choose one or more of the following options:

- The appropriate discipline for that youth
- Possible referral to Anti-Bullying Program/Student Services
- Possible referral to an outside agency (Mental Health, Addictions, Justice, RCMP)

**PERSONAL ELECTRONIC DEVICE (PED) POLICY**

CCHS recognizes the importance of PED's in our society and that they can be valuable tools for communication and learning. In accordance with Northern Lights School Division #113 division policy, we aim to teach students responsible usage of devices. **To reduce the number of**

**disruptions in our classrooms, parents/guardians are asked to please phone the main office to leave a message for their student instead of calling cell phones unless it is an emergency.**

Students may use their cell phones responsibly before school, during breaks, and after school in the hallways, serverly, and common areas. PED's are not be used during class periods unless a teacher has given instructions to use the PED for a specific task (e.g., using a calculator or calendar app on a smartphone). At no time should messages – in text or image form – be created, received from others, or sent to others during class periods unless a teacher has directed students to do so.

Students who do not comply with this policy will have their phone taken by the teacher or an administrator for the day. The second time this happens, the student phone will be kept in the office until a parent or guardian can pick it up. If PED use continues to distract from a student's education, further plans may be made with the family on an individual basis.

**HALLS**

Students are expected to be in their assigned class during the entire period. Senior students during a spare class are expected to be in the library, community school area quietly working, or have left the building. Any student with a spare class in their schedule must have the PowerSchool app on their phone to be able to show a staff member their schedule on request.

The hallways are a shared space, and all students are expected to be quiet and courteous while in the halls to ensure classes are not interrupted.

**DRESS POLICY**

How we dress and behave sends messages about us to others. We want people to have enough freedom to express their personality and at the same time, recognize that we want to send positive messages to others, including the community in which we live and serve. The bottom line is common sense, sensitivity to others, and the good health and safety of all. The dress code in the school reflects what is acceptable in comparative places in our society (e.i. The workplace) we encourage to all to dress smart to promote healthy

living. Everyone at CCHS should understand that they are responsible for managing their own personal "distractions" without regulating individual students' clothing/self-expression. As a staff, we expect students to adhere to the common dress standards that we have agreed to hold in our respective roles within Churchill Community High School.

Basic Principle: Certain body parts must be covered for *all* students regardless of gender

Clothes must be worn in a way such that genitals, buttocks, nipples, and breasts are covered with opaque material and not visible to others.

Students **MUST** Wear:

- A Shirt.
- Bottoms: pants/sweatpants/shorts/skirt/dress/leggings
- Shoes: sneakers/boots/moccasins/sandles/etc. Exceptions for student safety apply such as playing sports, outdoor activities, and science labs.

Students **MAY** Wear:

- Hats
- Sweatshirts
- Fitted pants
- Pajamas
- Ripped jeans, as long as underwear is not exposed
- Tank tops, including spaghetti straps, halter tops, etc
- Athletic attire

Students **CANNOT** Wear:

- Hoods, bandanas, or masks
- Violent language or images or anything promoting harm to others
- Images or language depicting drugs, tobacco, or alcohol (or any illegal item or activity) or the use of same.
- Hate speech, profanity, pornography
- Images or language discriminative or intimidating to others

\*Students may be asked to remove hats in classrooms or other areas of the school

When students are wearing clothing in violation of the dress code, they will be asked to cover up with a jacket or t-shirt or go home to change. If there is a refusal to follow the policy, students will be referred to the administration for further action.

## LOCKERS

Students may use the lockers at CCHS provided that they sign a locker use agreement form each year. Middle years' students are only permitted to use lockers in their homeroom classes or the gym locker rooms; high school students may use a locker found in the hallway. Locks and lockers are assigned in the office by speaking with the secretary or office manager. Students must have permission from the office to change locks or lockers. It is strongly recommended that students lock their personal belongings into the provided lockers as CCHS does not hold responsibility for lost or damaged personal property. To maintain the security of the locker, students are asked to keep locker combinations confidential. As per the written locker agreement lockers may be searched routinely for reasons related to maintenance, health, and safety by school administration without notification.

## LOST AND FOUND

There is a lost and found located outside of the gym in the common area. Students are expected to look there first before reporting their items as lost. Any valuables and small items found such as phones or jewelry are held in safekeeping at the office and may be claimed there. All unclaimed lost and found items will be donated at the end of each semester to goodwill.

## STUDENT DANCES

The in-school administration and SRC co-ordinate dances. Groups can appeal to the in-school administration for special dances. Groups organizing a dance are required to have a minimum of four parents and four teachers for supervision. All supervised areas (i.e., hallways, gym, coat check, outside space, etc.) need to be filled for the duration of the dance. A designated set-up and clean-up committee are also required.

## DANCE RULES

1. No purses, backpacks, jackets or outdoor footwear allowed in the gym
2. Consumption of alcohol or drugs before or during the dance is not tolerated.
3. Once you are in the dance, you must remain inside. If you do leave, you cannot come back in.
4. Students cannot arrive at the dance later than the posted late time unless prior arrangements have been made to be placed on the late list.
5. Students may invite one guest to a dance. These guests must be placed on the guest list 24 hrs before the dance in the office by speaking to an administrator. You are responsible for your guest's behaviour, and you must arrive and leave with your guest.
6. You must be a current student to be admitted into the dance. Dances are extensions of school activities ; therefore, you are responsible to the school for your behaviour. If you are serving a suspension or skipped school, you will not be permitted to attend the dance.
7. Students with poor school attendance may be prohibited from dances upon teacher recommendation

## EXTRACURRICULAR ACTIVITIES

CCHS is proud to offer a wide variety of extracurricular activities for students outside of regular academic programming to enrich student lives. Students are encouraged to get involved in sports, intramurals, clubs, and the arts to help find interests and engage in healthy and active lifestyle choices. Information about all these activities is communicated throughout the school year by spoken and written communication on the announcements, bulletin boards, and on the school website. A complete list of current teams, clubs, and interest groups can be found online on our school website.

## CCHS ATHLETICS

We believe that participation in CCHS athletics is a privilege to all students and that subsequent to their participation, is the acceptance of the responsibilities that accompany this privilege. We are committed to making this participation a positive opportunity for personal growth athletically, academically, and

socially. Participation is voluntary and is not a requirement, nor is it an entitlement. Therefore, extra time and effort are required of those who participate. Since the reputation of the school is often judged by its extra-curricular programs, high standards must be maintained.

Athletics are an extension of the school day. Our volunteer coaches are charged with the responsibility to teach the values of accepting success graciously, accountability, citizenship, sportsmanship, confidence, tolerance, handling disappointment, leadership, organizational skills, participation within the rules, performing under pressure, persistence, work ethic, physical well-being, responsibility, sacrifice, self-discipline, social skills, striving towards excellence, taking instruction and teamwork.

Participation in extracurricular athletics is open to all students provided they meet the general requirements of attendance, effort in academics, and any requirements specific to the activity of their choice as governed by SHSAA bylaws.

### *Programs*

The following athletic programs are offered at Churchill Community High School. These programs will be offered based on the following criteria:

- A qualified teacher-coach or community coach to operate the program.
  1. Has up to date knowledge of the sport
  2. Has the ability to commit to regular practices and games
  3. Has taken all SHSAA courses as required by policy
- Enough committed students to the particular program.
- Teacher sponsor (if community coach)
- Approval by Administration & the Athletic Director

Junior athletics consist of grade 7 and 8 students. The senior teams are made up of students in grades 9-12 and compete in the most competitive leagues or tournaments.

Churchill Community High School supports the following athletic activities:

		Male		Female		Mixed	
Season	Sport	Jr	Sr	Jr	Sr	Jr	Sr
Fall	Football		•		•		
Fall	Cross Country	•	•	•	•		
Fall	Volleyball	•	•	•	•		
Fall	Golf	•	•	•	•		
Fall	Soccer	•	•	•	•		
Winter	Wrestling	•	•	•	•		
Winter	Curling	•	•	•	•	•	•
Winter	Basketball	•	•	•	•		
Spring	Badminton	•	•	•	•	•	•
Spring	Track & Field	•	•	•	•		

## ACADEMICS

### MIDDLE YEARS MARKS

Teachers evaluate student progress daily using a variety of measuring strategies that reflect the objectives of the course content. Ministry of Education emphasizes that student evaluation is reflective of the unique learning styles of students and is fair and equitable.

Teachers will meet with parent/guardians two times in the year to discuss student progress at formal interview meetings. Meetings in May or June can also be requested. Parents/Guardians are encouraged to stay in close contact with their children's teachers to support and promote their academic growth.

### MIDDLE YEARS OUTCOME BASED ASSESSMENTS

Students in Middle Years will be assessed on a four-point scale (beginning, progressing, meeting and exceeding). The students will be assessed on the outcomes from the Saskatchewan curricula.

The students will also be assessed on learning behaviours in the areas of respect, responsibility, cooperation and independence. The scale for learning behaviours are rated as rarely, sometimes, usually and consistently.

### MIDDLE YEARS EXAMS

Students in grades seven, eight and nine will have formalized mid-year and year-end exams in the following core subjects:

- Grade 7: Language Arts and Math
- Grade 8/9: Language Arts, Math, Science and Social Studies

### MIDDLE YEARS PROMOTION CRITERIA

Teachers, special education personnel, and administration will review student progress throughout the year.

Decisions will be made on next year's placement based on the most appropriate program available that meets the needs of the individual student. Parents will be advised at the April teacher/parent interview or later in term four, on the options available for the upcoming year.

### SENIOR HIGH ACADEMICS

Students in the high school will meet with our Career Transitions teacher Mrs. Marian Andrews to discuss their graduation plan and to set their yearly schedule. Mrs. Andrews is also able to assist senior students with career planning and guidance, post-secondary schooling, scholarship applications, resume writing, and general academic advice. Her office is located in the community school area by the servery in the high school wing. Any student who fails to complete a compulsory course is expected to re-register in an equivalent course the next available semester.



DIVISION IV GRADUATION REQUIREMENTS

Regular Program – 24 Credit Policy

Grade 10	Grade 11	Grade 12	Adult 12
Minimum 8 Credits  <b>Compulsory Courses:</b> English Language Arts A10 & B10  Social Studies 10, History 10, or Native Studies 10  Science 10, Workplace & Apprentice. Mathematics 10 Foundations Math 10  Three electives at level 10 or higher	Minimum 16 Credits  <b>Compulsory Courses:</b> English Language Arts 20 Mathematics 20  Six additional elective credits level 20 or 30	Minimum 24 Credits (5 of which must be 30 levels)  <b>Compulsory Courses:</b> English Language Arts A30 & B30 Mathematics 30  A Canadian Studies 30, Social Studies 30, History 30 or Native Studies 30  A Science 20 or 30 A Social Science 20 or 30  Two credits in arts education or practical and applied arts at level 10, 20 or 30  Wellness10, Phys Ed 20 or 30	Minimum 7 Credits  <b>Compulsory Courses:</b> English Language Arts A30 English Language Arts B30  Mathematics 20 or 30  Canadian Studies 30 A Mathematics 20 or 30  A Science 20 or 30  Two electives at level 30

\*A list of course offerings and descriptions can be found on our school website

A tentative graduation list is posted in October. Following the third reporting period in April, a review of students' grades will be examined. Students holding a 50% or higher grade will be included on the graduation list. Another review of students' grades will be discussed on June 1. Students holding a 50% or higher grade will be included on the graduation list if they have sufficient courses for matriculation. The final list will be drafted after exams are completed. All families of grade 12 students will be contacted from April on regarding the grad list. In addition, a student may not be allowed participation in the graduation ceremony if they have not passed their classes after final exams.

### REPORT PERIODS/COMMUNICATION

We have two formal Open House opportunities where parents/guardians are invited to come in and meet teachers, socialize, look at schoolwork, and discuss report cards. Phone calls are encouraged and welcomed at any time throughout the school year.

All parents/guardians can expect to be contacted on an ongoing basis to keep them informed of student progress. They can also expect to be invited by phone, text, or email before an Open House.

Parents/Guardians are encouraged to contact teachers on an ongoing basis. Progress/reports may be requested at any time of year from the office.

Students should be discussing their school progress with teachers continually.

### ACADEMIC PROGRESS – POWERSCHOOL

CCHS uses PowerSchool for tracking student marks and attendance. Parents and students are encouraged to sign up for the digital PowerSchool portal that allows one to view a

student's progress, assignments, marks, and attendance at any time. To sign up for an account, please contact the main office with your email address.

### RECOMMEND POLICY

This policy is based on the expectation that high school classes will have a cumulative final (exam, formal project, or interview/portfolio). Recommends are earned on a class by class basis based on attendance, academics, and behaviour and are at teacher discretion.

#### Eligibility criteria

##### *Attendance*

- A student must have no more than 3 unexcused absences
- A student must have no more than 8 total absences (excluding school approved placements (D code))
- Three lates count as 1 absence (we understand that due to the size of the school some classes are difficult to arrive on time. This statement is based on the common practice of giving students an extra minute or two when the teacher knows students have a legitimate reason)

##### *Academics*

- Students must achieve an average of 80% or higher over term 1 and 2
- Students must not have any outstanding assignments or zeros
- Students caught plagiarizing are not eligible for a recommend in that class
- In a French Immersion setting, students must make a continual effort to speak French. (Teachers will make contact with parents/guardians via phone,

email or report card comments if a student is not making this effort.)

*Behaviour*

- Students who have received a suspension will not be eligible for any recommends that semester.

*Required exams*

Students must write the final for the following courses

English Language Arts

- ELA A10(A11)
- ELA B10(B11)
- ELA 20(21)
- ELA A30(A31)
- ELA B30(B31)

Mathematics

- First class out of Workplace & Apprenticeship Math 10 or Foundations of Math/Pre Calculus 10
- First class out of Workplace & Apprenticeship Math 20 or Foundations of Math 20 or Pre Calculus 20
- First class out of Workplace & Apprenticeship Math 30 or Foundations of Math 30, Pre Calculus 30 or Calc 30

Science

- First class out of Physical Science 20, Environmental Science 20, Health Science 20, Computer Science 20
- First class out of Biology 30, Chemistry 30, Physics 30, Earth Science 30, Computer Science 30

Social Sciences

- First class out of History 10(11), Native Studies 10, or Social Studies 10

- First class out of History 30(31) Native Studies 30 or Social Studies 30

PAA and Visual Arts

- Due to the modular nature of these courses, they often don't include a final
- Teachers who teach any other class offered at CCHS can have a final exam and will upon consulting with administration decide if recommendations are an option.

AWARDS

At CCHS, we strive to recognize and celebrate student achievement in all facets of life to encourage the growth of engaged, well-rounded citizens. An awards ceremony will be held each June to celebrate student successes.

HONOUR ROLL

In grades 10-12 students who strive for academic excellence will be recognized on the Churchill Community High School Honour Roll. The criteria for the honour roll is based on the grade average of all courses taken by a student in the current year using the criteria below:

Bronze – 65%-74.4%

Silver - 74.5% - 84.4%

Gold - 84.5% – 100%

Honour roll standing will be determined by taking the average of all marks obtained by a student in the current school year. For semester two courses, the mark obtained *before* final exams will be used.