



GENERAL INFORMATION

General Office

The office is open between the hours of 8:30am and 4:00pm. Students or parents with questions should contact the office, (780) 352-2295, and their call will be directed to the person best able to address their concerns.

Semester System

WCHS operates on the semester system with each of two semesters running for five months. The first semester runs from September through January while semester two runs from February through June. Students take different courses in each semester. Each semester has two terms for reporting purposes. All three credit options run daily for one term.

High School Credits

Credits are the unit of measure used to determine the amount of work accomplished for each course. Traditionally, a five-credit course runs for a semester and a three-credit course runs for a quarter. Students in Career and Technology Studies (CTS) courses earn credits by completing a series of one-credit modules. Students who complete each course or module with a final grade of 50% or better will earn the associated credit(s).

Grade 10 students should register in a program totaling at least 40 credits. Our goal is to have students enter their grade 12 year with at least 75 credits. Grade 11 students who are on track to graduate are eligible to take a spare. Students in grade 12 may take more than one spare if they are meeting graduating requirements. Upon administrative approval, returning grade 12 students may take courses with us but must have a timetable that effectively utilizes their time in the school.

Retroactive Credits

In the core subject areas, English, Social, Math and Science, students who do not achieve the required 50% passing grade must repeat the course or, with a mark between 40-49%, continue in an alternate course sequence when available.

Once registered and successful in the alternate course sequence, credits will be awarded for the passed course and its prerequisite. A credit recovery option may be available.

Alberta High School Completion Documents

Students may earn either an Alberta High School Diploma or a Certificate of High School Achievement associated with the Knowledge and Employability program. In order to earn an Alberta High School Diploma, students must complete mandatory course requirements and options finishing with a minimum of 100-credits. See chart (p.4) for specific course requirements.

In order to earn a Certificate of High School Achievement, students must complete mandatory course requirements and options with a minimum of 80 credits.

Possession of an **Alberta High School Diploma does NOT guarantee admission** to a post-secondary institution. Students are advised to check the calendars of post-secondary institutions for requirements and possibly make an appointment to see their success coach.

Participation in Graduation Exercises

Graduation is held at the end of June. Students will only be placed on the Grad List if they are enrolled in the necessary courses and credits to fulfill graduation requirements.

IN ADDITION, students will need to meet the following criteria:

»WCHS Courses

Students must be passing (50% +) in all courses required for graduation by June 17th.

Failure to meet these requirements will result in removal of the student from the Grad List and he/she will not be allowed to participate in Graduation Exercises.

Requirements for an Alberta High School Diploma

To earn an Alberta High School Diploma, a student must earn a minimum of 100 credits and complete and meet the standards of the following courses:

- » English 30-1 or 30-2
- » Social Studies 30-1 or 30-2
- » Mathematics 20-1 or 20-2 or 20-3
- » Science 20 or 24, or Biology 20 or Chemistry 20 or Physics 20 and Science 10 or 14
- » Physical Education 10 (3 credits)
- » Career & Life Management (CALM) (3 credits)
- » 10 credits from Career Technology Studies (CTS), or Fine Arts or Second Languages or PE or RAP
- » 10 credits in any 30-level courses (not English or Social Studies), 30-level locally developed courses, 3000 level Career and Technology Studies courses, 30-level Work Experience courses, 30-level Knowledge and Employability courses, 30-level RAP courses, 30-level Green Certificate courses, or Special Projects 30.

Course	DIPLOMA	
	CR	EXAM
English (30-level)	15	Yes
Social Studies (30-level)	15	Yes
Mathematics (20-level)	10	No
Science or Biology or Chemistry or Physics (20-level)	10	No
Physical Education (10-level)	3	No
Career and Life Management	3	No
Subtotal	56	
Other Credits	44	
Total Credits	100	

Requirements for a Certificate of High School Achievement

Students completing Knowledge and Employability course requirements will receive a Certificate of High School Achievement. The requirements indicated in this chart are the minimum requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional courses. 80 CREDITS Including the following:

- » English Language Arts 20-2 or 30-4
- » Mathematics 10-3 or 20-4
- » Science 14 or 20-4
- » Social Studies 10-2 or 20-4
- » Physical Education 10 (3 credits)
- » Career and Life Management (CALM) (3 credits)

Minimum 5 credits in:

- » 30-level Knowledge and Employability Occupational course or...
- » 30-level Career and Technology Studies (CTS) or...
- » 30-level locally developed course with an occupational focus

AND

Minimum 5 credits in :

- » 30-level Knowledge and Employability Workplace Practicum course or...



- » 30-level Work Experience course or...
 - » 30-level Green Certificate course or...
- 5 credits in:
- » 30-level Registered Apprenticeship Program (RAP) course

Scholarships and Student Finance

Student Services provide direction for online scholarship searches, information regarding locally awarded scholarships, and criteria for the Rutherford Scholarship.

Student Fees

Instructional material fees and related school fees are due and payable at the time of registration. Textbooks will not be issued until fees have been paid, or arrangements for payment have been made at the office. Students are responsible for the care of materials and shall be charged for any lost or damaged materials.

Student Assessment and Reporting of Student Marks

Students will receive course outlines and assessment procedures, from each of their teachers, during the first week of instruction in each course. Assessment will be continuous throughout the course. Parents and students have real-time access to marks through the online markbook. Login information is given to each student and parents at the start of the school year. Parent-teacher interview evenings will be held in each semester.

For more information regarding student assessment and reporting of student marks, please go to: www.wetaskiwincomp.ca/students/academic-expectations.



STUDENT INFORMATION

STUDENT SERVICES

We are here to make your time at WCHS as productive as possible. In order to do this, we have individual administrators, success coaches, an indigenous support worker and school counsellors for our students. If you have questions about your classes or your grades, we can help you. If you have questions about what you are going to do when you finish high school, we can help you. If you have questions about personal issues, we can help you with that too.

What Does A School Counsellor Do?

- » We work on behalf of students and their families, to support staff in developing school programs that facilitate the educational process and offer the opportunity for success for each student.
- » We provide services to all students in the areas of individual, group, developmental, career, personal and crisis counselling.
- » We deliver personal counselling services to individual students and groups.
- » We provide crisis intervention and follow-up support/referral in the areas of suicide, abuse and bereavement.
- » We refer students and their families to community agencies and other professionals.

Referrals: How do you access the counsellors?

- » Self Referral: students can request an appointment with their counsellor. Parents or guardians may also contact the counsellor to request services for their student.
- » School Staff: Advisors will encourage students to seek support from the counsellors. As well, other teachers and staff may contact the counsellor if they have concerns for a student's welfare.

Come down to the Student Services area (near the main office) and make an appointment, or, if you are in a hurry, just drop in. Parents are also welcome to take advantage of this offer. We would, however, recommend an appointment for parents to ensure that the counsellor is available.

Success Coaches

Success Coaches work with teachers to develop appropriate supports for students who need extra help. The Success Coaches:

- » Coordinate and facilitate meetings with outside

agency services for educational purposes;

- » May provide individual and small group support or instruction with students;
- » Collaborate with teachers to help develop, monitor and review Individual Program Plans, Behaviour Support Plans, Success in School Plans, and Medical Support Plans;
- » Provide assistance with program/curriculum adaptations and/or modifications to meet individual needs; and,
- » Provide accommodation assistance.

If you have any questions about educational programming, the Success Coach is your primary contact.

OTHER SERVICES

WCHS Indigenous Program

The WCHS Indigenous Program is designed to provide support to our Indigenous students. Our Indigenous Support Worker focuses on building success for our Indigenous students through:

- » Relationships and mentoring - building close supportive relationships with students.
- » Transitions - addressing the high dropout rate between grades 9 and 10 and supporting transitions between high school and post-secondary school.
- » Culture - developing a sense of belonging through cultural activities.
- » Parent engagement - encouraging dialogue between parents, school and student.
- » You will find the Indigenous Support Worker in the Wahkotowin Room (Rm 157).

RCMP School Resource Officer

Through our local detachment, an RCMP liaison officer has been assigned to schools in WRPS to help with legal system/justice system issues.

Learning Commons

WCHS has created a classroom called the Learning Commons where students can take courses in a non-traditional classroom setting. Students can register through the Student Services Department and then begin their independent learning by working at their own pace, at home, or in the Learning

Commons. All courses will count towards their High School Diploma. The Learning Commons is open for student use from 8:15 am until 4:15 pm. Students are encouraged to use the Learning Commons for study purposes, as well as for their own enjoyment. There is a wide range of resources available in the Learning Commons including: Chromebooks, print reference materials, works of non-fiction, and of course lots of novels and magazines. The Learning Commons staff are always available to assist students with all of their information needs.



Student Parking

Student parking is permitted north of the school; however, students should be aware of the restricted areas and times which are posted. Vehicles violating these restrictions will be towed away at the owner's expense.

Lockers / Locks

Lockers and locks are rented through the school and assigned at the time of registration. Lockers must be locked at all times. The school is not responsible for articles missing from lockers. Lockers must be emptied and the lock returned to the Book Room in June. Lockers must be cleaned and free of pictures, posters, stickers and writings.

STUDENT EXPECTATIONS AND ATTENDANCE

Students should familiarize themselves with the school's policy regarding student expectations and class attendance. More information can be found by clicking on the following link: www.wetaskiwincomp.ca/students/expectations

OTHER INFORMATION

Dropping Courses

The selection of courses is a very important decision. It is expected that students explore all avenues and utilize the school resources before making the decision to drop a course. Students who decide to drop a course must pick up a "request to drop" form from their Success Coach. This form must be signed by a parent/guardian and returned to Student Services.

Spare Periods

Students with spares are expected to use this time wisely. Students not wishing to utilize the Learning Commons during their spares must go to the school cafeteria or leave the school building. Students should NOT be loitering in the hallways during class time. Part-time students are to leave the school when not in class. (Unless working in the Learning Commons)

Signing Out

If a student needs to leave the school, for any reason during class time, he/she should sign out with one of the secretaries in the general office.

ALTERNATIVE PROGRAMS

Integrated Knowledge and Employability (Grade 9)

The goal of this program is to introduce students to high school coursework in a supported environment. Students will realize their capabilities and may continue on to earn a high school diploma.

Students in Grade 9 who have previously been enrolled in Knowledge and Employability courses may consider entering the diploma path in Grade 10 by enrolling in English 10-2, Social Studies 10-2, Math 10-3 and Science 14. Students in these courses will be expected to attend every day, complete assigned work and attend any available support classes that may be offered. Students who do not meet these criteria are encouraged to continue in Knowledge and Employability courses

Knowledge and Employability (K&E) Courses

K&E courses make meaningful connections between schooling and personal experiences. These courses are designed to meet the educational needs of students who learn best through experiential learning activities. The focus is on the development and application of reading, writing, mathematical literacy and essential employability skills.

K&E courses promote student skills, abilities and work ethics including:

- » Academic and occupational skills of a standard determined by the workplace to be necessary for success;
- » Practical applications through on- and off-campus experiences; and,
- » Career development.

High School Knowledge and Employability courses can be completed in 2.5 years (5 semesters, 80 credits) leading to a Certificate of High School Achievement. These courses prepare students to earn a senior high school credential, enter the workplace with employability and occupational skills that meet industry standards or make successful transitions to other courses that further their education and training. Once the Knowledge and Employability Program is completed, students are encouraged to register in mainstream programming for 2 extra semesters in order to obtain their Alberta High School Diploma (100 credits).





Alternative Education Pathway (Alt Ed)

The Alternative Education pathway provides students with foundational literacy, numeracy and life skills learning in preparation for the world beyond high school. It is designed for students who have experienced prolonged difficulty in regular programs, have unique and/or complex learning needs, and/or have participated in Special Education classes prior to high school. The goal of the pathway is to provide students with an inclusive high school experience that is tailored to their individual needs, wants, and wishes, driven by the Alberta Education Special Needs Program Guide and an individual program plan, while developing the skills needed to become contributing, independent and mature members of our community. Students participating in this pathway finish their high school education journey with a High School Completion Certificate.

Inclusion is a key component. Learning takes place with the same aged peers in a variety of environments within the school including, but not limited to, general and special education classrooms as well as in a variety of community settings (work experience). Instruction may be delivered individually, with a partner, and/or small and whole group configurations. A team of educational assistants provide support as needed while recognizing the goal of independence.

Areas of skill development include communication, social interaction, gross and fine motor, self-management and personal care, time management, organization, problem solving, employment, and safety. Instruction of functional skills are embedded within the naturally occurring routines and activities throughout the day.

Students' success is demonstrated through daily attendance and active participation and engagement in all learning activities which may vary from passive participation to complete independence.

The Alternative Education Pathway strives to infuse learners with diverse and unique (complex) learning needs into a culturally supported inclusive environment of meaningful learning experiences to open doors of opportunity.