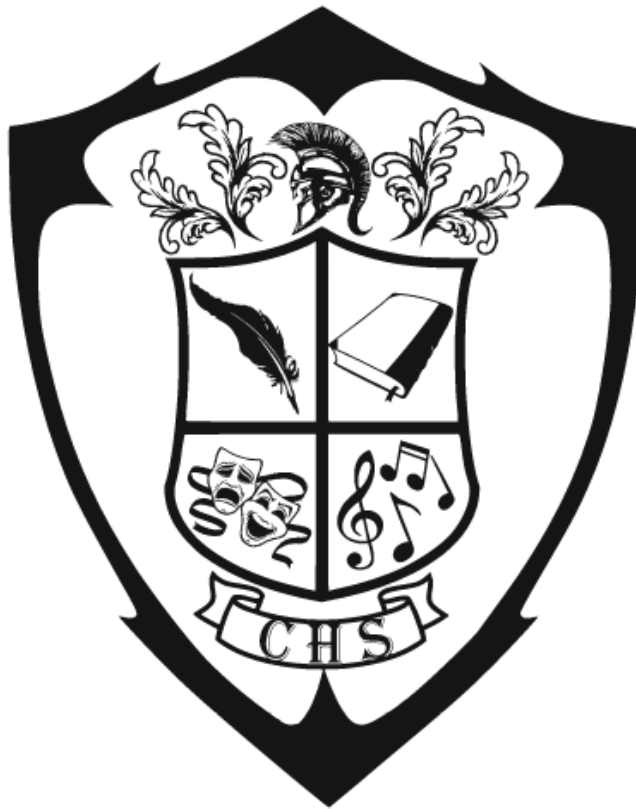




Carpenter High School

Student Handbook

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Welcome to CHS!

Principal Message

At Carpenter High School, we are dedicated to fostering a positive and inclusive environment where every student can thrive. With a focus on academic achievement, extracurricular involvement, personal growth, and community spirit, we strive to inspire the leaders of tomorrow and help each student reach their full potential. Here's to a year filled with learning, resilience, and success.

Bell Schedule

Period 1	8:56-9:58
Period 2	10:02 - 11:04
Period 3	1:08 - 12:10
Lunch	12:10 - 1:10
Period 4	1:10 - 2:12
Period 5	2:18 - 3:20

Daily Routine

Clean School

CHS is a beautiful school and we want to keep it that way. Students volunteer to keep the school grounds clean at certain times of the year. We want our hallways, classrooms, and school lawn free of garbage.

Student Notices

An office staff person will read the general announcements every day at the start of Period 1. The announcements are also posted on our TV's in the commons area. Notices need to be in to the office by 8:50 a.m.

Hallways

Students should not congregate in the halls during class time. Students with spares (not in class) should be in the library or Grad room. If a student is in the building and should be in class, this is considered an in-school skip. Students may be sent home for the remainder of the day.

Noon Hour Routine

The library is available for quiet study every day starting at 9 a.m. Arrangements can also be made with classroom teachers or activity supervisors to work in other areas. Many of our clubs and groups meet during the lunch hour.

The commons area is for eating and visiting at noon. The gym is always open at noon for students to play, but you must wear clean shoes.

The Booth is open at noon Monday to Friday. Healthy meals and they cost \$7.

Open Campus

Carpenter High School has an open campus meaning students have the choice to go off campus during lunchtime. CHS strongly encourages that students in grade 9-12 stay on campus during this time where they will be supervised. Students are expected to follow the rules and laws of the businesses they frequent and the community at large.

Parking

We have a parking lot for students on the school grounds. The student lot is located on the North side of the school. It operates on a first come, first served basis. Please drive carefully. Students who park on school property do so at their own risk. Neither CHS nor the school division accept responsibility for students' cars or their contents. Students are encouraged to obey city bylaws when parking. Vehicles parked or driven recklessly will be talked to by administrators.

The "visitor's" lot is for school board vehicles and legitimate visitors to the school who register in the Main Office. Staff parking is reserved for school board employees only.

Transit

A variety of regularly scheduled and special buses take students to school. Students are expected to arrive at least ten minutes before their first scheduled class. School buses drop off students via the bus lane. Please do not park in the bus lane between 8:30 a.m. to 4:00 p.m.

Contact the School Division Transportation department for more information about busing for students living in and out of the city (exceptions may apply).

Accidents and Emergencies

Students are asked to immediately report any accidents or emergencies to the staff member in charge. Medical services will be arranged as required.

Course Drop Deadline

We encourage all students to take a full course load of classes during each semester. If a student wishes to drop a course it must be approved by parents/guardians, teacher and administration. Please work with the Academic Counselor to complete this process.

Alcohol and Drugs

Possession, use or trafficking in alcohol, drugs, or any such substances will not be tolerated. Students in possession of drugs or an illegal substance may be dismissed from CHS and charged. Students suspected of being under the influence of drugs or alcohol will be suspended. Before re-admission, parents, student, Student Services, and administration will discuss intervention strategies for the student's addiction. Student lockers may be searched at any time. Police may play a role in incidences that involve an illegal substance.

School Fees

School fees are used to cover the costs involved in delivering the program or materials for the class(es) your student is enrolled in for the current school year. There may be an additional fee(s) charged for a project approved between the student and teacher.

Behavioural Guidelines

CHS expects standards of behaviour to influence the development of positive values and social skills. These are necessary in a learning environment that fosters learning and growth. CHS is proud of the positive, friendly atmosphere that exists. Students are expected to be considerate, cooperative, and tolerant. Be respectful of the rights and property of others.

Maintain a safe, friendly, and orderly place for learning. Teachers have rules and expectations and those will be communicated to students at the beginning of each semester.

Academic Integrity

Evidence of one's own learning should be evident through demonstration of responsibility, honesty, trust and respect. Actions such as cheating; plagiarism; having others complete the

work; buying papers from the internet or resubmission of previously submitted work indicate a lack of academic integrity.

I) Student Responsibility

Assuming responsibility for one's learning, including getting to school/class on time; attending regularly; submitting work on time; doing one's best on exams and assignments.

II) Plagiarism

Definition: The unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental. The process of taking another person's work, ideas or words, and using them as if they were one's own.

Students are responsible for providing evidence of their learning within established timelines, and understand that there are consequences for cheating, plagiarizing, not completing work, and submitting work late. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

Artificial Intelligence has made it easier than ever to complete assignments. In most cases of plagiarism using AI, arrangements will be made for the student to complete the required work, either the original assignment or an alternative. Following attempted intervention, if there continues to be a lack of evidence that the student has met one or more outcomes, the final grade will be affected

III) Schools are expected to enforce principles regarding academic integrity.

Northwest School Division will work collaboratively with their schools and communities to develop strategies for helping students understand the gravity of such behavior and the importance of acknowledging the work of others. Penalties for cheating/plagiarism will be imposed according to individual school policy.

Student Assessments and Evaluation

CHS is guided by a framework (AP 360) to ensure assessment, evaluation, grading and reporting practices in all Northwest School Division schools are consistent with current research-informed practices and Ministry of Education policies.

Students are responsible for attending, reflecting and monitoring their own progress, and accept academic responsibility in achievement of one's personal best while pursuing learning with academic integrity.

CHS Assessment Plan

1) Engage and Empower the Learner

Creating a student-centered learning environment to foster active participation and confidence.

- **Student Choice:** Offer students a variety of ways to show their learning (e.g., projects, presentations, written reports).
- **Collaborative Learning:** Group activities and peer feedback to encourage shared knowledge and diverse perspectives.
- **Growth Mindset:** Provide regular, constructive feedback to help students reflect on progress and set goals for improvement (relearn, redo).
- **Inclusive Curriculum:** Integrate student interests and experiences into lessons to ensure relevance and engagement.
- **Submitting and Re-Submitting Evidence of Learning:** Students are expected to submit assignments as outlined by their teacher. If a student is missing assessments a zero may be assigned temporarily. The zero will only be included in the final grade after multiple interventions and parent communication. Students are encouraged to re-submit evidence of learning within a negotiated timeline with their teacher (Communication between student and teacher may result in accommodations like: alternative or adaptive assignments, additional supports, support at lunch or after school, extra time).

2) Supporting Responsive Instruction and Inspiring Learning

Adapting teaching to meet the diverse needs of all students.

- **Differentiated Instruction:** Use a range of methods (visual, auditory, kinesthetic) to cater to different learning styles.
- **Scaffolded Learning:** Break complex tasks into manageable steps; gradually build complexity.
- **Real-World Relevance:** Connect lessons to real-life situations, careers, and cultural experiences.
- **Culturally Affirming:** Ensure learning experiences reflect the diverse cultural backgrounds of students in Saskatchewan.
- **Triangulation:** Gather comprehensive student learning evidence from conversations, observations, and products.

3) Using Culturally Inclusive and Affirming Assessment Practices

Valuing diversity in the assessment process to ensure fairness and equity for all students.

- **Formative and Summative Assessments:** A combination of regular check-ins (quizzes, homework) and final assessments (projects, exams) to measure growth.
- **Performance-Based Assessments:** Tasks that require students to apply their knowledge in authentic settings (e.g., community projects, problem-solving tasks, volunteer, apprenticeship).
- **Culturally Relevant Materials:** Incorporate diverse perspectives in assessments to ensure all students see their culture and experiences reflected.
- **Clear Expectations:** Use rubrics and explicit criteria to ensure transparency and understanding for all students.

4) **Clearly Informing Stakeholders**

Keeping students, parents, and the community informed about progress, goals, and support opportunities.

- **Regular Communication:** Provide frequent updates through Edsby, emails, text messages, and parent-teacher conferences.
- **Culturally Sensitive Communication:** Offer materials and meetings in multiple languages, and respect cultural practices to ensure inclusivity for all families.
- **Collaborative Goal Setting:** Involve students and parents in setting academic and personal learning goals.
- **Engagement Opportunities:** Encourage family and community participation in school events, classroom activities, and curriculum planning.
- **Missing Evidence Plan:** Flag overdue assignments, send messages to students and caregivers, and conduct meetings to develop completion plans. Alternative accommodations may include adapted assignments, peer support, or completing work outside school hours. A zero grade will only be calculated into the final grade after multiple intervention attempts and parent communication have occurred.

Report Cards

Students in High School courses (Grades 10-12) will receive percentage grades. Students must achieve 50% or higher to earn the credit and move on to the next course level.

Achievement Scales

The scores teachers assign have the opportunity to enhance the communication of student achievement of an outcome, especially when applied consistently between students, classes, and schools. These achievement scale assists with consistency and coherence across the NWSD.

Grade 10-12 Achievement Scale

Achievement Level	Descriptor	Percent Range	Rubric-Based Option	Value for Edsby Marks Entry
Exemplary	Evidence fully meets the curricular outcome to its full depth and complexity.	90-100%	4+	100%
			4	95%
			4-	90%
Meeting	Evidence demonstrates success with all but the most complex elements of an outcome.	75-89%	3+	85%
			3	80%
			3-	75%
Approaching	Evidence demonstrates some understanding of the outcome but includes key misunderstandings.	60-74%	2+	70%
			2	65%
			2-	60%
Beginning	Evidence demonstrates the simplest elements of the outcome.	50-59%	1+	55%
			1	50%
Insufficient Evidence	Even with support, the provided evidence does not meet the level of basic knowledge required to demonstrate the outcome.	<50%	IE	35%
No Evidence	After multiple interventions and parent communication, and following the school's approved missing evidence plan, no evidence was made available.	0	NE	0%

Students in the Middle Years program (Grades 7-9) will be assessed on the grade 1-9 achievement scale.

Achievement Level	Report Card Description	Language for NWSB Educators	Student Friendly Language	
Exemplary EX	Evidence indicates in-depth understanding, demonstration, or application of the outcome.	The student provides evidence that fully meets curricular outcomes to their full depth and complexity.	I can understand and apply what we are learning.	
Meeting ME	Evidence indicates understanding, demonstration, or application of the outcome.	The student is progressing as expected. Evidence demonstrates knowledge and understanding of material, topics, and skills studies to date, and includes success with all but the most complex elements of an outcome.	I understand what we are learning.	
Approaching AP	Evidence indicates progression towards understanding, demonstration or application of the outcome	The student is progressing close to what is expected. Evidence demonstrates some understanding of material, topics, and skills studied to date but includes key misunderstandings of an outcome.	I understand the majority of what we are learning.	
Beginning BE	Evidence indicates initial understanding, demonstration, or application of the outcome	The student is making some progress, but not as expected. Evidence demonstrates knowledge and understanding of the simplest material, topics, and skills studied in class to date in relation to the curricular outcomes.	I remember and/or understand some of what we are learning.	
Insufficient Evidence IE	The student has not yet demonstrated enough evidence for reporting purpose.	Even with support, the student has not yet provided enough evidence to demonstrate knowledge and understanding of the simplest elements of the outcome.	I have not yet provided evidence of what we are learning.	
Individualized Goals IG		The student demonstrates understanding of outcomes that are adjusted in number and complexity as discussed with parents/guardian prior to this report.		

Parents should check **EDSBY** regularly (see below). Although parent/student/teacher conferences are held after mid-term evaluation, parents are encouraged to follow the progress of their children closely and, if necessary, contact subject teachers if concerns arise.

Attendance

Attendance and punctuality are prerequisites to effective learning. Consequently, we expect all students to attend their classes regularly and promptly so they might experience success. 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.

Edsby is an app that informs parents/guardians of student attendance. We promote the use of this app because of how informative it is. Contact the school at 306-236-5236 on how to sign up for Edsby. Use this link to help you Edsby - Northwest School Division (www.nwsd.ca/edsby)

I) Basic Assumptions

A student is primarily responsible for their attendance. The parent/guardian should ensure that the student attends classes and should inform the school of absences. Also, any action plan or intervention strategy must involve parents/guardians.

II) Extended Absences

The school requires advance notice if parents wish to withdraw a student from school for one or more days. Students who are absent from classes are responsible for all work missed. Since participation in class discussion and activities is an integral part of the learning process, frequent absences are discouraged. Increased absenteeism often impacts academic performance.

III) No Show Students to The Semester

Any student who does not notify the main office that they will be away (first two days of a semester) runs the risk of being removed from that class(es).

IV) Excessive Absences

Excessive absences may result in the removal of a student from a class. Students whose course loads fall below minimum expectations (20 absences or more) may be dismissed from CHS. Special allowance may be made for absences given: a medical certificate; school-related or approved activities requiring extended leave.

Before reaching **ten unexcused 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 5, 10, and 15 unexcused absences.

At this point, the grad coach, academic counsellor, and administration will continue to try and engage the student and family. They will create a 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 DLC or in person classes at the other high school, TPEC.

Students are encouraged to meet with school administration to create a plan for re-enrollment in the next semester.

V) Skipping Classes

Skipping is not acceptable. Students who skip class and are located in the school or on school grounds may receive some form of suspension (in school skip). The school will communicate with home when skipping seems to be excessive and will develop a plan with the student, teacher, and parent/guardian.

VI) Absence due to Illness

Students who become ill at school must let the staff at the Main Office know before leaving. Confirmation of an excused absence will need to be called in by a parent/guardian.

VII) Lates

The work world expects employees to be on time. At CHS we feel the same about our students being on time for classes. Students arriving late are a disruption. Students are expected to be in their classroom, ready to begin activities when the period begins. Students who are consistently late for class will be encouraged to break this pattern; failure to do this will result in calls home and/or talks with administrators.

Cellular Phones

Carpenter High School has developed and implemented a **personal electronic device policy** that aligns with the provincial mandate. This policy will limit the use of personal electronic devices during instructional time in Grade 9 to Grade 12. The intent behind this policy is to ***create a safe, focused, and effective learning environment for all students, free from the distractions and potential negative impacts*** of electronic device usage.

A personal electronic device includes, but is not limited to, **cell phones, smartphones, tablets, ear buds, headphones, smart watches and portable video game systems**.

Personal Electronic Device Guidelines:

1. Personal electronic devices will be stored in a locker, in your bag, or in the space provided by the teacher (not on you) during instructional/class time (out of view and silent).
2. Students who bring personal digital devices to school or school activities understand that CHS takes no responsibility for loss, damage, or theft.
3. While the use of these devices will be generally limited, there will be some allowances for students in Grades 9 to 12 if a clear instructional purpose is identified and approved by school administration.
4. Also, exceptions will be made for students with medical or additional needs requiring a personal electronic device.

Expectations:

1st offence: Teacher will handle in the classroom (help educate the student).

2nd offence: Device taken away and given to the office and the student will get it back at the end of school.

3rd offence: Device will be taken to the office and a parent/guardian must come to school and pick up the device for the student.

Multiple offences: May result in the device not being allowed in the school for the rest of the year or other consequences as determined by the school Admin.

FAQs	Answer
How can I reach my child if I need to contact them?	You can always contact your child through the office at 306-236-5236 or text the school at 306-240-8098
What will happen if my child is struggling with the new policy?	Teachers will reach out to parents to work together to help your child understand the new guidelines. Teachers will connect with Administrators for support if your child continues to struggle. Wellness Coordinators are here to help support students, too.

We understand that this may be a significant change for students and families, and we are here to support you through this transition. Our goal is to ensure that all students can thrive in a learning environment that promotes focus, safety, and well-being. Thank you for your support!

Extra-curricular and Fees

Students may be charged fees dependent on the activity they join. Please see a Physical Education teacher for the names of the coaches in your area of athletic interest.

Be informed of sports and club events in our school by:

- Listening to student notices read aloud daily on our speaker system
- Hard copies posted around designated areas in our school
- Posted on the television screens and Facebook page.

Gymnasium Use

Students must have a supervisor at all times when using the gym facility. Students are asked to remove their street shoes to protect the floor.

Dress Code

We understand that decisions about dress reflect individual expression of identity, socio-cultural norms, economic factors and are personal and important to an individual's well-being and health. Students must not wear clothing which undermines the division's commitment to a safe and inclusive learning environment.

This includes:

- Clothing that promotes the use of tobacco, drugs or alcohol;
- Clothing that advocates illegal activity;
- Clothing, insignias, symbols or adornments that denigrate or promote hatred of a person or persons, including, but not limited to, clothing that denigrates or promotes hate based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity and/or expression, or age;
- Clothing which contains profanity, pornography or obscene images.

Dances

School dances are provided for the enjoyment of all students. The school expects that students will conduct themselves in a responsible fashion. Dances are "closed" and only CHS students may attend. Doors will be open between 7:00 p.m. and 8:00 p.m.

- Students who must come later are to request permission in advance from an administrator.
- Dances will end at 10:00 p.m.
- Students who leave the dance may not re-enter.
- Students should not expect to have access to the rest of the school during dances.
- Students are reminded that the school dress code applies at all dances.
- The school may use a breathalyzer at dances. Students who have been using alcohol or drugs at or prior to dances are subject to the ALCOHOL AND DRUGS POLICY. In addition, their parent/guardian will be called to take them home, and they will be denied the privilege of attending further dances for one calendar year.
- Students are urged not to bring valuables to dances.

Drivers Education

This course is offered in the early morning for City students and at noon for out-of-City students. Students must meet the age requirement of 15 years prior to requesting this course and have an SGI Customer Number to be eligible. Registration forms are at the office.

The program is delivered by a private company, DJ's Driving. Space is limited so getting your form in is essential. The program has a strict attendance policy. Please contact the driver education teacher if you cannot make the class.

Defiance and Belligerence

Defiant and belligerent behaviour including: the use of profanity, refusal to accompany a staff member to a designated area, refusal to comply with a reasonable request from a staff member, is a violation of our right to a safe work environment. Such behaviour will result in a meeting of the adult involved, administrator, and the student. The incident will be documented and one or more of the following consequences will be applied: a) dismissal; b) suspension outside of the school; c) suspension within the school; d) verbal and/or written apology. Repeated defiance and/or belligerence will result in a discipline hearing.

Fights/Threats/Intimidation

Fighting, threats, and intimidation will not be tolerated. All students involved in fights may be suspended or sent home for one or more days. Students should be aware that if the incident were particularly threatening to the safety of others, or a repeat offense, a disciplinary hearing would occur at the division office which could result in expulsion.

Vandalism

Vandalism is illegal and the destruction of property is unacceptable. At a minimum, vandals will restore damage, pay for repairs, or serve community service hours within our school; depending on the severity of the vandalism, students may be dismissed from and/or charged.

Bullying/Harassment

CHS 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 CHS. 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 not concerned 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 kids are worth it, Inc.

Procedure:

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

Investigation/Assessment:

Conducted by the administration of CHS

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)

Course Loads

Enrolling in the maximum number of classes each semester is a smart idea for students. Students in grade nine are expected to enrol and maintain a full timetable each semester. Students in grade ten to twelve are expected to enrol and maintain a minimum of two courses per semester. Course loads of fewer classes due to withdrawal by either student or the school may result in withdrawal of the student from all courses for that semester.

Personal Counselling

School counsellors will assist students and parents if difficulties arise with personal relationships and other matters which may affect behavior and school performance. Students and parents are encouraged to contact the Wellness Coordinator for support.

Following Their Voices

Following Their Voices is an initiative designed to raise the educational achievement and participation of Saskatchewan's First Nations, Métis and Inuit students.

Following Their Voices focuses on enhancing relationships between students and teachers, creating structures and supports for teachers and school administrators to co-construct teaching and learning interactions with students and creating safe, well-managed learning environments. Following Their Voices is based on research that was conducted with First Nations and Métis engaged and non-engaged students, parents/caregivers, teachers and school administrators about what is needed in order to be successful as a First Nations or Métis student in school. The "voices" of these groups of people were profound in terms of the issues they identified. Their words and insights, along with international research, and guidance and advice from Elders and Knowledge Keepers formed the foundation of this initiative.

Verso - Student Check-ins

Students will periodically be asked to use the Verso app. The app allows teachers to do Check-ins with students. Check-ins are ready made, research-informed and can be launched to multiple classes in just 2 clicks. Verso Check-ins provide an opportunity for student reflection and formative assessment.

Every student can share with their teacher:

- Key insights into what they are learning;
- Their progress and next steps;
- The teaching strategies that help them the most; and
- How they are feeling about their learning.

Graduation

2025 Graduation exercises will be on Friday , May 23 at 1:00 p.m. at the new Multiplex.

I) School-Based Graduation Requirements

To be able to graduate, students must satisfy the following requirements:

- Be registered in Grade Twelve.
- Have not previously participated in a secondary school graduation;
- Have paid all required school fees.
- Have completed all Grade Twelve Saskatchewan Learning requirements. ☐ Minimum of 24 credits.
- All compulsory Grade 10, 11, 12 courses as outlined down below in this document.

Please Note: Students who have completed between 19 to 23 credits by the end of semester 2 will have their names included in the program as members of the Class of 2025.

A student's graduation status may change upon review of course failure (s) in the spring. If a student is unsure of graduation status, it is the student's responsibility to contact a counselor

Graduation Coach and Grad Room

Mrs. Scrivener is the grad coach and mentors many of our students. The grad coach helps students organize their day, month, and semester. She has a pivotal role in helping students communicate with staff and home; complete assignments; study for tests; get to school; navigate emotions and behaviours; and support them during exam week.

The Grad Room is a place where students can go for support and mentoring. Many students benefit from working in this room during spares or during class time that has been arranged through collaboration of classroom teacher and graduation coach.

Academic Counsellor

Mr. Paylor is the academic counsellor and supports all students with choosing classes, communicating with home, scholarships, CAPS COPES COPS, tracking transcripts, post-

secondary options, admissions, and navigating high school life. His office is located at the main office. In the section below you will find information on post-secondary and career education. He can help students and parents navigate all of this information.

Flying Dust Student Services Coordinator

Mrs. Boyer is the Flying Dust Student Services Coordinator helps build a network between school, home, and student; identify barriers for FD students; help with post-secondary decisions; support student and family with meetings; monitor attendance, academics, attitude; promote attendance; provide workshops and opportunities for students; and to have FD students successful in school, employment, and community endeavors.

Post-Secondary and Career Education

Scholarships and Awards

A considerable number of scholarships and awards are available to students graduating from CHS. Students are encouraged to apply for scholarships by contacting the Academic Counsellor.

Graduation Scholarships: The monetary awards given out at the graduation exercises are provided by local businesses, families, associations, and clubs. CHS has a commitment to provide as many students as possible with monetary awards. The awards committee will determine the recipients based on the guidelines established and does its best to give each eligible winner the maximum amount of scholarship or bursary money available.

What You Need to Graduate

In Saskatchewan, students have to pass certain courses such as English language arts, math and science in order to graduate with a Grade 12 program standing. Students must successfully complete and pass 24 course credits.

The table below provides an overview of what you need to graduate in the 24 credit program types:

Area of study	Minimum Number of Credits Required		
	Regular (English) Program	French Immersion (Bilingual)	Fransaskois Program
English language arts	5	3	3
French language arts	-	3	5
Mathematics	2	2	2
Science	2	2	2
Social sciences	3	3	3
Health education / physical education	1	1	1
Arts education / practical and applied arts	2	2	2
Sub-Total	15	16	18
Electives	9	8	6
Total	24	24	24

The table below provides an overview of what courses are required to graduate in the new "SK" 24 credit program types (effective 2024-25 school year):

Area of study	Minimum Number of Credits Required		
	SK Regular (English) Program	SK French Immersion (Bilingual)	SK Fransaskois Program
English language arts	3	3	3
French language arts	-	3	5
Mathematics	2	2	2
Science	2	2	2
Social sciences	2	2	2
Health education / physical education	1	1	1
Arts education / practical and applied arts	2	2	2
Financial Literacy	1	1	1
Sub-Total	13	16	18
Electives	11	8	6
Total	24	24	24

For more help, speak to your teacher or school guidance counselor.

What courses do I need to meet the graduation requirements? To help you with your graduation planning, the 24 credit programs requirements are broken down by grade and program type:

	Regular (English) Program	French Immersion	Fransaskois Program**
Grade 10	Minimum of eight (8) credits including:	Minimum of eight (8) credits (4 credits must be taught in French) including:	8 crédits minimum
	- English Language Arts A 10 and English Language Arts B 10; - Social Studies 10 or History 10 or Native Studies 10; - Science 10; - a mathematics at the 10 level; 3 electives at level 10, 20 or 30.	- English Language Arts A 10 or/ou English Language Arts B 10; - Français immersion 10; - Social Studies 10; or History 10 or/ou Histoire 10; or Native Studies 10; - Science 10 / Sciences 10; - a math at the 10 level / un cours de niveau 10 de mathématiques; 3 electives at level 10 , 20 or 30 / 3 cours au choix de niveau 10, 20 ou 30.	- Français fransaskois A 10 et Français fransaskois B 10; - English Language Arts A 10 ou English Language Arts B 10; - Sciences sociales Fransaskois 10; - Sciences 10; - un crédit en mathématiques de niveau 10; 2 crédits au choix de niveau 10. ** All subjects other than English language arts are taught in French
Grade 11	Minimum of sixteen (16) credits including:	Minimum of sixteen (16) credits (8 credits must be in French) including:	16 crédits minimum
	- English Language Arts 20; - a mathematics at the 20 level; 6 additional elective credits at level 20 or 30.	- English Language Arts 20; - Français immersion 20; - a math at the 20 level /un cours de niveau 20 de mathématiques; 5 additional elective credits at level 20 or 30 / 5 autres cours au choix de niveau 20 ou 30.	- Français fransaskois 20; - English Language Arts 20; - un crédit en mathématiques de niveau 20; - un crédit au choix tel qu'identifié dans le tableau de 12e année; 4 crédits au choix de niveau 20 ou 30. ** All subjects other than English language arts are taught in French

	Regular (English) Program	French Immersion	Fransaskois Program**
Grade 12	Minimum of 24 credits (5 of which must be at the 30 level) including:	Minimum of 24 credits (5 of which must be at the 30 level and 12 must be in French) including:	24 crédits minimum (dont au moins 5 de niveau 30)
	- English Language Arts A 30 and English Language Arts B 30; - Social Studies 30: Canadian Studies or History 30: Canadian Studies or Native Studies 30: Canadian Studies; - a social science at level 20 or 30; - a science at level 20 or 30*; 2 credits in arts education or practical and applied arts at level 10, 20, or 30; - Wellness 10 or Physical Education 20 or Physical Education 30. * Science 20 or 30 pre-requisites must be met	- English Language Arts A 30 or / ou English Language Arts B 30; - Français immersion 30; - Social Studies 30: Canadian Studies or/ou History 30: Canadian Studies or / ou Native Studies 30: Canadian Studies or/ou Sciences sociales immersion 30 or / ou Histoire 30 - a science 20 or 30*/un cours de niveau 20 ou 30* de sciences; - a social science 20 or 30 / un cours de niveau 20 ou 30 en sciences sociales; 2 credits in arts education or practical and applied arts at level 10, 20, or 30 / deux crédits de niveau 10, 20 ou 30 dans les domaines de l'éducation artistique ou des arts pratiques et appliqués; - Wellness 10 or Physical Education 20, or Physical Education 30 / Mieux-être 10, ou Éducation physique 20, ou Éducation physique 30. * Science 20 or 30 pre-requisites must be met	- Français fransaskois A 30 et Français fransaskois B 30; - English Language Arts A 30 ou English Language Arts B 30; - Sciences sociales Fransaskois 30; - un crédit en sciences sociales de niveau 20 ou 30; - un crédit en sciences de niveau 20 ou 30*; - un crédit à choisir parmi Mieux-être 10 ou Éducation physique 20, ou Éducation physique 30; - deux crédits de niveau 10, 20 ou 30 dans les domaines de l'éducation artistique ou des arts pratiques et appliqués. ** All subjects other than English language arts are taught in French * Science 20 or 30 pre-requisites must be met

To help students with their graduation planning, the new “SK” 24 credit programs requirements are broken down by grade and program type:

	SK Regular (English) Program	SK French (Bilingual) Immersion Program	SK Fransaskois Program**
Grade 10	Minimum of eight (8) credits including:	Minimum of eight (8) credits (4 credits must be taught in French) including:	8 crédits minimum
	- One English language arts at level 10 - One social science at level 10 - One mathematics at level 10 - One science at level 10 - Four electives at level 10, 20 or 30	- English Language Arts A 10 or / ou English Language Arts B 10 - Français immersion 10 - Social Studies 10; or / ou Sciences humaines 10 or History 10 or / ou Histoire 10; or Native Studies 10 - Science 10 / Sciences 10 - One mathematics at level 10/ un cours de niveau 10 de mathématiques - Three electives at level 10, 20 or 30/ trois cours au choix de niveau 10, 20 ou 30	- Français fransaskois A 10 et Français fransaskois B 10 - One English language arts at level 10 / un crédit en English language arts de niveau 10 - un crédit en sciences sociales fransaskois de niveau 10 - un crédit en sciences de niveau 10 - un crédit en mathématiques de niveau 10 - deux crédits au choix de niveau 10, 20 ou 30
Grade 11	Minimum of sixteen (16) credits including:	Minimum of sixteen (16) credits (8 credits must be in French) including:	16 crédits minimum
	- One English language arts at level 20 - One mathematics at level 20 - Seven additional elective credits at level 20 or 30	- One English language arts at level 20 / un crédit en English language arts de niveau 20 - Français immersion 20; - One math at the 20 level / un cours de niveau 20 de mathématiques; - Five additional elective credits at level 20 or 30 / 5 autres cours au choix de niveau 20 ou 30.	- Français fransaskois 20 - One English language arts at level 20 / un crédit en English language arts de niveau 20 - un crédit en mathématiques de niveau 20 - quatre crédits au choix de niveau 20 ou 30

	SK Regular (English) Program	SK French Immersion (Bilingual) Program	SK Fransaskois Program**
Grade 12	Minimum of 24 credits (5 of which must be at the 30 level) including:	Minimum of 24 credits (5 of which must be at the 30 level and 12 must be in French) including:	24 crédits minimum (dont au moins 5 de niveau 30)
	- One English language arts at level 30 - One social science at level 30 - One science at level 20 or 30 - Financial Literacy at level 10 - Two credits in arts education or practical and applied arts at level 10, 20 or 30 - One of: Wellness 10, Physical Education 20 or Physical Education 30 * Science 20 or 30 pre-requisites must be met	- One English language arts at level 30 / un crédit en English language arts de niveau 30 - Français immersion 30 - One social science at level 30 / un crédit en sciences sociales de niveau 30 - One science credit at level 20 or 30 / un crédit en cours de sciences de niveau 20 ou 30 - Financial Literacy at level 10 or/ou Littératie financière 10 de niveau 10 - Two credits in arts education or practical and applied arts at level 10, 20, or 30 / deux crédits de niveau 10, 20 ou 30 dans les domaines de l'éducation artistique ou des arts pratiques et appliqués. - One credit of choice in Wellness 10, Physical Education 20, or Physical Education 30 / un crédit au choix parmi Mieux-être 10, Éducation physique 20, ou Éducation physique 30	- Français fransaskois A 30 et Français fransaskois B 30 - One English language arts at level 30 / un crédit en English language arts de niveau 30 - un crédit en sciences sociales fransaskois de niveau 30 - un crédit en sciences de niveau 20 ou 30; - Financial Literacy at level 10 ou Littératie financière 10 de niveau 10 - un crédit au choix parmi Mieux-être 10, Éducation physique 20 ou Éducation physique 30 - deux crédits de niveau 10, 20 ou 30 dans les domaines de l'éducation artistique ou des arts pratiques et appliqués ** All subjects other than English language arts are taught in French * Science 20 or 30 pre-requisites must be met

How can I earn high school credits?

In-school course credits are the most common and traditional way for students to earn secondary level credits. Courses are offered in a school and face-to-face with a teacher. Saskatchewan Education allows for credits to be earned in other non-traditional ways. For more information, talk to your teacher or school counselor.

Online course credits may be offered by your Education Organization, which includes provincial school divisions, the Conseil des écoles fransaskoises, the Saskatchewan Distance Learning Corporation, independent schools, First Nations schools, regional colleges, historical high schools, and care and custody facilities that offer Kindergarten to Grade 12 education in

Saskatchewan. Visit your local Education Organization for online opportunities for more information.

Apprenticeship

Apprenticeship credits are earned by students who are employed under the supervision of a journey person in a trade in which the hours worked are eligible for credit through the Saskatchewan Apprenticeship and Trade Certification Commission. **Up to four secondary level apprenticeship credits** may be earned on the basis of work proposed and completed by the student. The application for apprenticeship credits must be in place and approved prior to your beginning the work for which you will receive credit. Each apprenticeship credit shall be carried out under the supervision of a teacher, and the apprenticeship does not need to be related to a specific school subject. Apprenticeship credits may be used to meet the practical and applied arts/arts education credit requirement or as electives to meet the 24 credit requirement at the secondary level. Credit recognition for Apprenticeship course will receive a final mark record of Standing Granted (SG) on the official Transcript of Secondary Level Achievement. Students wishing to take part in this program should contact the Academic counsellor.

SYA

SASKATCHEWAN YOUTH APPRENTICESHIP is a provincial program available to all High School students enrolled in Technical/Vocational courses. Students can earn hours towards post-secondary training in the Trades and receive many other benefits from being a part of the program. More information is available from the Academic Counsellor.

Volunteerism 30

This opportunity allows students to earn a credit for volunteering 100 hrs of their time. Students wishing to take part in this program should contact the Academic counsellor.

Dual course credits provide alternative pathways to graduation by allowing high school students the opportunity to earn high school credits and post-secondary credits or other program recognition at the same time in the same course. Continuing Care Aid, Early Childhood Education, and Computer-aided Design courses are a few of the courses available online for dual credit recognition. Credit recognition for programs successfully completed from a non-academic entity will receive a final mark record of Standing Granted (SG) on the official Transcript of Secondary Level Achievement. There is a list of Dual Credit Course options online that might work for your graduation and career plan.

Special Project credits are credits earned for out-of-school initiatives that are not classified as dual credit course options. You must get approval from your school principal prior to starting the work for this special course. It requires a minimum of 100 credit hours of work and must be supervised by a teacher. Credit recognition for special projects will receive a final mark record of Standing Granted (SG) on the official Transcript of Secondary Level Achievement. For more information, talk to your teacher or school counselor. 10 Supplemental Provincial Examinations provide the opportunity for students to raise their marks in a Grade 12 level 30 English language arts, mathematics or science course.

Supplemental examinations will be written for 100% of the final mark. Only the highest mark attained will appear on the Transcript of Secondary Level Achievement. There is no cost to write provincial examinations, but you must register to take the examination. For more information on how to register for provincial examinations, prepare for the examination and the examination schedule visit Provincial Examinations. There are also online practice exams to help you prepare!

Course Challenges allow students to demonstrate a high level of achievement of the learning outcomes of a particular course without spending the required hours enrolled in the course. There is a specific process to follow and only two courses (at the 10 or 20 level) can be challenged in high school. For more information, talk to your teacher or school counselor.

Summer School options are available in July and August. You may want to take a course online during the summer or face-to-face if it's available in your area. Ask your principal or school counselor for Summer School information. Taking courses over the summer months can help reduce your course load during the regular school year.

Credit Recovery options are available to students who may need a bit more time to complete course work without having to redo the entire course. Your Education Organization will have certain requirements that must be met for this option. For more information, talk to your teacher or school counselor.

Transcript of Secondary Level Achievement

The Saskatchewan Transcript of Secondary Level Achievement is the official mark record of courses completed. Only the highest mark record for a course is printed on this document. If you notice an error on the document, contact your school immediately to have it corrected. You can order Transcript of Secondary Level Achievement documents for employment, scholarships and awards or post-secondary institution admissions on Saskatchewan.ca.