

BANFF COMMUNITY HIGH SCHOOL


Handbook

2018/2019



CRPS School Calendars Online
SCHEDULE OF EVENTS 2018/2019

Tuesday, September 4	First Day of School
Friday, September 7	Photo Day
Friday, September 14	Last day for class changes Semester 1 Last day to withdraw from courses for Semester 1 - Grade 12 only
Thursday, October 25	Photo retakes
Monday, November 5	Quarter 2 courses start
Wednesday, November 14	Parent/Teacher Interviews: 5pm – 8pm
Thursday, November 15	Parent/Teacher Interviews: 4pm – 7pm
Friday November 16	Parent/Teacher Interviews - 8:30 - 11:30am
Friday, December 21	School closes at 11:40 pm for Winter Break
December 22 – January 6	Winter Break
Thursday, January 17	Last day of classes Semester 1 (all grades)
January 21 – January 30	Exam Week
Thursday, January 31	Semester 2/ Quarter 3 classes commence
Friday, February 1	Report Cards, Semester 1 available on Parent Portal
Friday, February 8	Last day for class changes for Semester Last day to withdraw from courses for Semester 2 - Grade 12 only
Monday March 11 - Friday 15	Grad picture dates
Wednesday, March 20	Parent/Teacher Interviews: 5pm – 8pm
Thursday, March 21	Parent/Teacher Interviews: 4pm – 7pm
Friday, March 22	Parent Teacher Interviews: 8:30 am – 11:30am
April 6 – April 21	Spring Break
Monday, April 22	Quarter 4 classes start
Tuesday, June 18	Last Day of Classes Semester 2 (all grades)
Wed, June 19 – Thurs, June 27	Exam Week
Friday, June 28	Last Day of School – morning only Graduation Ceremony

July 2018							 Canadian Rockies Public Schools 2018-2019 Learning Calendar DRAFT <i>inspiring hearts • minds</i> 	August 2018																			
Su	M	Tu	W	Th	F	Sa		Su	M	Tu	W	Th	F	Sa													
1	2	3	4	5	6	7				1	2	3	4														
8	9	10	11	12	13	14	5	6	7	8	9	10	11														
15	16	17	18	19	20	21	12	13	14	15	16	17	18														
22	23	24	25	26	27	28	19	20	21	22	23	24	25														
29	30	31					26	27	28	29	30	31															
September 2018							October 2018							November 2018							December 2018						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
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2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
30														30	31						30	31					
January 2019							February 2019							March 2019							April 2019						
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30	31	1	2	3	4	5						1	2						1	2		1	2	3	4	5	6
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
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May 2019							June 2019							July 2019							August 2019						
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5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
							30																				

 Opening/Organizational Day	 Teacher Professional Learning	 Diploma Exam Dates Not Available
 First Day/Last Day of School for Students	 ATA Convention	
 Winter Break/Spring Break	 Holidays	 Parent/Teacher Interviews Nov 14, 15, Mar 20, 21 - Evening 5:00-8:00 pm
 School Closure in Lieu of Parent/Teacher Interviews	 Aboriginal Day - No Exams	 Parent/Teacher Interviews November 16, March 22 AM only
 School Closure		

STUDENT/PARENT HANDBOOK:

Canadian Rockies Public Schools Vision, Mission, Beliefs and Guiding Principles

Vision:

To empower students to be their finest – Today and Tomorrow.

Mission:

Creating dynamic learning environments that ensure student success.

Beliefs:

We believe student learning thrives when:

- The needs of students are recognized and come first.
- Each student's knowledge, skills, attributes and interests are identified and developed.
- The learning environment is physically and emotionally safe and secure.
- Opportunities are provided for challenge, discovery, action and reflection.
- Each school and the district as a whole function as a Professional Learning Community – engaged together in ongoing learning.
- Parents are well informed and have meaningful opportunities to participate in their Child's education.
- There are healthy connections between the schools and their communities.
- Relationships between the board, staff, students, and community model mutual respect and support.

Banff Community High School's BEARS CODE

BCHS is a supportive and safe educational environment, which nurtures the uniqueness of individuals as they strive for personal excellence.

We work in partnership with parents and the community, both local and global, to develop dynamic citizens.

At BCHS, we value being BEARS...

Belonging – being involved and being a friend

Excellence – giving one's best effort

Accountability – taking ownership for behaviour and choices

Respect – yourself, others and property

Safety – thinking before acting, following rules to ensure safety



OPERATIONAL GUIDELINES

School Schedule 2018-2019

This year our school schedule is fixed. This means that Blocks A, B, C and D are at the same time everyday. There is no rotation and therefore there are no 'Days'. On half day Fridays we will have "AM Fridays" when Blocks A and B occur and "PM Fridays" when Blocks C and D occur.

Courses are either all year (mainly for Grade 9), semester or quarters (see schedule of events).

CLASS SCHEDULE 2018-2019 GRADES 10-12

Time	Mon	Tue	Wed	Thur	Fri	½ Day Fri
8:20 - 9:46	A	A	A	A	A	8:20 - 10:00 (alt. AM/PM)
9:46- 9:54	Break	Break	Break	Break	Break	break 10:00-10:10
9:54-11:20	B	B	B	B	B	10:10-11:50 (alt. AM/PM)
11:20 -12:20	Lunch	Lunch	Lunch	Lunch	Lunch	
12:20 - 1:46	C	C	C	C	C	
1:46-1:54	Break	Break	Break	Break	Break	
1:54-3:20	D	D	D	D	D	

CLASS SCHEDULE 2018-2019 GRADE 9

Time	Mon	Tue	Wed	Thur	Fri	½ Day Fri
8:20 - 9:03	1	1	1	1	1	8:20 - 10:00 (alt.AM / PM)
9:03-9:46	2	2	2	2	2	
9:46- 9:54	Break	Break	Break	Break	Break	break 10:00-10:10
9:54-10:37	3	3	3	3	3	10:10-11:50 (alt. AM/PM)
10:37-11.20	4	4	4	4	4	
11:20 -12:20	Lunch	Lunch	Lunch	Lunch	Lunch	
12:20 - 1:03	5	5	5	5	5	
1:03-1.46	6	6	6	6	6	
1:46-1:54	Break	Break	Break	Break	Break	
1:54-2:37	7	7	7	7	7	
2:37-3:20	8	8	8	8	8	

<p>BUILDING HOURS:</p> <p>8am doors open for students 4pm doors locked, students to leave unless scheduled sport team practice - wait in Purkis Hall</p> <p>OFFICE HOURS:</p> <p>Daily from 8:00 a.m. to 4:00 p.m., closed over the lunch hour.</p>	<p>LUNCH HOUR:</p> <p>Lunch Hour is 11:20 am. to 12:20 p.m. A supervised lunchroom is available to all students.</p>
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All BCHS staff email addresses are firstname.lastname@crps.ca

The web address is <http://bchs.crps.ca/>



<https://www.facebook.com/BCHSBears/>

[Twitter](#)

Phone 403-762-4411
Fax 403-762-9220
Attendance 403-762-4411 Ext 1
330 Banff Ave, Box 748
Banff, Alberta T1L 1

BREAKS

All students **may** leave the school grounds. Following the break, it is the students' responsibility to be on time for their next class.

THE SCHOOL OFFICE

The office is open from 8:00 a.m. to 4:00 p.m. Monday through Friday. Appointments with the principal, the assistant principal and guidance counsellor are available by calling 762-4411. All staff can be reached via e-mail by entering the first.lastname @crps.ca Our website address is <http://bchs.crps.ca/>

SCHOOL FEES

As per Canadian Rockies School Division Administrative Procedure 503 payment for school fees is due 30 days after invoicing. School fees are generally invoiced at the end of September after course changes are completed. Payment can be made by cash or cheque at the school office. Debit or credit card payment can be made online through the Parent Portal <https://powerschool.crps.ca/public/>. Please contact the school office to make alternate payment arrangements. Delinquent accounts are sent to a collection agency after June 30th of each year.

ANSWERING MACHINE

The school office has an answering machine that is in operation from 4:00 p.m. to 8:00 a.m. Monday to Friday, during the lunch break and also on weekends.

PHONE IN ATTENDANCE LINE

Banff Community High School has an attendance line to assist us in tracking student attendance. Parents are encouraged to use this tool when notifying the school. Only those absences confirmed by a parent are considered excused. Absences must be excused within 24 hours. Please follow the procedure below when notifying the school:

- ✓ Call 403-762-4411 choose Option 1 for the attendance line

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- ✓ Follow the online prompt leaving the following information:
 - Parent name
 - Name and grade of student
 - Date/dates and reason for absence

The family of students with an unexcused absence/late will receive an email and a voice mail from the school. Please follow up by replying to the email or by calling the school. Remember you can check which class was missed on your Parent Portal.

ATTENDANCE POLICY AND PROCEDURES

Students are expected to be punctual and to attend school regularly. It is the responsibility of the student and the parent to ensure the student is on time. **Students are expected to be in class at 8:20 am to start the day.** It is the responsibility of parents to inform the school of their child's absence; any excused absence is due to notification from the parent and not the student.

STUDENT SIGN IN/SIGN OUT

Students will sign in when arriving at school at a time other than the regular start times. Students will sign out when leaving school during the regular school day. This does not excuse the student from class. Parents are expected to call the attendance line to excuse their student.

ATTENDANCE AND PUNCTUALITY

The Alberta School Act requires every student to attend school regularly and on time.

All students are expected to:

- Attend all classes.
- Provide an explanation of absences to their teachers.

Attendance is recorded for every block.

Attendance on report cards will show absences as an absence for each block.



Attendance Policy Banff Community High School

Students at Banff Community High School are required to attend school, both punctually and regularly. Students are expected to account for absences in a timely manner.

ABSENCES

Absences fall into three main categories:

1. Excused Absences (The school should be notified of excused absences within 24 hours).
 - Verified medical note from a healthcare professional.
 - Please notify the school in advance for any absences you are aware of.
 - Excused due to a parent note or phone call which indicates an acceptable reason for the absence such as illness or family emergency. Family holidays during school days cannot be supported by the school.

2. School Sanctioned

- A school sanctioned activity such as a field trip, athletic team activities or conferences.

3. Unexcused Absences

- All acceptable absences unaccounted for by the parent.

Note: Attendance concerns include both excused and unexcused absences. Students missing more than 10% of school will be identified as having attendance concerns.

Attendance Concern is identified by teacher, administration or families (note attendance is reviewed by administration on a bi-weekly basis)
<ul style="list-style-type: none"> • Teachers will contact parents and cc administration. • Parents will be informed of students current level of functioning in the classroom and current attendance percentages. • A plan developed between the teacher and the student that clearly outlines deadlines for student to complete work. • Administration and Learning Team will be made aware and will keep record of initial attendance concern.
Learning Team determines no positive change has been made in attendance
<ul style="list-style-type: none"> • Student meets with administration. A plan is determined that outlines clear consequences. • Phone contact is made to parents. Attendance plan and current level of student functioning is shared. Consequences of continued attendance patterns are outlined. • A student who becomes a truancy problem forfeits his/her school privileges as deemed appropriate by the principal.
Learning Team determines no positive change has been made in attendance
<ul style="list-style-type: none"> • Meeting with administration, parents and students to revisit attendance plan and appropriate consequences. Parents are informed of student's current level of functioning. • Plan is shared with all classroom teachers. • Plan will include an investigation around the causes of attendances patterns and will outline consequences of continued behaviours.
Learning Team determines no positive change has been made in attendance
<ul style="list-style-type: none"> • Activate wrap around services - potential participants may include; family school liaison, school counselor, school learning support and other community resources. • Parents are informed of student current level of functioning. • Plan is shared with all classroom teachers. • Plan will include an investigation around the causes of attendances patterns and will outline consequences of continued behaviours. This plan will be revisited at regular intervals to determine its effectiveness.
Note - Failure to make changes in behaviour will lead to a referral to attendance board.

If you have any questions regarding the Attendance Procedures, please call the Principal at 403- 762-4411.

EXTENDED LEAVE

If a student will be away for extended periods of time it is critical that the school be informed prior to making any travel arrangements. Please provide the school with as much advance notice as possible (minimum of 10 school days) for an extended leave. Students must complete the Academic Plan for Extended Leave form and have it approved by the principal in advance. While we recognise that there are emergency occasions when students need to be away from school for an extended period of time we strongly discourage students from missing school. In particular Grade 12 students should be present at school through their final year as they prepare for Diploma exams.

The Academic Plan for Extended Leave form can be obtained from the principal.

STUDENT RIGHTS AND RESPONSIBILITIES

STUDENT RIGHTS

- To come to school and to be treated with respect without fear of harassment.
- To attend classes where the behaviour of all individuals contributes to a positive learning environment.
- To come to a school that is clean and well cared for by its members.

RESPONSIBILITIES

Students are expected to treat each other and all school personnel with courtesy and respect. They will demonstrate concern and care for the rights and property of others and will respect the rights of others to learn and teach.

Banff Community High School students must accept responsibility for, and the consequences of, their actions. Positive behaviours will be recognized and unacceptable behaviours will be dealt with swiftly, consistently and judiciously.

Unacceptable behaviour is defined as:

- Behaviour contrary to Canadian Rockies Public Schools Policy or school policy.
- Behaviour that poses a danger to one's self or to others.
- Behaviour that shows disrespect for the school, school personnel or fellow students.

SCHOOL EXPECTATIONS ON CONDUCT

Canadian Rockies Public Schools' [CODE OF CONDUCT](#) states that:

"A safe and caring school exists with the full support and assistance of all members of the school community. We seek to develop a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging in accordance with the Canadian Charter of Rights and Freedoms, Albert Human Rights Act and the School Act. The Division commits to ensure that all are treated with respect and dignity. The Division expects employees, students, volunteers, parents, community members – any person – who visits Division facilities to conduct themselves in a manner which promotes and protects the best interests of students, staff, and colleagues."

Alberta Education's School Act states:

Students: Section 12

A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- a. be diligent in pursuing the student's studies;
- b. attend school regularly and punctually;
- c. cooperate fully with everyone authorized by the board to provide education programs and other services;
- d. comply with the rules of the school;
- e. account to the student's teachers for the student's conduct;

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- f. respect the rights of others.
- g. ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- h. refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;
- i. positively contribute to the student's school and community.

The Board believes that it is necessary to establish and maintain certain standards of student conduct. They are designed to ensure that responsible and respectful attitudes are demonstrated towards:

- The education process
- Professional and support staff
- Other students
- Visitors to the school
- Their own, and other people's property
- School rules and regulations
- Acceptance of responsibility for their own actions
- Extra-curricular activities and field trips sponsored by the school

In the interests of safety and the maintenance of a climate conducive to learning and teaching, Banff Community High School has adopted a policy of taking the following situations very seriously.

- Disobedience
- Disrespectful behaviour toward students or staff
- Fighting
- Harassment (verbal, physical, racial and/or sexual)
- Bullying
- Smoking or the consumption of any tobacco or e-cigarette product on school property
- The consumption of, possession of, or being under the influence of alcohol or drugs on school property
- Inappropriate language, and gestures
- Vandalism
- Being in possession of any item that may be used as a weapon to intimidate, threaten or harm another person
- Theft

Any incidents of this nature will be considered major offences and will be dealt with in a severe manner. The Student Code of Conduct in the Alberta School Act states that all students "must comply with the rules of the school."

ACADEMIC INTEGRITY POLICY

The International Center for Academic Integrity (CAI) defines academic integrity as “a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect and responsibility – principles of behavior that enable academic communities to thrive and foster a passion for learning.”

<http://www.academicintegrity.org/icaireources-2.php>

At Banff Community High School we hold students accountable for the principled use of the ideas and words of themselves and others, in respect for students' development as lifelong learners. Therefore, we strive to teach students the ethic of responsibly documenting the ideas of others in all formats.

Plagiarism is defined as stealing and passing off the ideas, images, data or words of another as one's own, in any academic writing or other project, without crediting the source (*Merriam-Webster's Collegiate Dictionary*).

Examples of Plagiarism

- not properly citing the words, pictures, music, video, or other forms of communication in research projects
- copying and pasting from an online source and submitting it as one's own work
- paraphrasing source material without proper citations
- hiring someone to write a paper, buying a paper or downloading a paper from an online source
- making up sources or listing sources not consulted

Cheating is defined as using someone else's words, work, test answers, or ideas, so as to give or gain an unfair advantage. (*Merriam-Webster's Collegiate Dictionary*).

Examples of Cheating

- copying or allowing others to copy information from someone else's work, test paper, homework, computer, etc., and submitting it as one's own work
- looking at another's test or sharing what is on a test with other students, either verbally or electronically
- letting a project partner do all the work and just putting one's name on the final project
- sharing/accessing network files without the owner's knowledge and using them for class assignments
- turning in someone else's project (past assignments) as one's own

Fraud is defined as deliberate deception practiced to secure unfair or unlawful gain.

Examples of Fraud

- attempting to pass off another's work, imagery or technology as your own
- falsifying scientific or other data submitted for academic credit
- forging signatures or tampering with official records

Tips to Avoid Plagiarism/Cheating/Fraud

Be alert to deadlines: organize your time and work to avoid panic when “crunch time” comes around	Reword/rework information into your own words and include personal observations.
Maintain a good system of notes as you compile research assignments.	Using the findings of others is permissible – and often essential – in research. Cite the original source of <i>any</i> information you use to avoid plagiarism.
Always include a bibliography when you use the works or ideas of others.	Using another's words, pictures, music, video and web sites may require permission as well as citation. If you're unsure about “copyright,” check with your teacher/librarian

<http://www.aiduponths.com/school-life/academic-integrity/> (Alexis I. duPont High School)

Consequences, and Opportunity for Learning:

All instances of plagiarism/cheating/fraud will be handled on an individual basis, to determine what options, if any, will be accorded to the student *to learn* from his/her *first* error in judgment. Upon confirmation of plagiarism, consequences *will* include one or more of the following:

- opportunity to redo the project/assignment
- opportunity to redo the project/assignment from an earlier, satisfactorily met checkpoint
- a requirement to add the appropriate documentation that is missing
- no second opportunity

Depending on the severity and/or frequency of plagiarism/cheating/fraud, a student *will* be required to speak to the teacher involved and administration. Following the meeting, a second offence will lead to a zero.

Did you know? Cheating on Diploma Exams**Alberta Education states the following about diploma exams:**

Students are expected to comply with the Diploma Examination Rules

Students who interfere with the security of examinations, falsify examination results, disrupt other students, or commit any other act that may enable them to inaccurately represent their achievement may:

- be evicted from the examination room
- have their diploma examination(s) invalidated
- be barred from writing any other Alberta Education diploma examination for a period not exceeding one year
- have their official transcripts withheld for a period not exceeding one year
- have their official transcripts annotated (which means permanent notes show up on transcript)

http://www.education.alberta.ca/media/6446744/04-dip-gib-2012-13_security%20examination%20rules_2012-08-17.pdf

SCHOOL PROCEDURES

SCHOOL ID CARDS

ID cards are issued to all students at beginning of the school year. School ID cards contain important information the student will need throughout the year including their nine digit Alberta Student Number. This is an important source of identification, as students are required to show their current year ID card to enter such activities as parent-led dances. ID cards may be reissued under certain circumstances at a cost to the student.

LOCKERS

All students are provided with a locker and lock. Students are responsible to keep both the exterior and interior of the locker in good condition and returning their lock. There is a \$8.00 charge to replace lost locks.

DO NOT SHARE YOUR COMBINATION. The lock and locker are the property of the school and can be opened by school administration. Students are asked to not write on their lockers.

Students are advised not to bring large sums of money to school or valuable possessions. The school does not take responsibility for student's belongings.

Students may also have access to **PE Lockers**. The PE department organises the allocation of these lockers during the first lessons of the year.

VEHICLE PARKING

Limited parking is available in the parking lot off Beaver Street and along the street. Students are asked not to park in disabled-drivers zones or in staff lots. Students must follow and respect all traffic safety rules. Any damage to other users vehicles will be reported. If demand is greater than the number of spaces then Grade 12 students have priority followed by Grade 11.

BICYCLES

Students riding bicycles to school are expected to do so in a safe and courteous fashion, respecting others and property. Students are responsible for parking their bicycle in the racks provided. Bicycles should be locked, as the school assumes no responsibilities for theft or damage.

SKATEBOARDING

Skateboarding is not allowed on school property in compliance with board policy related to safety equipment and supervision needs. Failure to comply will mean that skateboards may be confiscated and/or a contract set up with the student and family. A rack for all skateboards is available at the front entrance; however the school assumes no responsibilities for theft or damage.

NUT AWARE – ANAPHYLAXIS

BCHS has students with potentially life-threatening allergies to nuts (tree and ground). If peanut butter or even the tiniest amount of peanut, a peanut product such as peanut oil, or any type of nut enters the students body through the eyes, nose or mouth, the student experiences very strong reactions. The student's face swells and breaks out in hives, the student's throat swells and tightens. Without immediate medical treatment the student could die within minutes. All of our school staff have been made aware of this situation, and have been instructed in the correct procedures regarding anaphylactic shock by public health. Prevention, of course, is the best approach for reducing the risk of a severe reaction; therefore we are requesting your cooperation in refraining from sending these food products to school with your child. We realize that this request may pose an inconvenience for you when preparing your student's snack and lunch, and we want to express our appreciation for your support and understanding about this severe allergy.

DRESS GUIDELINES

Students should consider how they present to others in how they dress. This school is a workplace environment that focuses on respect for all, building self-esteem and supporting diversity and individuality. CRPS dress code policy states that the student must be neat, clean and tidy in person and clothes. Clothing articles being racist, sexist, hateful, or disrespectful slogans, drawings, or inferences are prohibited. Students wearing such items will be required to change them if asked by school personnel.

The appropriateness of questionable clothing will be at the discretion of the teacher and/or the principal.

HATS

Hats may be worn in the hallways and in class at the discretion of the classroom teachers. Hats will not be worn during assemblies, exams or other formal gatherings.

CELL PHONES & ELECTRONIC DEVICES

Students must comply with individual teacher decisions regarding the use of these devices in their classes.

If under special circumstances, a student is expecting a call they should inform the teacher. These calls are restricted to emergencies. Failure to comply will result in the device being held for the remainder of the day and in some cases, at the discretion of the principal, for a longer period.

FOOD AND DRINKS

Food and drinks are managed by individual classroom teachers however is **not** permitted in the library, science labs, gymnasium, wood shop, music room or computer labs.. Students may eat in the student common area at break and at lunch.

FIRE DRILLS

Fire Drills are mandatory under the provincial Fire Prevention Act. They are required six times in the year. Students and staff are to evacuate the building immediately in an orderly manner and only return when given the "all clear".

Lockdown drills are required by CRPS twice a year. These are to be taken seriously. Parents and students will be notified of the drills a week before they occur.

Hold and Secure Drills are required by CRPS once a year. The 'Hold and secure' command is given when there is something happening in the neighbourhood that the RCMP advise the school to keep students in the building or

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when an incident is happening in the hallways (such as a collapse by a student or a staff member). Students remain in classrooms but business carries on as normal in the lesson until the all-clear is given.

EXTRA CURRICULAR AND CO-CURRICULAR PROGRAMS

The extra-curricular and co-curricular programs at Banff Community High School complement and supplement the curricular program. Student interest and support determines the success of each activity. New clubs, teams or activities can be formed providing there is sufficient student and staff interest.

Students interested in pursuing an interest outside of the regular program are encouraged to contact individual teachers or the student activities advisors.

INTERSCHOLASTIC PROGRAM

Students participating in interscholastic sports, bands or other groups representing the school are ambassadors for our school and community. All members are expected to display good conduct and citizenship within the school and on school sponsored trips.

Students may be required to miss a limited number of classes due to group activities; therefore, these students should not have any unexcused absences.

GENERAL GUIDELINES FOR PARTICIPATION IN ALL EXTRA-CURRICULAR ACTIVITIES

All students are eligible to participate in extracurricular activities providing they meet the BCHS eligibility rules. With the privilege of participating comes the responsibility to follow both the rules and guidelines of the school and those of the activity, team, group or club.

Students who choose to take advantage of extracurricular activities offered by the school are expected to display a positive attitude and show a commitment to the chosen activity.

Teachers or activity supervisors will work with students in the establishment of guidelines for participation in their activity.

Banff Community High School's primary focus on academic learning and student engagement in learning gives academic pursuits and course requirements precedence over all other activities.

Eligibility for Extracurricular Participation

Athletic eligibility is contingent on individual student success. A student experiencing difficulties **is** eligible if, in the opinion of the teachers, the student is putting forth a significant effort. Indicators of effort include: homework completed; assignments completed and submitted on time; participation in class; attendance and punctuality; and preparation for tests and evaluations.

If a student is experiencing difficulties and they are not meeting academic (or behavioral) expectations they may be removed from participation and or put on an athletic contact. All students will sign a BEAR code in order to be eligible.

ASAA requires students to have a minimum of two courses per semester to play on a school team. Refer to the Athletic Department handbook on the school's website under the [Students tab](#).

YEARBOOK

A yearbook committee is formed annually to organize the publication of the school yearbook. A staff advisor is assigned to this committee.

YEAR-END ASSEMBLY AND AWARDS PRESENTATION

Students, staff and community volunteers are recognized for their involvement and contribution to the extra and co-curricular program. Typically held on the last day of classes in June this event celebrates the year's activities and is much looked forward to.

TECHNOLOGY

All students are asked to bring a personal laptop with them to school on a daily basis. This is known as 1:1 Learning. Please see details of this program on our [website](#).

Chromebooks are available from the library to borrow on a semester basis for a few students; there is an application process for this and a refundable deposit of \$100 once the Chromebook is returned at the end of each semester.

There are class sets of Chromebooks in some classrooms and Macs in the BAM lab. These resources will be used to support class initiatives. Teachers will determine when these class will be utilized. These resources will also be used to support students that are writing secure provincial exams using Alberta's Quest A+ applications. Students are expected to use all school equipment in a responsible and appropriate manner; any equipment that is borrowed and not returned will be charged for.

Parents not wanting their child to use the school network and access the Internet must request an exemption in writing. Students with laptops are able to access the Internet from their computer. Students found misusing this privilege may have their laptop privileges revoked.

GUIDELINES FOR THE USE OF THE COMPUTER AND WIFI NETWORK

- Students must comply with the signed acceptable use policy as set out by CRPS
- Students must be trained prior to accessing the data network. (All students will be given introductory training.)
- Playing of unauthorized games is prohibited.
- The sending of inappropriate or offensive messages is prohibited.
- Tampering with the network hardware or software and unauthorized account access are prohibited.
- Computer and printing resources are provided for school related use ONLY.
- Student accounts, files and internet access are monitored by divisional and school staff.

STUDENTS CHOOSING NOT TO FOLLOW THESE GUIDELINES WILL LOSE COMPUTER PRIVILEGES. Withdrawn privileges will be for ALL USE FOR THE SPECIFIED TIME.

STUDY HALL

The Study Hall offers a variety of services to students. These include:

- Upgrading of academic skills to enable the student to function in the regular classroom.
- Provision of a positive learning experience to improve the student's attitude towards learning and school.
- Short term periods of remediation for students requiring assistance in specific areas of math or language skills.
- Specialized programming for coded students.
- Learning Strategies courses. (Senior High)
- Increased programming opportunities.

HEALTH SERVICES

Through the Community Health Unit, a preventative health program is provided for students. A community Health Nurse is available as a resource person for students, staff and parents. Our nurse is included at the request of the school in health education and can counsel on emotional development and physical growth.

Please inform the school office of any life-threatening conditions that students have. If a student is known to have an anaphylactic reaction to certain foods or insect bites they should carry an epipen if prescribed by a doctor and an Emergency Anaphylaxis Plan should be completed and submitted to the office. We do have First Aiders on staff but they are not to administer non prescribed medication to students or prescribed medication unless a procedure has been consented to and signed by the parent. Please keep emergency contacts up to date with the school office.

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STUDENT GUIDANCE AND CAREER CENTRE

The Student Guidance Area provides students with a wide range of resources and information related to academic planning and tracking, social or personal issues and futures planning. The school guidance and career counsellor is available to students and parents. The Career Centre is located in the Student Guidance Area. The centre provides students and parents with a wide range of print and media information on career, career preparation, scholarships and post-secondary institutions.

SENIOR HIGH INFORMATION

All students and parents are encouraged to create a MyPass account.

STUDENTS/PARENTS/GUARDIANS** Alberta Education has now provided students with a powerful new tool (myPass) to track their progress in completing their High School Diploma.

MyPass is an Alberta Education secure self-service website for high school students to:

- √ View and print diploma exam results statements
- √ Order transcripts
- √ View progress towards a credential (diploma or certificate)
- √ View and print detailed academic reports (DAR)

Visit myPass.alberta.ca to request access

COURSE REGISTRATIONS

Banff Community High School offers a full range of courses and programs in Grades 10 through 12.

All Sr. High Students have the opportunity to register in a program of studies that will enhance learning and develop the necessary skills for the future. Registration information is available through the counsellor and found in the [BCHS Course Selection Handbook](#).

Students register for courses in April prior to the new school year starting. If a student registers for BCHS in August and September every attempt will be made to provide the student with their choices but some courses may already be full.

Mature students (students 19 years of age or older) must have all fees paid in full prior to attending classes. Refunds for registration are not available if withdrawal occurs later than 2 weeks from the date of registration. Registration fees are refundable if withdrawal occurs within 2 weeks of registration. A \$50.00 processing fee will be withheld.

COURSE CHANGE AND WITHDRAWAL

Course withdrawals (Grade 12) and changes (Grades 10-11) are possible following consultation by September 14th 2018 for Semester 1 and full year courses and by February 8th 2019 for Semester 2 courses.

Course withdrawals can best be avoided through more careful course selection. Sometimes students will select a course and falsely assume that they can withdraw if it does not 'work for them'. In other cases students will overload themselves because of unrealistic expectations. Whatever the case, careful course selection is extremely important for a successful program. **Grade 9, 10 and 11 students MUST carry a full course load and will not be given permission to drop a class to create a spare in their timetable.** Permission to drop a course is only given to Grade 12 students. Grade 12 students may have spares if they are meeting the credit requirement for graduation. They may leave the campus during these spares (signing out at the office), work in Purkis Hall or the Learning Commons but may not wander the hallways and interrupt lessons.

Senior High Students wanting to withdraw from a course need to obtain a Course Withdrawal Form available from the counsellor. The student will be required to meet with the counsellor to discuss his/her program prior to receiving the form. The form requires both the student's and a parent's signature prior to the course teacher signing the form. The student will return textbooks with the form for the subject teacher's signature. The form will be forwarded to counselling and then administration for approval.

Grade 9 -11 students wanting to withdraw from a course AND change to a alternative course must complete a Course Change Form available from the a counsellor. The student will be required to meet with the counsellor to discuss his/her program prior to receiving the form. The form requires both the student's and a parent's signature prior to the course teacher signing the form. The student will return textbooks with the form for the subject teacher's signature. The form will be forwarded to counselling and then administration for approval.

Parents are asked to consult with the course teacher or counsellor before signing Course Withdrawal and Change Forms.

Students are required to continue with course attendance and work until the withdrawal process is completed.

CANADIAN ROCKIES PUBLIC SCHOOLS INREACH/OUTREACH PROGRAM

Outreach is a CRPS partnership with Bow Valley College. It is for returning Grade 12 students who need to upgrade or meet graduation requirements due to one or two remaining courses and independent students who are unable to attend school due to work commitments. Students will work through unit modules from Alberta Distance Learning Centre (ADLC) and/or with tutors at at Bow Valley College (BVC) depending on needs and the courses. Students must have permission from the principal to complete courses with BVC or through ADLC.

Inreach is the delivery method by which students at BCHS can access courses with ADLC and the BCHS Inreach teacher if:

- a. A student is highly motivated, highly organised and can work independently **and**
- b. A course the student needs for graduation does not fit in the timetable due to a conflict **or**
- c. A student is training in the field of sport, music or other extracurricular program at an elite level and needs to have flexibility of being part time **or**
- d. A student is a Banff Hockey Academy player whose training conflicts with the timetable **or**
- e. A student is a coded student and an ADLC course meets their learning needs.

All students taking courses through our Inreach program are expected to work in the Learning Commons or Purkis Hall during scheduled Inreach blocks. Students must sign in at the Learning Commons to indicate that they are present.

ASSESSMENT OF STUDENT ACHIEVEMENT



Banff Community High School Assessment and Learning Policy 2018-2019

1.1 Philosophical Background to Assessment

1.1 Statement

At Banff Community High School (BCHS), the primary function of assessment is to support all students in the learning process. Assessment in our school serves to guide classroom instruction, provide students with the next steps in learning and provide evidence of student progress towards curricular outcomes. We believe that our students should be empowered through our assessment policies. Our assessment seeks to be fair, accurate, consistent and meaningful. We aim to support individual learners and hold all to a high standard of learning.

We believe that specific and descriptive feedback from classroom teachers is fundamental in moving student learning forward. We also believe that our grades need to accurately represent a student's progress towards curricular outcomes. Our assessment policy supports students in the learning process, while also supporting lifelong employability skills. We seek to encourage students to develop a joy and love for learning while they develop their full potential as learners.

1.2 Definitions

In order to best understand how assessment and grading compliment one another it is important to be clear on fundamental definitions:

Formative Assessment - "**Assessment for learning** is ongoing assessment that allows teachers to monitor students on a day-to-day basis and modify their teaching based on what the students need to be successful. This assessment provides students with the timely, specific feedback that they need to make adjustments to their learning." (Learn Alberta)

Assessment for learning is usually not included in the calculation of grades. It includes the daily feedback that teachers provide students. Assessment for learning focuses on student improvement through meaningful feedback loops. Formative assessment occurs throughout the duration of a project or assignment. It allows students opportunities to practice new learning while implementing improvements towards classroom targets. Feedback can come in many forms including teacher comments, peer assessment, goal setting and self-reflection. We focus on providing students with positive and specific feedback that can support learning and growth. All feedback is critical to effective learning and students are expected to use formative assessment to grow as individual learners.

Summative Assessment - "**Assessment of learning** is the snapshot in time that lets the teacher, students and their parents know how well each student has completed the learning tasks and activities. It provides information about student achievement." (Learn Alberta).

Assessment of learning is what is used to determine a student's grades. This represents how a student has achieved curricular outcomes at a specified date. Teachers provide students with deadlines to support clarity around when summative assessments will be calculated.

2 Assessment Practice at BCHS

2.1 At BCHS assessment is comprehensive and continuous

Classroom assessments must provide a defensible picture of a student's achievement towards curricular outcomes. This is achieved through the use of a variety of assessment methods that allow students multiple opportunities to demonstrate learning. In order to meet all curricular outcomes, there are scenarios in school when students must produce work in a modality that is directed by the classroom teacher. Summative classroom assessments may include information from tests, assignments, teacher observations, goal setting and student reflections.

Teachers will provide students with clear criteria and opportunities for reflection and improvement to insure students understand learning expectations. While all students must write diploma exams to graduate, we at BCHS believe that a variety of assessment practices must be used to enhance and support students in developing a deep understanding of curricular outcomes.

2.2 At BCHS we use positive grading

In Division 3 (Grade 9), classroom teachers may report student progress during the year through outcomes-based performance standards or by using percentages. On report cards, all teachers will report using a percentage grade and comments about student achievement of curricular outcomes. It is important that parents and teachers communicate to develop a clear understanding of how students are being assessed.

In Division 4 (Grades 10 to Grade 12), all students are assessed using a percentage grading system. Grades are calculated based around a classroom teacher's professional judgement using Alberta Education guidelines for achievement. At BCHS, we design our grading practices around the following core principles:

Grades must be accurate. Grades represent what students can achieve relative to the Alberta curriculum. Grades **should not** be a reflection of student behaviour.

Grades must be meaningful. Grades should be calculated to demonstrate what a student knows and can do. Grades can be calculated based on a variety of teacher assessments including products, observations and conversations.

Grades must be consistent - Grades must be calculated in a professional manner so that they represent what a student knows and can do.

2.3 At BCHS we set deadlines

Canadian Rockies Public Schools states that grades will not be used as a measure of student behaviours. This means that we will not use punitive grading measures. At BCHS, we seek to support students with completing tasks in a timely fashion. Teachers will set deadlines that students are expected to adhere to. Deadlines in courses serve a number of different purposes. They assist students with managing workloads to insure that all curricular outcomes are met through the course of a semester. They also help teachers effectively design and assess students in a timely fashion. We also believe that meeting timelines is an important life and employability skill. The following protocols will be followed in the event of missed tests or assignments:

Tests

Missed Tests - Student Responsibilities
<ul style="list-style-type: none">• Students will provide the teacher with a valid reason for missing a scheduled test and will provide documentation to support the absence.• Students will write major or end of unit summative tests at a planned time outside of the regular learning schedule.• Students who miss a major scheduled test with no valid reason will be given one chance to take the test at a planned time outside of the regular learning schedule. Students will be referred to the school's learning team after a second missed major summative assessment.
Missed Tests - Teacher Responsibilities
<ul style="list-style-type: none">• Teachers will consider the frequency of summative assessments within their plans for their course progression.• A place holder of 0 (zero) will be recorded on a student's Moodle to indicate that summative assignments have not been completed.• Teachers will provide students with at least a week's notice to prepare for major summative assessments.• Teachers will take into consideration the reason for missed deadlines.• Teachers will support students in developing effective time management and study skills.• Teachers will review the need for appropriate supports that may be required to assist all students in their learning and be aware of fair accommodations that are outlined in a Student's Learning Plan.
Missed Tests - Parent Responsibilities
<ul style="list-style-type: none">• Parents are expected to follow student progress using our schools Moodle software.• Parents are encouraged to contact teachers when student grades are not as expected.• Parents are expected to plan schedules that support the learning of their students in school.• Parents are expected to contact the school to report a student absence.• Parents should be part of the learning team that supports students in catching up on outstanding assignments.
Missed Test - School Responsibilities
<ul style="list-style-type: none">• Students that regularly miss summative learning opportunities will be referred to the school's learning team.• Consequences for ongoing challenges with completing summative assessments may include, removal of school extracurricular privileges, an expectation to complete outstanding work with staff members during lunch hours or after school, or failure to earn course credits.• A collaborative plan will be developed with the support of the learning team to problem solve appropriate solutions to support student learning.

Assignments

Missed Assignments- Student Responsibilities
<ul style="list-style-type: none">• Students are expected to complete assignment work in stages as directed by the classroom teacher.• Students are expected to apply the feedback from formative assessment that has been provided by teachers.• Students are expected to proactively plan for assignments that may require an extension beyond the teachers' deadlines and proactively request for an extension.• Students are expected to provide a valid reason for missing or late assignments.• Students are expected to provide evidence of learning when requested at deadlines.• Students who miss a major scheduled assignment with no valid reason will be given one chance to extend deadlines. This plan must be coordinated with the teacher. Students will be referred to the

school's learning team after a second missed major summative assessment.
Missed Assignments- Teacher Responsibilities
<ul style="list-style-type: none"> ● A teacher is responsible for setting ultimate deadlines for the collection of student work that will be used in determining a summative grade. ● For missed assignments, when a grade must be determined for reporting purposes, teachers will use professional discretion to determine a student's grade. This can be used as a placeholder, until an effective plan has been determined. This will be based upon student evidence that has been brought forward through the learning process. ● Teachers will ensure that appropriate differentiation has occurred to meet individual student learning needs. This might include reducing written expectations, alternative formats or extended deadlines. Teacher's must however insure that curricular outcomes have been met when designing differentiated learning opportunities. ● Teachers will take into consideration the reason for missed deadlines. ● Teachers will support students in developing effective time management and study skills. ● Teachers will consider interventions to support students in completing work in a timely fashion. ● Teachers will review the need for appropriate supports that may be required to assist all students in their learning. ● Teachers will be aware of fair accommodations that are outlined in a Student's Learning Plan.
Missed Assignments- Parent Responsibilities
<ul style="list-style-type: none"> ● Parents are expected to follow student progress using our school's Moodle software. ● Parents are expected to plan schedules that support the learning of their students in school. ● Parents are expected to support students in meeting assignment deadlines at school.
Missed Assignments - School Responsibilities
<ul style="list-style-type: none"> ● Students that regularly miss summative learning opportunities will be referred to the school's learning team. ● Consequences for missed ongoing challenges with completing assignments may include, removal of school extracurricular privileges, an expectation to complete outstanding work with staff members during lunch hours or after school, or failure to earn course credits. ● A collaborative plan will be developed with the support of the learning team to problem solve appropriate solutions to support student learning.

2.4 At BCHS we recognise that all students are different

We recognize that not all students learn the same. Our assessment for learning practice seeks to determine student strengths and needs, while informing the next steps in our practice. Our assessment practice balances the need for a manageable class assessment plan with meeting the strengths and needs of individual learners. Accommodations and strategies that individual students require for success are outlined in Student Learning Plans. Students must demonstrate regular use of outlined accommodations in order to access them during summative assessments, final exams and diploma exams. Informed written consent by parents will be given for all students that require adapted or modified programming.

3 Academic Expectations at BCHS

3.1 High expectations

At BCHS, we seek to support students in developing to their full potential. This expectation means that as educators we are dedicated to supporting students in becoming engaged and active learners. While we hold our students to a high standard of learning, there are a number of standards of learning that we adhere to as educators:

- **Provincial Programs of Study** - Our provincial curriculum documents outline what students are expected to learn and do in all grades.
- **Ministerial Order of Learning** - This document encourages students to develop competencies of Engaged Thinkers, Ethical Citizens With an Entrepreneurial Spirit who contribute to a strong and prosperous economy and Society.
- **Teaching Quality Standards** - These standards include managing effective relationships, demonstrating a professional body of knowledge and establishing inclusive learning environments.
- **Teaching Effectiveness Framework** - This is the framework around which teachers in CRPS design the learning and assessment for curriculum.
- *Standards for Special Education*

We aim to encourage students to develop high expectations of themselves. As students move through the school we expect them to become more accountable for and more proactive in their learning. We will coach and mentor students to think for themselves, to develop the skills of perseverance and to rise to new challenges. Grade 12 students should graduate from BCHS with a skill set including: the ability to plan ahead, to manage workloads, to have 'grit' (seeing things through to the end), to communicate, to advocate for themselves as learners and to collaborate with others.

4. Guidelines to Teachers

Teachers must provide a course outline to students, parents and the school principal by September 30th each year that includes the following:

1. A clear statement of:
 - course objectives or outline
 - course content
 - assessment procedures and weighting including assessment for learning strategies
2. A statement on deadline expectations for assignments in line with this policy.
3. A statement on procedures for missed assignments and assessments in line with this policy.
4. Grade 10-12 Final exams should be weighted 30% or less as per diploma examinations or for Grade 9 at 25%.
5. Final school course marks must consist of both summative assignments as well as summative assessments.

REPORTING PERIODS

YEARLY REPORTING CYCLES

Senior High: Semester based courses.

Students will receive a progress report via Moodle just prior to Student/Parent/Teacher conferences. These conferences are scheduled in October and March. Students and parents will receive a reminder at mid-semester to check Moodle for the most up to date marks. Semester end reports will be online through our PowerSchool Parent Portal at semester end in February and at year end in July.

Grade 9: Year Long Courses

Students will receive a progress report via Moodle just prior to Student/Parent/Teacher conferences in October. Students and parents will receive a reminder at the first quarter to check Moodle for the most up to date marks. Mid-year reports will be online through our PowerSchool Parent Portal in February. Students and parents will again receive a reminder at third quarter to check Moodle for the most up to date grades. Year-end Reports will be online through our PowerSchool Parent Portal in July.

HONOUR ROLL – BANFF COMMUNITY HIGH SCHOOL

HONOUR SOCIETY

The objective of the Honour Society is to recognize students who have achieved an honours standing and, as a result, to encourage and promote academic excellence. Each year a student's final assessment will be used to determine eligibility for Associate Membership in the Banff Community High School Honour Society. Achieving an honours standing through the Junior High or Senior High years will result in a Lifetime membership in the BCHS Junior or Senior High Society respectively. An Honour Society Reception will be held in September 2019 to recognize all students achieving honours standing for the final reporting period of the completed academic year.

Academic excellence will be recognized in the following areas under these established criteria:

SENIOR HIGH HONOUR ROLL

The following criteria will be used:

Honours: 80% average of final marks in 4 academic, 5 credit grade level courses-
1 Math, 1 English, 1 Science, 1 Social Studies and 1 other 5 credit course.

Honours with distinction: 90% average of final marks in 4 academic, 5 credit grade level courses -
1 Math, 1 English, 1 Science, 1 Social Studies and 1 other 5 credit course.

Students must have **no** recorded mark below 70%. Courses may be acquired by distance education, or other means, provided the courses have been accredited by Alberta Education. However, students must have completed 50% of their courses at BCHS in the year to be eligible for the BCHS Honour Roll.

For all students the average is based on blended final marks (school mark and exam mark) for all courses completed in semester one and semester two.

Note: The following courses may not be used in calculations as students must meet criteria to enrol in these programs.

- Study Hall / Learning Strategies
- Work Experience
- Special Projects

JUNIOR HIGH (Grade 9) HONOUR ROLL

The following criteria will be used:

Honours: 80% average of final marks in Math, English, Science, Social Studies and the highest option course. Final marks are calculated from the the school mark and the PAT mark. Students must have **no** recorded mark below 70%.

Honours with distinction: 90% average of final marks in Math, English, Science, Social Studies and the highest option course. Final marks are calculated from the the school mark and the PAT mark. Students must have **no** recorded mark below 70%.

GRADUATION CELEBRATION

CRITERIA FOR PARTICIPATION

All Grade 12 students may be involved in the end of year "GRADUATION Celebration" which marks the completion of 12 years of schooling. Only those students, who by May 1st are registered in and passing courses to complete the required credits and courses to receive an Alberta High School Diploma, or have an approved plan in place for completion, may wear the Cap and Gown, which is symbolic of high school graduation. The plan must involve the parent(s), course teacher, school counsellor and principal. Parents and students are encouraged to check credit totals and requirements with the counsellor and by using the Detailed Academic Reports found in MyPass.

Students fundraise throughout the year for this event. Any students registering at BCHS for Grade 12 at the beginning of Semester 2 in the school year will be charged \$75.00 for their dinner ticket.

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VALEDICTORIAN

The Grade 12 Class Valedictorian is the student who has the highest average based on the following criteria-

English 30-1 plus 4 academic courses- 30 level Sciences, Social 30-1, Math 30-1, Math 31 and or French 30

The average is based on blended final marks for all diploma courses completed in semester one. We will use school based marks for courses that have sections running in semester one and two and for second semester courses that do not have diploma marks available. (Please note that many courses now have multiple entry and exit points and that in most cases we will use school based marks).

SCHOLARSHIPS AND AWARDS

There are a number of scholarships and awards available to graduating students at the school, community, provincial and national level. For a list of school and community awards a brochure is available from the Counselling Office. Parents and students must take an active role in researching the other awards available. The guidance counsellor can provide advice for researching these opportunities.

All scholarships awarded for highest academic standing are based on final marks and in the case of diploma exams on final blended marks where possible.

NOTE: Only courses taken on campus at BCHS will be used in the selection of award winners and scholarship recipients unless otherwise specified by the donor of the award. Scholarship awards will be given based on blended marks (if possible) from the present academic calendar year only; courses taken in previous years will not be considered. In some cases awards will not be given until the following year, as blended marks become available at that time.