



BANFF COMMUNITY HIGH SCHOOL

Handbook

2025-2026



BANFF COMMUNITY HIGH SCHOOL

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WELCOME TO BANFF COMMUNITY HIGH SCHOOL

Welcome to the 2025-2026 school year at Banff Community High School. Every day we come to our school to learn, work, and play. We recognise that we are privileged to be able to exist together in such a majestic and stunning landscape which has an immense diversity in fauna and flora. The Bow River Valley has a long and rich history of human settlement and we acknowledge that our school sits on the ancestral and traditional lands of many North American Indigenous Peoples. We acknowledge the many First Nations, Métis, and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are with us today and those who have gone before us.

The 2025-26 school year marks the first year of our [school's Education Plan 2025-2029](#). Our three goals are:

1. Learners are ready to learn.
2. Learners are inspired to succeed.
3. Learners are future ready.

Our students feel safe at our school and value the strong relationships they have with their peers and the staff. As we work on the plan's three goals we will continue to be guided by our school's vision 'Creating a better world through transformational education that celebrates nature, diversity, and wellbeing'. At Banff Community High School we will also continue to live by our Bear Code and encourage our students to epitomise 'Being a Bear'. Important components of this code include showing belonging through a welcoming approach, pursuing excellence, and treating everyone in the building with respect.

At Banff Community High School we are excited to continue to offer our learners a strong academic foundation and a broad range of extra curricular opportunities. Through flexible learning, high school alignments with Canmore Collegiate High School, and strong school based programming, Banff Community High School students are provided with the opportunity to reach their full potential. This handbook outlines important policies and dates for our school. Please be sure to reference this document throughout the school year to be on top of expectations in our school.

Natasha Miles
Principal

VISION, MISSION, BELIEFS, AND BEAR’S CODE

Mission

Creating a better world through transformational education that celebrates nature, diversity, and well being.

Shared Vision of Learning

We are committed to inspiring hearts & minds. Our “Shared Vision of Learning” defines our collective beliefs about learning that guide our actions. We believe:

- ★ Instructional excellence and leadership are essential to ensuring each learner will flourish in our complex, exponentially changing and interconnected world.
- ★ And embrace the importance of whole child education in the development of each learner.
- ★ Positive relationships foster effective and engaging learning experiences.
- ★ Exemplary teachers consistently design and assess to ensure that all learners develop, create, and find joy in learning.
- ★ Diversity of experiences and connections in nature and community enhance learning beyond the classroom.
- ★ In a direct relationship between professional learning, personal commitment, and instructional excellence.

Bear’s 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

Safe – thinking before acting, following rules to ensure safety



We are **BEARS**. We **Belong** and **Excel**, we are **Accountable** and **Respectful**, and we make our school **Safe** for all.

ACADEMIC CALENDAR AND DATES

Academic Year 2025-2026

July 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	M	Tu	W	Th	F	Sa
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Organizational Days for Staff - No Students
 First Day/Last Day of School for Students
 Winter Break/Spring Break
 School Closure in Lieu of Parent/Teacher Interviews
 School Closure

Teacher Professional Learning (PL)
 ATA Convention (PL) /No School for Students
 Holidays
 Parent/Teacher/Student Conferences Nov. 7; March 20 a.m. only
 Evening Parent/Teacher/Student Conferences Nov 5, 6; March 18, 19

Draft Diploma Exam Dates
 First Day of Semester 2 for High Schools
 National Indigenous People's Day
 Sept. 30th National Day for Truth & Reconciliation

Schedule of Events

Semester 1

August 26	School opens: orientation by grade and photo day
August 27	Classes in session /welcome assembly in SWAG
August 29	Welcome Back BBQ
September 1	Labour Day -No School
September 2	BCHS School Council Meeting
September 2	Last day to withdraw from classes for Gr. 12 students
September 9 / 10	Hike Day / Hike Day reserve day
September 17	10A Wim WE hike
September 17	Grade 12 Grad and Post secondary meeting / Open House
September 19	Terry Fox Day (Modified Timetable)
September 22	10B Wim WE hike
September 24- 30	Truth and Reconciliation Week
September 29	Grad Plan due (outlined in Grad Handbook)
September 30	Truth and Reconciliation Day -school closure
October 1-3	Winter Travel WILD 15
October 3	BCHS Pride Flag raising
October 6	ELAA Post Secondary Fair at BCHS
October 6	BCHS School Council Meeting
October 9	Honours Society Banff Springs 7:00 p.m.
October 10	Turkey Trot
October 13	Thanksgiving - No School
October 15	Photo retake day /Student Wellness Symposium
October 17	Out of Province Post Secondary Fair at CCHS

October 27 - 31	Halloween School Spirit Week
October 31	Quarter 1 ends
November 3	Quarter 2 starts
November 3	School Council
November 5	Parent/Teacher Interviews: 5 pm – 8 pm
November 6	Remembrance Day Assembly (Modified Timetable)
November 6	Parent/Teacher Interviews: 4 pm – 7 pm
November 7	Parent/teacher Interviews: 8:30 am – 11:30am / No Classes for students
November 10	School closed
November 11	Remembrance Day- No School
November 28	Awards assembly - Modified Timetable
November end	Notification for registration for Summer 2026 CALM
December 1`	School Council December meeting
December 3-5	Winter Travel WILD
December 19	Pancake Breakfast - school closed pm
December 20 – January 4	Winter Break
January 5	Classes begin after Winter Break
January 16	Last day of classes Semester 1 (all grades)
January 19 – January 27	Exam Week /Grade 9 Career Explorations

Semester 2 2026

January 28	Semester 2 & Quarter 3 classes commence
January 30	Semester 1 Report Cards available on Parent Portal
February 2	School Council Meeting
February 4	Last day to withdraw from courses for Semester 2 – Grade 12 only

February 9	WimWE AST 1 Presentation Grade 10
February 11	WimWE AST 1 Field day at LLSR 10A
February 12	WimWE AST 1 Field day at LLSR 10B
February 16	Family Day - No classes
February 17- 20	System Closure - No classes
February 19-20	Teacher Convention
February 23	Classes resume
March 11-13	Grad Portraits
March 2	BCHS School Council
March 3	Open House & Transition Info Sessions
March 16	Wim We Cross Country Skiing 10A
March 19	Wim We Cross Country Skiing 10B
March 18	Parent/Teacher Interviews: 5 pm – 8 pm
March 19	Parent/Teacher Interviews: 4 pm – 7 pm
March 20	Parent Teacher Interviews: 8:30 am – 11:30 am No school for students
March 23-27	March Madness Spirit Week
March 25	Iron Chef
March 25	CRPS Hiring Fair
March 27	Awards assembly #2
March 28- April 12	Spring Break
April 13	Classes resume
April 13	BCHS School Council meeting
April 14	Grade 8 Transition to visit
April 20	Quarter 4 starts
May 4	BCHS School Council meeting
May 15	CRPS PL Symposium - No School

May 18	Victoria Day -no school
May 22	Honours Eligibility for Valedictorian nomination
June 1	BCHS School Council meeting
June 2	Valedictorian presentations
June 4	Wim We Canoeing 10A am / 10B pm
June 12	Last Day of Classes Semester 2 (all grades) End of year awards assembly pm
June 15 – 23	Exam Week
June 21	National Indigenous People's Day
June 25	Graduation Ceremony Grad Class 2025
June 30	Last Day of School

Diploma Exam Schedules

Semester 1

Date	Time	Subject
Tuesday January 13	9:00am – 12:00pm	English Language Arts 30-1 Part A English Language Arts 30-2 Part A
Wednesday January 14	9:00am – 12:00pm 9:00am – 11:30am	Social Studies 30-1 Part A Social Studies 30-2 Part A
Monday January 19	9:00am – 12:00pm	Mathematics 30-1 Mathematics 30-2
Tuesday January 20	9:00am – 12:00pm	English Language Arts 30-1 Part B English Language Arts 30-2 Part B
Wednesday January 21	9:00am – 11:30am	Social Studies 30-1 Part B Social Studies 30-2 Part B
Thursday January 22	9:00am - 12:00pm	Biology 30
Friday January 23	9:00am - 12:00pm	Chemistry 30
Monday January 26	9:00am – 12:00pm	Physics 30

Semester 2

Date	Time	Subject
Wednesday June 10	9:00am – 12:00pm	English Language Arts 30-1 Part A English Language Arts 30-2 Part A
Thursday June 11	9:00am – 12:00pm 9:00am – 11:30am	Social Studies 30-1 Part A Social Studies 30-2 Part A
Friday June 12	9:00am - 12:00pm 9:00am - 12:00pm	Mathematics 30-1 Mathematics 30-2
Monday June 15	9:00am – 12:00pm 9:00am – 12:00pm	English Language Arts 30-1 Part B English Language Arts 30-2 Part B
Tuesday June 16	9:00am – 11:30am 9:00am – 11:30am	Social Studies 30-1 Part B Social Studies 30-2 Part B
Thursday June 18	9:00am - 12:00pm	Biology 30
Friday June 19	9:00am - 12:00pm	Chemistry 30
Monday June 22	9:00am – 12:00pm	Physics 30
Tuesday June 23	9:00am – 12:00pm	Science 30

Provincial Assessment Test Schedule -Semester 2 only

Date	Time	Subject
Thursday May 21	9:00am- 11:00am	English Language Arts 9 Part A
Tuesday June 9	9:00am - 10:15am	English Language Arts 9 Part B
Tuesday June 16	9:00am- 9:30am	Mathematics 9 Part A
Friday June 19	9:00am - 10:20am	Mathematics 9 Part B
Monday June 22	9:00am – 10:20am	Social Studies 9

Lesson Times Block Schedule 2025/2026

CLASS SCHEDULE (Full-Day Friday)				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:25 - 9:43 Block A	8:25 - 9:52 Block A	8:25 - 9:43 Block A	8:25 - 9:52 Block A	8:25 - 9:43 Block A
6 minute break	6 minute break	6 minute break	6 minute break	6 minute break
9:49 - 10:19 SWAG		9:49 - 10:19 SWAG		9:49 - 10:19 SWAG
6 minute break		6 minute break		6 minute break
10:25 - 11:43 Block B	9:58 - 11:25 Block B	10:25 - 11:43 Block B	9:58 - 11:25 Block B	10:25 - 11:43 Block B
11:43 - 12:43 LUNCH	11:25 - 12:25 LUNCH	11:43 - 12:43 LUNCH	11:25 - 12:25 LUNCH	11:43 - 12:43 LUNCH
12:43 - 2:01 Block C	12:25 - 1:52 Block C	12:43 - 2:01 Block C	12:25 - 1:52 Block C	12:43 - 2:01 Block C
6 minute break	6 minute break	6 minute break	6 minute break	6 minute break
2:07 - 3:25 Block D	1:58 - 3:25 Block D	2:07 - 3:25 Block D	1:58 - 3:25 Block D	2:07 - 3:25 Block D

In our annual schedule there are days designated as ‘Half Day Fridays’. Classes run in the morning and are either Blocks A/B Fridays or Blocks C/D Fridays. This rotates throughout the year; see our website’s calendar and our TV monitors in school to check which pattern is upcoming. The afternoons are designated as professional learning time for teachers.

HALF-DAY FRIDAY: alternating A/B then C/D	
8:27 - 9:49	Block A or C
10 minute break	
9:59 -11:20	Block B or D

Semester 1		Semester 2	
Sept 19	AB	Jan 30	AB
Oct 3	CD	Feb 13	CD
Oct 17	AB	March 6	AB
Nov 21	CD	Apr 17	CD
Dec 5	AB	May 1	AB
Dec 19	CD	May 29	CD
		June 5	AB

GENERAL CONTACT INFORMATION

<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 7:45 a.m. to 3:45 p.m., closed over the lunch hour.</p>	<p>LUNCH HOUR:</p> <p>Lunch Hour is 11:43 am. to 12:43 pm on Monday, Wednesday and Friday.</p> <p>Lunch Hour is 11.25 am to 12.25pm on Tuesday and Wednesday.</p> <p>A supervised lunchroom is available to all students.</p>
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Phone: 403-762-4411

Fax: 403-762-9220

Attendance Line (to report student absences): 403-762-4411 Ext 1

Address: 330 Banff Ave, Box 748 Banff, Alberta T1L 1K1

All BCHS staff email addresses are firstname.lastname@crps.ca

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



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



[Instagram](#)

LUNCH HOUR

All students **may** leave the school grounds at lunch time. Leaving school during breaks between classes is not recommended as the breaks are short. Bring your snacks with you to school! Following breaks, it is the students' responsibility to be on time for their next class.

THE SCHOOL OFFICE

The office is open from 7:45 a.m. to 3:45 p.m., Monday through Friday. Appointments with the principal and learning support teacher/guidance counsellor are available by calling 403- 762-4411.

ANSWERING MACHINE

The school office has an answering machine that is in operation from 3:45 pm. to 4:45 pm. 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. We do NOT accept absences from the student. 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
- ✓ 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.

SCHOOL FEES

School fees are listed on the [school website](#). As per Canadian Rockies School Division Administrative Procedure 503 (AP 503) school fees can be charged to enhance students' learning opportunities in courses and for non curricular activities such as for participation on a school's sport team. Payment for school fees is due 30 days after invoicing. School fees are generally invoiced at the end of September. Payment can be made by cash, cheque, debit card, or credit card at the school office. Debit or credit card payment can also 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. If financial circumstances warrant, a parent may apply annually to the principal to have some or all of their school fee waived. Please see [AP 503](#) for further details.

BANFF COMMUNITY HIGH SCHOOL CODE OF CONDUCT

At **Banff Community High School**, all members of our learning community have the responsibility to create and celebrate a welcoming, caring, respectful, and safe learning environment. The Canadian Rockies School Division outlines the expectations for students, parents, and staff in our district code of conduct. This can be found in [Administrative Procedure 393](#). The purpose of this school based document is to outline the responsibilities, interventions, and consequences for issues related to respect, harassment, discrimination, and bullying. All community members are expected to conduct themselves in accordance with the Canadian Charter of Rights and Freedoms, Alberta Human Rights Act and the Alberta Education School Act.

Students are, to the fullest extent possible, responsible for:

- Attending school and all scheduled classes on time.
- Dressing appropriately for classes and activities.
- Adhering to divisional policies respecting appropriate use of technology.
- Showing respect for all adults and fellow students.
- Resolving conflicts peacefully through discussion and/or by seeking help.
- Striving for academic excellence and honesty.
- Adhering to the Canadian Rockies Public Schools Transportation Policy.
- Reporting incidences of bullying and/or cyber bullying.
- Respecting and appreciating the diversity of all school and community members regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age, and ability.

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Intervention Strategies and Consequences when students do not adhere to the school code of conduct:

Banff Community High School is committed to working towards the provision of a safe learning community, and will respond to situations that threaten or violate the physical and emotional safety of those in its care. Improving student conduct relies on effective communication and cooperation between home and school. A student's stage of development and range of special needs will be taken into consideration when determining responses. The following are some examples of responses that may be considered in addressing inappropriate behavior:

- Discussion with those involved.
- Conference that may involve students, staff, parents, and/or divisional personnel.
- A plan that may include counselling, mentoring, mediation, or outside agency involvement (Child and Family Services, Mental Health, RCMP, etc.).
- Time out: a "cooling off" period.
- Student detention.
- Withdrawal of privileges (school areas, transportation services, and/or school-related activities including extra-curricular sport).
- Making restitution.
- Development and implementation of a behavioural or performance contract.
- **Suspension:** in-school or out-of-school. Section 36(1)(a) of the Education Act states that a student may be suspended if the student fails to comply with section 31.

According to the Education Act, Section 31, a student, as a partner in education, has a responsibility to:

- a) attend school regularly and punctually;*
- b) be ready to learn and actively engage in and diligently pursue the student's education;*
- c) 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;*
- d) respect the rights of others in the school;*
- e) 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;*
- f) comply with the rules of the school and the policies of the board;*
- g) cooperate fully with everyone authorised by the board to provide education programs and other services;*

- h) be accountable to the student's teachers and other school staff for the student's conduct and*
- i) positively contribute to the student's school and community.*

- **Expulsion:** involvement of school administration, Superintendent, and the Board is required.

Staff are responsible for:

- Subscribing to the policies of the Canadian Rockies Public Schools and the tenets of the [Alberta Teachers' Association Code of Professional Conduct](#).
- Treating parents, students, and fellow staff with respect at all times.
- Participating and cooperating with parents and other school staff in the development and implementation of plans to address the learning needs of students.
- Communicating information about student behaviour to parents and administration as appropriate.
- Establishing and maintaining a safe, secure, non-threatening learning environment.
- Providing an environment that promotes self-esteem and self-discipline.

Parents/Guardians are responsible for:

- Instilling the importance of education, basic values, and responsibilities in their children.
- Showing respect to all adults and students.
- Following established protocols for expressing concerns.
- Ensuring that their child attends regularly and punctually.
- Communicating and working collaboratively with school personnel regarding their child's needs. (medical, academic, social, emotional, and behavioural).
- Encouraging the peaceful resolution of conflict and discouraging disrespectful, violent or aggressive behaviours to solve a problem.

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. Students arriving after attendance has been taken at the start of the lesson will be marked late.** It is the

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responsibility of parents to inform the school of their child's absence; any excused absence requires 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. The school office will call parents of Grade 9 students to confirm that there is a valid reason for leaving school during the school day.

ATTENDANCE AND PUNCTUALITY

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

All students are expected to:

- Attend school regularly and punctually
- Be ready to learn and actively engage in and diligently pursue their education
- 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 Related Absence

- 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 20% of school will be identified as having attendance concerns. Attendance is audited regularly by the student support team and will be followed up with students and parents if absences are greater than 20%. Chronic absences may be reported to the Attendance Board for students who are not yet 16 years old.

<p>Intervention Step 1</p> <p>Attendance Concern is identified by teacher, administration or families (note attendance is reviewed by administration on a bi-weekly basis)</p>
<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 students to complete work. • Administration and Student Support Team will be made aware and will keep a record of initial attendance concern.
<p>Intervention Step 2</p> <p>Student Support Team determines no positive change has been made in attendance</p>
<ul style="list-style-type: none"> • Student meets with the administration. A plan is determined that outlines clear consequences.

<ul style="list-style-type: none"> • 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.
<p>Intervention Step 3 Student Support Team determines that no positive change has been made in attendance following Step 2</p>
<ul style="list-style-type: none"> • Meeting with administration, parents and students to revisit attendance plan and appropriate consequences. Parents are informed of a student's current level of functioning. • Plan is shared with all classroom teachers. • Plan will include an investigation around the causes of attendance patterns and will outline consequences of continued behaviours.
<p>Intervention Step 4 Student Support Team determines no positive change has been made in attendance following Step 3</p>
<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 a student's current level of functioning. • Plan is shared with all classroom teachers. • Plan will include an investigation around the causes of attendance patterns and will outline consequences of continued behaviours. This plan will be revisited at regular intervals to determine its effectiveness. <p>Note - Failure to make changes in behaviour will lead to a referral to the attendance board if a student is under 16 years of age..</p>

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

EXTENDED LEAVE

Every day at school matters. Courses are designed to be a quarter, semester, or year long and if students miss a day they will be behind in their learning. If a student has an extended absence we often see students fail courses as there is too much content and too many assignments to complete with little opportunity for instruction. Despite

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the good intentions of the student upon departure they often return with no assignments completed. Very occasionally there are reasons for families to be away for extended periods of time and it is critical that the school be informed and students fill in the Academic Plan for Extended Leave. A copy of this form is available from the school office. 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.

Please provide the school with as much advance notice as possible for an extended leave. here are the steps to take:

1. Student requests 'Academic Plan for Extended Leave' form from principal and explains reason plus duration of absence.
2. Parent speaks to the principal if the absence is over a week.
3. Student speaks to teachers who complete forms to the best of their ability according to the duration of absence and teachers sign forms
4. Parent sign forms and one copy is returned to office for attendance record purposes.
5. Teachers will provide links to the material that will be taught during the student's absence in the form of worksheets, or Google Classroom postings but families must recognise that this is not the same as being present in class.
6. It is the student's responsibility to complete assignments and no additional support or extensions will be provided by the teacher upon their return.

The forms **must** be submitted and signed a minimum of 10 school days prior to the departure date.

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/ica/resources-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.

Artificial Intelligence (AI) and Academic Integrity

BCHS

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The core value of Academic Integrity, is the idea that a student presents ideas that are their own, that are created by them, and presented as such (e.g. [UCalgary](#)). While it is acceptable to build on the work of others and integrate these ideas into your work, students **must** cite this work to acknowledge who authored these ideas.

In recent years, technology has created useful tools to assist people in writing (Speech-to-Text, Grammarly, etc.) and in numeracy (Geogebra, WolfRam Alpha, etc.). Working with their teachers, students have been using these tools to successfully help them in their learning.

The rapid development of AI has accelerated the power of these tools so that they not only aid in the creation and communication of ideas, but in some cases create the actual work. While it is acceptable to use AI tools to assist in the creation and communication of ideas, the work must still be your own and the use of AI tools in the process must be acknowledged.

Students who would like to use AI tools in their school work, **must** discuss with the teacher how and to what extent the AI tool is being used. Failure to have this conversation with your teacher, will be considered a breach in our Academic Integrity Policy. In plain English - this will be viewed as cheating and will be dealt with in accordance with our Academic Integrity Policy in our student /parent handbook.

Use of AI to prepare for Provincial Testing

Students will use the school provided secure testing environment to complete all Provincial Testing. The use of any type of Artificial Intelligence or similar applications is prohibited during both the testing and the preparation stages (ex. studying using AI resources).

Students are subject to the Provincial Testing regulations if they violate this policy. Students are responsible for knowing and being up to date on current directives from Alberta Education. This may include having an exam discounted which may affect post secondary conditional acceptances among other consequences.

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
- sharing documents with another student to allow them to pass off another's work as their own (i.e. sharing Google docs)
- 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

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 *may* 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
- participation in sport teams or other field trips
- 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:

- have their diploma examination(s) invalidated
- be barred from writing any other Alberta Education diploma examination for a period not exceeding one year

SCHOOL PROCEDURES

SCHOOL ID CARDS

ID cards are issued to all students at the 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 for students who may be asked to prove their eligibility for student discounts or if they attend a provincial exam sitting at another exam centre. 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 return their lock. There is a \$10.00 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 the school administration.** Students must 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 must lock their lockers.

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 spots. 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 and so on.

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 responsibility for theft or damage. In Alberta cyclists under the age of 18 must wear a helmet including when riding ebikes.

SKATEBOARDING

A rack for all skateboards is available at the front entrance; however the school assumes no responsibility for theft or damage. Students are expected to follow safe practices when on school property.

NUT AWARE – ANAPHYLAXIS

BCHS has students and staff 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 student's 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 trained in the correct procedures regarding anaphylactic shock. 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 REGULATIONS

Personal mobile devices are not permitted during class time in all schools in Alberta. At BCHS these are our expectations:

- Students will not be allowed to have any personal cell phones, bluetooth connected devices (eg.earbuds) out during class ; they should be stored in lockers or backpacks.
- To be consistent from one classroom to another there will also be a basket for all students to drop their phone into at the start of the lesson.
- Smartwatches must have notifications turned off during class.
- Laptops or Chromebooks must be used only for instructional purposes during class time.
- Phones, smartwatches or bluetooth connected devices will not be allowed to be used in public spaces in the school during class time.
- Medical exemptions requiring the use of personal devices (eg. blood sugar monitoring etc) will be discussed with individual families as needed.
- 1st time a phone is out during class time = removed to the office for the rest of the day, student may pick it up at the end of the day.
- 2nd time a phone is out during class time = removed to the office for the rest of the day, phone call home, student may pick up the phone after a parent/guardian has been successfully contacted.
- 3rd or subsequent time a phone is out during the day - removed to the office for the rest of the day, parent/guardian must pick up the phone in person.
- Teachers will give reminders to each class about the policy for the first two weeks of the school year.
- Grade 12 students may use their phones in Purkis Hall or the Bear Den when they have a spare. As BCHS is a small school staff know who the Grade 12 students are.

FOOD AND DRINKS

Food and drinks are managed by individual classroom teachers however they are not permitted in the library, science labs, gymnasium, wood shop, music room, or computer lab. Students may eat in Purkis Hall and the Student Lounge 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 once a year. These are to be taken seriously. Parents and students will be notified of the drill a week before it occurs.

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 advises the school to keep students in the building or 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 until the all-clear is given.

EXTRA 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.

Students participating in interscholastic sports, bands, or other school based groups 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.

YEARBOOK

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

AWARDS ASSEMBLIES

Students, staff, and community volunteers are recognized for their involvement and contribution to the extra and co-curricular program. Awards assemblies occur three times during the year to celebrate academic, athletic, and school spirit success. Our final assembly in June is a celebration of the year's achievements. All parents are welcome to attend these assemblies.

TECHNOLOGY

All students are asked to bring a personal laptop with them to school on a daily basis.

A few chromebooks are available from the library to borrow on a semester basis; there is an application process for this and an expectation that the Chromebook is returned in good condition. The full cost of the Chromebook will be charged to the student's account if not returned in June.

There are class sets of Chromebooks in some classrooms. These resources will be used to support class initiatives. Teachers will determine when these sets will be utilized. These resources will also be used to support students that are writing secure provincial exams using secure Google docs. 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 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.

GUIDANCE, COUNSELLING AND LEARNING SUPPORT ROOMS

The Learning Support Room offers a variety of services to students. These include:

- Upgrading 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.

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 future planning. The school guidance counsellor is available to students and parents. The centre provides students and parents with a wide range of print and media information on career, career preparation, scholarships and post-secondary institutions.

The school has a counsellor and a School and Family Wellness Worker who are both available to students for support in regard to mental health issues or just general teenage concerns. If students are in need of regular counselling then the student support team will make a referral through consultation with parents to an outside service provider.

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.

STUDENT SPACES

Purkis Hall is our entrance area into our school. It is named after a long-serving former PE teacher. Students may use this area during the day if they have a spare (Grade 12 only).

The library is a place for students to have a quieter location to work. Teachers may send students to this space to work.

The Bear Denis is open to all grades before school, during breaks and at lunch but not after school. It is not a study space for students unless they have a spare (Grade 12 only).

ALBERTA EDUCATION MY PASS ACCOUNT

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 Senior 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 [Course Selection Guide](#).

Students register for courses in March 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.

COURSE CHANGE AND WITHDRAWAL

A reminder to parents that student timetables for the 2025/2026 school year were completed in June. Students and families were given ample time to make course changes during this time. Students will not be able to change courses in August . In the event of a student failing a core course at the end of the year, administration will have to make some changes to that student's schedule as they will not have the prerequisite course to move on to the next level.

Course withdrawals for Grade 12 students only are possible by September 2nd, 2025 and by February 4th 2026 for Semester 2 courses.

Course withdrawals can best be avoided through 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 or administration. 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 DISTANCE EDUCATION PROGRAM

Distance Education is a CRPS program available to returning Grade 12 students who need to upgrade or meet graduation requirements due to one or two remaining courses, independent students who are unable to attend school due to work commitments, or students with a medical condition excluding them from school for a period of time as long as a semester. However this program is not a distance learning school and does not offer all the required courses for graduation.

ASSESSMENT AND LEARNING POLICY FOR STUDENT ACHIEVEMENT

1.1 Statement

At Banff Community High School, 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 a 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 ensure 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 Grades 9 and 10 classroom teachers will report student progress during the year through outcomes-based performance standards. On report cards, all teachers will report using outcomes based assessment which will generate a cumulative 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.

Further Notes on the Proficiency Scale and Outcomes Based Assessment

BCHS will continue to provide traditional numerical final percentage grades for all courses and grade levels at BCHS. During the 2024-2025 school year, after considerable research and professional development for staff, CRPS will introduce Outcomes Based Assessment for GRADE 9 Students and courses ONLY. In 2025-2026 this will also be used to assess Grade 10. This system will reflect the work

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in our feeder schools and other divisions across the province and will continue to provide numerical, percentage based grades as final marks. In the interests of improving communication of learning and achievement to students and parents as well as a focus on deeper understanding of curriculum outcomes the following proficiency scale and Outcomes Based Assessment will be used for all GRADE 9 courses only in 2024-2025

Exemplary	+	Achievement is outstanding . The student demonstrates an in-depth, sophisticated understanding of the outcome and an ability to apply the material in a variety of contexts	100%
			95%
Proficient	+	Achievement is proficient . The student demonstrates a well-developed and complete understanding of the material	85%
			75%
Progressing	+	Achievement is adequate . The student demonstrates a basic and/or inconsistent understanding of the material	65%
			55%
Not Yet	+	Achievement is not yet at an acceptable level. The student demonstrates an inadequate understanding of the material	40%
			20%
Unable to evaluate at this time		The student has not yet provided evidence to determine the extent to which they have progressed in meeting the learning outcomes presented to date	

The following rollout schedule is in place:

2024-2025	Grade 9 courses - Outcomes Based Assessment with final percentage mark
2025-2026	Grade 9 and 10 courses, including all grade 10 'option' courses for all students - Outcomes Based Assessment with final percentage mark
2026-2027	Grade 9, 10, and 11 courses including all grade 10 and 11 'option' courses for all students - Outcomes Based Assessment with final percentage mark
2027-2028	Grade 9, 10, 11, and 12 courses including all grade 10, 11, and 12 'option' courses for all students - Outcomes Based Assessment with final percentage mark

In Grades 11 and 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. Our grading is mathematically sound, easy to understand, and correctly describes a student's level of academic performance.

Grades must be bias resistant. Our grades are based on valid evidence of a student's content knowledge, not on evidence that is likely to be influenced by any implicit bias or reflect a student's environment.

Grades must be motivational - Our practices motivate students to achieve academic success, support a growth mindset, give students opportunities for redemption, and are transparent and understandable.

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 ensure 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 on a planned date in one of the teacher support sessions at lunchtimes during the week.• 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.• Teachers will discuss with other teachers their summative assessment schedule so that students are not completing major summative assessments on the same day.• A place holder of 0 (zero) will be recorded in Power Teacher 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 support 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

- Parents are expected to follow student progress using our school's PowerSchool (website).
- 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

- 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

- 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 assignment

Missed Assignments- Teacher Responsibilities

- A teacher is responsible for setting 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.
- Once a deadline has passed **the second time with no extension agreed upon between teacher and student** and the assignments have been returned to the majority of the class, a plan will be created with the student support team for an extension. ***If there is no other evidence of learning*** the teacher may provide a zero as a final mark for the missed assignment. The teacher will refer this situation to the student support team.
- 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. Teachers must however ensure 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 support 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

- Parents are expected to follow student progress using our school's

<p>PowerSchool (website).</p> <ul style="list-style-type: none"> ● 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.
<p>Missed Assignments - School Responsibilities</p> <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. ● Each semester ends with a hard deadline for assignment completion. This is to allow the teacher time to assess all submitted work prior to the report card deadline.

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 a Student Learning Plan. 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. Final exam weightings are as follows: Grade 9 10%, Grade 10-11 20% and Grade 12 30%.
5. Final school course marks must consist of both summative assignments as well as summative assessments.

REPORTING PERIODS

Senior High: Semester based courses.

Students will receive a progress report via Google Classroom just prior to Student/Parent/Teacher conferences. These conferences are scheduled in November and March. Students and parents will receive a reminder at mid-semester to check Parent Portal 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 June.

Grade 9 and 10: Year Long Courses

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

HONOUR SOCIETY

The objective of the Honour Society is to recognize our students in each school year who have achieved an honours standing which encourages and promotes 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 Grades 9-12 will result in a Lifetime membership in the BCHS Honour Society. The standing is calculated following PAT and Diploma exams for Grades 9 and 12. An Honour Society Reception will be held in October each year to recognize all students achieving honours standing for the final reporting period of the completed academic year.

CRITERIA (BCHS uses Rutherford Scholarship Criteria)

Grade 9	Grade 10	Grade 11	Grade 12
Average of 80% in five courses	Average of 80% in five courses	Average of 80% in five courses	Average of 80% in five courses
Average is calculated from 5 designated courses Complementary/Career and Technology (CTS) may also be considered (See below)			
English Language Arts	One of:	One of:	One of:

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	English 10-1,10-2	English 20-1,20-2	English 20-1,20-2
At least two of: <ul style="list-style-type: none"> • Math 9 • Science 9 • Social Studies 9 	At least two of: <ul style="list-style-type: none"> • Math 10C • Science 10 • Social Studies 10-1 or 10-2 • A language other than English at the grade 10 level. 	At least two of: <ul style="list-style-type: none"> • Math 20-1,or 20-2 • Chemistry 20 • Physics 20 • Biology 20 • Science 20 • Social Studies 20-1 or 20-2 • A language other than English at the grade 11 level. 	At least two of: <ul style="list-style-type: none"> • Math 30-1,30-2 or 31 • Chemistry 30 • Physics 30 • Biology 30 • Science 30 • Social Studies 30-1 or 30-2 • A language other than English at the grade 12 level.
Any two other courses including those listed above. For Grade 9 two quarter courses = one course ie combine Art with Foods to get an average equivalent to one course.	Any two courses with a minimum five credit value at the Grade 10 level, including those listed above,these may be combined option and introductory CTS courses (ie. five one credit modules may be combined as a five credit course)	Any two courses with a minimum five credit value at the Grade 10 level, including those listed above these may be combined option and intermediate CTS courses (ie. five one credit modules may be combined as a five credit course)	Any two courses with a minimum five credit value at the Grade 10 level, including those listed above these may be combined option and advanced CTS courses (ie. five one credit modules may be combined as a five credit course)

*Grade 9 courses do not earn credits.

GRADUATION CELEBRATION AND PARTICIPATION

All BCHS Grade 12 students who have the credentials to graduate by the end of May 31st 2026 are eligible to be involved in the end of year “Graduation Celebration”. They must have completed more than 50% of their course load at BCHS in Grade 12. This includes Flex courses that students have enrolled in through BCHS (not independently of our school) and for which they attend a Flex block in their schedule. 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 a fee as a part of the graduation celebrations. This fee will be determined by the cost in the year of graduation and students and parents will be notified in advance of the event.

VALEDICTORIAN

Any Grade 12 student predicted to achieve Honours Standing by May 22nd 2026 will be eligible for nomination by staff to be considered for the Valedictorian honour at Graduation provided they have attended BCHS for two years between Grades 9, 10, 11 and 12. Students must demonstrate that they live the BCHS Bear Code by participating in school activities and volunteering to contribute to our school community. A panel will make the final selection at the start of June with each candidate making a presentation.

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 scholarships refer to the [school website scholarships](#) page. A brochure is available from the Guidance 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 unless they are a 30 level course. In some cases awards will not be given until the following year, as blended marks become available at that time.