

HOME OF THE CARDINALS
BISHOP CARROLL HIGH SCHOOL
2020 – 2021 HANDBOOK

Discover Personalized
Self-Directed Learning!



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HOME OF THE CARDINALS



Welcome Message

A warm welcome to new and returning families to Bishop Carroll High School. It is our hope that your family will experience a year of spiritual, academic and social growth.

Catholic schools support parents' values and beliefs allowing children to practice those values in an environment based on gospel teachings. With the guidance of the Holy Spirit, mutual trust and support, together we can meet challenges and continue a tradition of excellence at Bishop Carroll High School.

A self-directed learning school opens many opportunities for self-discovery and skill development. By choosing to attend a self-directed school, you have made the choice to take responsibility for your high school education. This responsibility comes with the opportunity to make daily decisions and puts you in control of your learning. Self-directed learning requires using all of the supports available in a way that is most effective for you and your learning. We have many amazing people at Bishop Carroll who are here to support you on your journey to High School.

This Handbook contains important information on school procedures and services, course requirements for a High School Diploma and graduation, expectations for the Alexander Rutherford Scholarship, as well as the school calendar. Students and parents are highly encouraged to review this information.

If you have questions or concerns, please do not hesitate to contact your Teacher Advisor. We thank you for your continued interest and support in Bishop Carroll High School. We look forward to working with you.

Cheryl McInnes, Principal

Betty-Lou Elofson, Vice Principal

Julie McDonald, Vice Principal

Joseph Patrician, Vice Principal

Patron Saint

Francis Patrick Carroll, our school namesake, was born in Toronto, Ontario July 7, 1890. He was ordained in Toronto June 2, 1917. He was a scholar and was listed as one of Canada's greatest orators in 1948. Pope Pius XII honoured him with the appointment as Assistant to the Pontifical Throne. This position carries with it the dignity of being a Papal Count. Bishop Carroll was adopted by the Blackfoot tribe and given the name "White Eagle". Bishop Carroll retired in 1966 and died February 25, 1967.

Bishop Carroll's Mission Statement

Bishop Carroll High School is a unique educational Catholic community offering continuous progress in a personalized and individualized learning environment that supports, challenges, and empowers students to take responsibility for learning and personal growth.

Bishop Carroll's Vision Statement

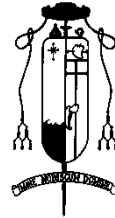
We, the Bishop Carroll High School Catholic Community, commit to providing a student-centered educational journey which fosters authentic personal growth. We challenge each individual to be a lifelong learner, to embrace a passion for life and to share his or her gifts for the benefit of our global community.

The Bishop Carroll Coat Of Arms

The Coat of Arms is a version of the original Coat of Arms of Bishop Francis P. Carroll.

The left half represents the Diocese of Calgary and is adopted from the Provincial Coat of Arms. Represented are wheat fields moving up to the mountains to the blue Alberta sky. The Blessed Virgin, to whom Calgary's Cathedral is dedicated, is symbolized by a star.

The right half represents Bishop Francis Carroll. The forearm holding the cross stands for the Bishop's patron saint, St. Francis of Assisi. The pierced heart is the symbol of St. Augustine, patron saint of the seminary where Bishop Carroll spent almost all his priestly life, both as a student and professor.



The hat at the top represents the residential Bishop. The three rows of tassels indicate his rank. The coat is impaled on a Cross, common for a residential Bishop, and the Miter and Crosier are also found on a Bishop's Coat of Arms.

The School Motto

The motto from Luke 24:19, reads "Mane Nobiscum, Domine" which means: "Stay with us, O Lord".

Philosophy

Bishop Carroll High School has been offering students in Calgary and the surrounding area a program of individualized instruction since 1971. Our school has a unique approach to education in our ability to adapt; flexibility is the key to our proven success.

Bishop Carroll High School is a Catholic Community of Caring, based on the values of caring, responsibility, trust, respect, and family. As a foundation this initiative allows for a respectful and friendly school environment, rooted in Catholic values. Since the school's opening, our motto, "Stay With Us, O Lord", has reflected these values.

Self-Directed Learning

What sets Bishop Carroll High School apart from other high schools is our unique, personalized, self-directed learning environment. Here, students have the freedom to customize a learning program best suited for their unique goals, abilities, and interests. With the guidance of a Teacher Advisor and their parents, the student will choose their courses, and they will progress through these courses at a personalized rate reflecting their individual needs and style. Students still follow the curriculum set out by Alberta Education and must fulfill the requirements mandated by the province to receive their Alberta High School Diploma.

Self-directed learning empowers the student to take more responsibility and interest in decisions that will affect their education. Students will graduate from Bishop Carroll feeling a unique sense of ownership in their education and having had 'hands-on' control of their learning.

Guided and Supported

While Bishop Carroll High School provides freedom and flexibility to its students, this does not mean that they go through their education without guidance or support. We have a strong and effective teacher advisory

system in place to help students succeed. Each new student is assigned to a Teacher Advisor who will continue to guide, motivate and advise the student until their graduation.

Grade 10 students (and those new to Bishop Carroll High School) enroll in our Self-Directed Learning course which guides students in the self-directed process while supporting their orientation to Bishop Carroll.

The Pillars of the Self-Directed Program

1. Independent Study

All material for courses is assembled into self-study packages known as Learning Guides. These guides tell students exactly what they must learn and prepare them for assessment. Some activities that are included as part of the Learning Guides are: reading material, videos, responding to questions and assignments, completing self-evaluations, conducting experiments and various other educational activities depending on the course.

The Learning Guides also provide many opportunities for students to collaborate with each other by directing them to engage in team work, seminars and group presentations which are aimed at enhancing the student's learning. Learning Guides can be found online in a student's BrightSpace account, under the appropriate subject or in hard copy from the specific subject department.

Independent learning is supported through one-to-one and small group consultations with teachers that are subject area specialists. They are available to meet with students to help them achieve their learning guide objectives. Programming is therefore individualized, but individualization does not mean students work alone.

The ultimate goal of independent study is to foster a sense of ownership of the knowledge learned. If successful, the student will understand how to learn, which is an important skill for post-secondary education.

2. Teacher Advisor (TA) Role

In Bishop Carroll High School's unique learning environment, students must exercise a considerable amount of responsibility in order to be successful. However, students are not alone in this responsibility. Their success is supported by their Teacher Advisor who works with the student to develop an academic plan which reflects the student's unique needs and goals.

Students will meet with Teacher Advisors twice daily as a group for check in and check out, and regularly scheduled one on one meetings. The TA will record learning progress and issue reports to parents allowing parents to stay informed about the amount and quality of their child's work.

Fostering a strong and productive working relationship is a goal of the TA. The TA will support your child, and become a mentor, champion, and someone who genuinely cares about your child's education and future.

3. Continuous Progress

Students set their own individual pace for learning which allows for continuous progress throughout the school year. Students do not have to wait for classmates to "catch up" or participate in assessments before they have mastered a concept because they are trying to keep with the teacher's pace.

Continuous progress allows your child to begin and finish courses at any time during the school year. At our school, we recognize that no two students will take the same amount of time to complete their course objectives. We remove time restraints and instead put the student in control of their education. As well, a student's learning does not suffer due to extended absences or illness, they simply continue their lessons where they left off.

This approach provides the opportunity for students to take the time they need to master course objectives. Through continuous progress, students get a true sense of their own strengths and weaknesses and are given the power to tailor their learning programs with these in mind. Students are encouraged to begin the next level in their course work regardless of the time in the school year. Students have the ability to jumpstart their next year courses as a possible "carryforward" into the next school year. The carryforward of courses is intended for those students who are progressing ahead into the next grade level work. It is strongly recommended and expected that grade level courses be completed within that given school year. (i.e. grade 10 courses completed in grade 10)

4. Individualized Schedules

Ongoing teacher led support allows students move freely to Resource Centres accessing subject area support, choosing to attend seminars or tutorials for additional direct instruction and sign up for structured sequenced activity sessions (Music, Drama, Health Fitness and Recreation, Math) and take exams when they are prepared. While this system provides more flexibility and freedom, it also demands greater student responsibility and dedication. The outcome is a personalized education program that is fun and rewarding.

Students' needs change as they progress through their education, and their schedule is able to change to meet these needs. However, changes in course selections are not at the sole discretion of the student. The Teacher Advisor is consulted at every step to ensure the student remains accountable for each decision and stays on the path to meet their course objectives. It is this type of communication that builds the students skills in their self-direction.

The flexibility of individualized scheduling allows students to pursue opportunities and interests off-campus, providing a well-rounded education. For example they are able to participate in mentoring programs, co-operative education and field placements all without having to miss a class or an assessment.

Academics

Understanding the System

Teacher Advisor Appointments

Students meet with their Teacher Advisor group daily, at check-in and check-out. They also meet individually with their TA regularly. The appointments are scheduled by the TA with the student at a fixed time. These meetings are mandatory and are a true indication of student success in a self-directed model.

There are several activities that take place during these appointments. For example:

- * Year long planning
 - * Monthly / weekly / daily plans
 - * BrightSpace discussion
 - * Time for guidance, assessment or resetting directions
 - * Discussion of difficulties or successes and strategies to address them
 - * Discussion of how time is being used
 - * Discussion of course(s) 'Tracking Sheets'
 - * Students are encouraged to contact their TA whenever they feel they need to meet outside of their scheduled weekly TA appointment
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- * The TA works with each individual student to ensure effective grade level planning is in place. This course completion planning can be;
 1. Spread over the entire school year
 2. Focus on two core subjects being complete each semester
 3. Focus on one core subject completed at a time.

Learning Guides

Each course is made up of learning guides that lay out the expectations and procedures to complete one or more units of work. Learning Guides can be found online through the student's BrightSpace account under each appropriate subject.

A learning guide may stand alone, or as in most cases, is designed to interplay with seminars, textual resources, and/or electronic resources. Students understand what work in the learning guide is suggested for their own studying purposes or practice, what work will be assessed, and what culminating activity (such as a test or major assignment) is expected. Teachers are available to help students work their way through learning guides individually or in group seminars.

Multiple seminars are offered from 9:15-3:15 every day. The seminar schedule is structured as a means to offer students a classroom learning environment among their peers while attempting to create minimal conflict among subject areas. Seminars are recurring, however when conflict arises students must work with their TA and subject area teachers to receive the necessary support.

Course Outlines (Tracking Sheets)

- * Course outlines provide important information about the content of a course, how it is organized, and about the course's assessment particulars.
- * Tracking sheets which provide suggested timelines are available for every course.
- * Course outlines and tracking sheets are available on the BRIGHTSPACE platform.

Course Work Cut-Offs

- * Diploma cut-off is set for students to have all of their diploma course work prior to exams. This is important for students planning to write diploma exams.
- * Cut-off in early June is set for students to have all their course work done in all subject areas. This allows teachers time to mark their work and submit marks to Alberta Education for the end of the year. Any work completed after this date is to be handed-in in September.
- * Deadlines related to course completions are to be adhered to by all students.

Course Completion Expectations

It is the expectation that a course will be completed within one school year (10 school months). Students are expected to complete core courses for their grade level. Carryovers are not advised or recommended. Any extenuating circumstances can be discussed with the student's Teacher Advisor. Carryforward of a course into the following school year is intended for those students who have advanced into the next level of a course.

Although the academic program at Bishop Carroll High School is completely individualized and there is a great amount of flexibility in the scheduling and use of time, minimum expectations for work completion is recommended for each student. This should be part of the ongoing discussion with your Teacher Advisor and parents.

myPass

It is recommended that all students sign up for a myPass account in High School. myPass is an Alberta Education secure self-service website for high school students to:

- View and print diploma exam results statements
- Order transcripts
- View and print Detailed Academic Report
- View progress towards credentials (such as High School Diploma)

Visit <https://public.education.alberta.ca/PASI/myPass> to request access.

Academic Integrity

The aim of Bishop Carroll High School is to develop an environment in which each student has the opportunity to achieve academic excellence. An essential element in a climate of learning is intellectual honesty. No student should receive an unfair advantage because of dishonesty in completing assignments, taking tests or examinations. With that pursuit in mind, the first rule of the school is that cheating in any form will not be tolerated.

If you are not sure if what you are doing is plagiarism, please contact your Teacher-Advisor.

Minimum "Core" Program

The following is a list of courses which must be completed each school year to ensure a student is on track to graduate within the recommended three-year timeline.

Grade 10	
Course	Credits
Math	5
English	5
Social Studies	5
Science	5
HFR	3
Religious Education	3
Self-Directed Learning	3
Other *	9 – 12
Suggested Gr. 10 Total	38 – 41
Grade 11	
Course	Credits
Math	5
English	5
Social Studies	5
Science	5
Religious Education	3
CALM	3
Other *	10 – 12
Suggested Gr. 11 Total	36 – 38
Grade 12	
Course	Credits
English	5
Social Studies	5
Religious Education	3
Other *	20 – 24
Suggested Gr. 12 Total	33 – 37

Self-Directed Learning Course

Self-Directed Learning 15 is a 3 credit course offered at Bishop Carroll High School to support students who are new to the self-directed learning environment. The goals of the course are to help students grow as self-directed learners and to assist students in attaining their academic goals. Topics addressed include self-awareness as a learner, time-management, note taking, critical reading, motivation and procrastination, exam preparation, exam writing and exam anxiety. Participation in this course is required for all students as they transition to this unique learning environment. Students completing this course also earn one credit in CTS E-Learning.

Parent Responsibility

As partners in the education of our students, we appreciate the support we receive from our parent community to ensure success for our students. We are closely supported in this endeavor by our provincial government as outlined in the *Education Act* from section 32. A parent has the prior right to choose the kind of education that shall be provided to the parent's child and as a partner in education, has the responsibility to:

1. To act as the primary guide and decision-maker with respect to the child's education,
2. To take an active role in the child's educational success, including assisting the student in complying with section 32,
3. To ensure the child attends school regularly,
4. To ensure the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment,
5. To co-operate and collaborate with school staff to support the delivery of specialized supports and services to the child,
6. To encourage, foster and advance collaborative, positive and respectful relationships with teachers, principals, other school staff and professionals providing supports and services in the school, and
7. To engage in the student's school community.

Education Act – Section 32

Champion Statement:

A cornerstone of our schools is that every student has a champion. That every child has a one-on-one relationship with an adult in the school, and that the child knows who their champion is and the adult knows the children for which they are responsible.

*“Every child deserves a champion:
an adult who will never give up on them,
who understands the power of connection
and insists they become the best they can possibly be”*

-Pierson, TED Talks Education, 2013

School Calendar/Bell Times

Supervision is provided 15 minutes prior to the school start bell and 15 minutes following the end of day.

9:00-9:15	School day begins / TA Check-In
9:10	Announcements

9:15 – 3:15	Students are expected to be working & attending seminars. Students self-direct off-site or at school work location.
11:10	Announcements
11:15-12:15	Students self-direct a 30 minute lunch break typically during this time. For 2020-21 we will be a closed campus. Seminars continue and teachers remain available to support learning
2:10	Announcements
3:15 → 2:15 →	Check-out: Monday through Thursday Check-out: early dismissal every Friday

Homework Guidelines

The district recognizes meaningful, carefully-planned homework can support student success and be a complementary part of a student’s overall learning program. The district also recognizes:

- The potential impact of homework on family life;
- The role homework may play in supporting students’ self-confidence as a successful learner;
- The benefit of a district-wide, balanced, reasonable approach to homework.

The homework policy is further supported by specifics topics as outlined in Administrative Procedure 364:

1. Types of Homework
2. Guiding Principles
3. Holidays and weekends
4. Recommended times
5. Roles and responsibilities

[*Administrative Procedure 364 - Homework*](#)

www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

Electronic Devices

Governing the presence of and use in schools of electronic or mobile devices such as cell phones is subject to the responsibilities of students under section 31 of the *Education Act* and is covered under the CCSD Student Code of Conduct (AP 351 – section 31). Specific to electronic mobile devices, the following unacceptable behaviors include but are not limited to:

- Acts of cyberbullying, harassment or intimidation;
- Breaches of digital online safety;
- Inappropriate use of mobile devices.

Each school is thereby authorized to establish, share publicly and implement site specific expectations and practices around the use of mobile devices as a component of its **Student Code of Conduct** and Progressive Discipline Plan.

All personally owned electronic devices are the sole responsibility of the student. The school is not responsible for loss or damaged items.

Cellular Phones & Mobile Devices

Cell phones must be used wisely, discretely, and respectfully. In addition, cell phones are not permitted in the assessment center. Cell phones may be used in non-instructional areas on floors 2 and 4 only. Students may not use cell phone cameras at our school to ensure the privacy (FOIP) of students/staff is respected. Individual teachers will establish procedures regarding the use of mobile devices in their classrooms. What is appropriate in one classroom may not be appropriate in another.

Teachers have flexibility based on the curriculum requirements. Mobile devices offer applications that may enhance classroom learning by engaging students to use tools they are consistently using for a variety of purposes. These devices can offer educational opportunities for media creation, project collaboration, data collection and sharing, publication of student work, and other alternatives to traditional approaches to learning. Along with the potential benefits, there is potential for abuse. There are times when these devices may not be the appropriate tool and should be set aside. Mobile devices can draw students' attention away from their academic tasks and may be a distraction in the classroom.

WiFi is available in most areas of the school and students are encouraged to bring electronic devices which support learning. Portable computers, tablets, and other internet gateway devices can be effective in enhancing the learning experience of students. Handheld devices such as phones are not considered to be efficient tools that support sustained learning. Handheld devices must be used wisely as they can potentially detract from learning. Although power stations are available throughout the school, battery life is an important consideration when choosing a device. Students who bring personally owned devices to school also assume full responsibility for their safe keeping. The school, the Board and its employees, are not responsible for items that are lost, misplaced or stolen.

These devices should NEVER be brought into or left in the PE change rooms.

All students must abide by the District Acceptable Use policy and be a responsible digital citizen. For Internet safety tips and information pertaining to safe and responsible online practices visit <http://bit.ly/cssdinternetsafety>

District Internet Use

All staff, students and volunteers are required to sign the Acceptable Use Policy form annually.

[Administrative Procedure 351 - Student Code of Conduct](#)

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Student Accident Insurance

The Calgary Catholic School District carries a base coverage for all students, however, as it is not comprehensive, it is recommended that students involved in extra-curricular activities carry additional coverage. Information on insurance alternatives are sent home early in September. Parents may opt to purchase student coverage with their own carrier, but proof of coverage must be supplied before a student is allowed to participate in any interscholastic sports teams.

Every student who participates in JH/SH competitive sports must have a signed Parental Authorization to Participate in Competitive Sports form filed with the school. (This regulation includes Elementary Danceworks)

[Administrative Procedure 531 - Student Insurance Programs](#)

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Attendance Policy

Section 31 of the *Education Act* states that students must “attend school regularly and punctually”. Regular attendance is expected of all students except when illness or a family emergency prevents attendance.

Whenever possible, parents are requested to schedule dental, doctor or other appointments outside of school hours. Teacher professional days are an ideal opportunity to book those appointments without disruptions to the instructional process. Your cooperation is greatly appreciated.

When students are absent without the school being notified, parents will be contacted through the school automated absence system, SchoolConnects and parents will be asked to contact the school regarding their child’s absence the office personnel attempt to contact parents by telephone. This procedure is undertaken to ensure the safety of our students. When parents authorize their children to leave the campus during the school day, the District accepts no liability for those students during those times.

Each principal must have procedures for monitoring and addressing irregular attendance. The plan must involve the School Resource Team (SRT) or counsellor in proactive problem solving which could include meetings with students/parents/legal guardians and implementation of an attendance improvement plan. Communication between home and school is essential.

Access information regarding Excused and Unexcused Absences in AP 330.

[Administrative Procedure 330 - Student Attendance](#)

[www.cssd.ab.ca > About Us > District Governance > Administrative Procedures](#)

Guiding Principles

As a Catholic faith community, we uphold the inherent dignity of each person.

Student success is supported by having a positive and supportive adult advocate. (TA role)

Student engagement and success is a collaborative effort between students, parents/guardians, school staff, district personnel and external agencies (where applicable).

Best Practices

Parents/Guardians	<ul style="list-style-type: none">* Ensure regular and punctual attendance.* Proactively communicate with the Teacher Advisor and the school regarding
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	any and all attendance irregularities.
Students	<ul style="list-style-type: none"> * Commit to regular and punctual attendance. * Daily check in and check out with the Teacher Advisor (morning, lunch/break if leaving the school and afternoon). * Proactively communicate with the Teacher Advisor about all possible attendance irregularities.
Teacher Advisors	<ul style="list-style-type: none"> * Foster an open and honest relationship with all stakeholders. * Appreciate and support a differentiated approach with each advisee. * Personalized and self-directed programming acknowledges students have legitimate reasons not to be in attendance and require flexible scheduling. (Emphasize the importance of being present and engaged with all stakeholders. * Regular and frequent communication with parents/guardians regarding progress and absenteeism (via phone or in-person meeting). * Document all interventions in Power School. * Initiate an Attendance Improvement Plan (in consultation with Student Services or/and Administration) if needed. * Possible referral to Student Services (may lead to District Instructional Services referral). * Proactive planning of return to school for students with attendance issues ("Welcome Back" meetings, customized schedules, coordination with subject area teachers, alternative programming, etc.).

In cases of absenteeism that become issues of truancy or defiance, Student Services will work collaboratively with parents and Administration.

Attendance Procedures

Check-in: 9:00 a.m.

Mandatory Attendance (School begins promptly at 9:00 a.m.)

Students are late between 9:01-10:14 a.m.

Students are marked absent for AM after 10:15 a.m.

Students are late between 12:01 and 1:14 p.m.

Students are marked absent if they leave before 2:15 p.m. Mon-Thurs / 1:15 p.m. Fri

Check-out:

3:15 p.m. (Monday to Thursday)

2:15 p.m. (Friday)

Absence Procedure:

If a student will be absent due to illness, appointments, etc., the parent must phone the school at 403-500-2056 and select "1" to report the absence. Please clearly state the reason for the absence. This message may be left at any time of the day.

School Day Expectations:

If a student chooses to leave Bishop Carroll High School during the day, the school and the Calgary Catholic School District accept no liability for this decision. If students are required to leave the school for appointments or other commitments, they must submit a parent letter or email to their TA which authorizes them to leave school grounds. If a student leaves the school they must sign out and back in with their TA.

Students are expected to remain in the building and engaged in their school work during (9:00 a.m. - 3:15 p.m.).

Lunch / Breaks:

Students are encouraged to self-direct no more than 30 min for lunch during the school day.

Inclement Weather

When conditions reach -20 Celsius or colder including the wind-chill factor, it is recommended that students be kept inside for recess or lunch breaks.

Final responsibility to prepare a child for inclement weather belongs to the parents/legal guardians.

[*Administrative Procedure 133 - Inclement Weather*](#)

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Emergency Procedures

Schools are required to complete announced and unannounced fire drill and lockdown safety drill practices throughout the school year. These safety drills are intended to give students an opportunity to practice procedures to be followed in the event of a real emergency and to help them develop confidence and self-control if faced with an emergency situation. Research shows that individuals will respond in an emergency the way they have been trained to do so. Please be assured the district has emergency plans in place and all school personnel have been trained in emergency preparedness.

[*Administrative Procedure 165 - Safety Drills*](#)

[*Administrative Procedure 132 – Emergency Closings and Cancellations of School*](#)

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Security

During the instructional times of the day access to schools is restricted to the front door.

Students and staff are to wear lanyards at all times. All visitors must sign in at the office and wear a visitor lanyard.

Administering Medication

In creating a safe and supportive environment for students and staff with medical conditions, the district develops appropriate processes, procedures and plans to address medical needs.

No student will be given any medication unless an “Authorization for Administering Medication Form” has been filled out annually and submitted to the school.

Students with Allergies

CCSD schools are not “Nut-Free” as we are unable to guarantee that nuts will not be a part of student snacks and lunches. Although sending nut-free food items is encouraged, parents make decisions regarding food items for their child.

To support a safe environment for all students with allergies:

- We talk to staff and students about knowing who has an allergy and about what our collective responsibility is as a community
- We strongly encourage those with allergies to continue to be vigilant about avoiding allergens
- We encourage families to avoid packing food products at school that contain nuts
- We encourage a safe environment for everybody in our learning community, by working together with increased awareness and shared vigilance

[Administrative Procedure 316 - Identifying And Managing Students' Medical Needs](#)

[www.cssd.ab.ca > About Us > District Governance > Administrative Procedures](#)

Communication

All CCSD schools communicate with parents / guardians through School Messenger, an automated system, that sends out emails, texts or phone messages.

Parents, students and teachers are to establish and maintain clear lines of communication throughout the school year. If concerns arise, please follow these procedures:

- a) For a class matter, contact the teacher first. If further discussion is required, please contact an administrator;
- b) For a school-wide matter, contact school administration;

School Website - Each school maintains an informative website where pertinent school and district information and calendar events can be found. Parents and students are encouraged to regularly visit the school website for updated information.

Kindergarten - Grade 6

The school agenda(Electronic and/or paper versions) is an effective tool providing ongoing communication between parents and teachers. Some schools and teachers may use various social media platforms to share information.

Grades 7 - 12

BRIGHTSPACE is an online communication platform that allows students and parents to monitor homework, grades and utilize other educational tools. Student agendas are no longer commonly used in junior high schools, and not in senior high schools, students are expected to use Brightspace to plan their homework activities and monitor assignment due dates and academic progress. Electronic organizers are also available on BRIGHTSPACE. Students can communicate directly with teachers through Brightspace.

Parents are encouraged to review their child's homework and grades regularly through this platform.

Consistent with Alberta Education's mandate, the reporting process requires teachers to ensure that they effectively communicate to parents/legal guardians about what the child's progress in relation to the provincial programs of study. Scheduling of parent teacher conferences throughout the school year also facilitates in-person communication and deeper conversations about student learning between home and school. Most schools use Conference Manager to facilitate this process.

[Administrative Procedure 361.1 - Parent Teacher Conferences](#)

[www.cssd.ab.ca > About Us > District Governance > Administrative Procedures](#)

Progress Report

Progress reports are generated during the conversation that takes place within the TA appointments. These reports to parents communicate course enrollment, BCHS student progress, marks, and TA comments on your child's progress. Progress reports will also provide access to source documents for the most current progress and grades (BrightSpace), attendance (PowerSchool), official Alberta Education transcripts (myPass), and the BCHS website.

Newsletters

The Carroller is published three times a year and is emailed to each family. This large newsletter provides an overview of events, activities, and information to families at School Opening, Christmas, and Year End.

Carroll Communicator

The Communicator is available to students each morning at check-in and then additional copies are available throughout the school. It is also posted on BrightSpace. The contents of the Communicator are also displayed on screens distributed throughout the school.

Parent Cardinal News

This weekly email provides parents with upcoming activities, events and information for the following week. For more detailed information, please consult the school website.

Bishop Carroll Website

www.cssd.ab.ca/schools/BishopCarroll

This site contains the latest news about Bishop Carroll High School, previous newsletters, the Parent Cardinal News, BRIGHTSPACE Login and other links including a list of staff contacts. Students and parents are encouraged to visit this site regularly.

Email Contact

Information updates are emailed to parents on a regular basis. If your email address changes, please be sure to update your child's TA.

Students will be issued a district provided Google email account and are encouraged to check this email on a frequent basis. If students wish, they may forward the district provided account to their personal email. TAs often communicate messages and information to their students via this email account. The Google email account is part of the Google Apps Suite and includes access to the Bishop Carroll Calendar. It also includes a word processor, presentation software, spreadsheets, and digital file storage.

Paging Students

Students are paged to the office ONLY in our scheduled announcements at 9:10 a.m., 11:10 a.m. or 3:10 p.m.

Contacting your Child's TA

In person: Pre-booking is required. Please make an appointment since the TA is also a subject area teacher with duties in seminars and resource centres to fulfill during the school day. Formal parent/teacher conferences are held twice a year and listed on the school district calendar.

Phone: Call the school at 403-500-2056 to leave a message.

E-mail: Your TA will provide you with their district e-mail address.

BrightSpace

BrightSpace is a web-based course management system that is available to students and parents 24/7. Bishop Carroll High School utilizes Brightspace to deliver important information and educational course content for all courses taught at the school. The website at <https://dl.cssd.ab.ca/> is a secure and monitored environment in

which teachers are able to present course outlines and extensive learning materials such as learning guides for students to use in their self-directed learning. Students in collaboration with their TA will be registered for courses. The Grades section of each course gives course completion progress as well as marks for completed assignments. Information in the Grades is the official record of marks. In addition, students are able to submit assignments via a drop box if enabled in the course. Students each receive a unique username and password; parents are encouraged to use their child's username and password to stay informed and monitor academic progress.

School Council

All parents/legal guardians with children attending school are members of their local school council and are encouraged to participate in council activities.

Councils usually meet on a monthly basis. School Councils are established in all schools and serve as a vehicle for parents/legal guardians, principals and teachers to meet and work together towards common goals. School council chairs also meet with one another, district administrators and members of the Board of Trustees at district-wide meetings. Please speak to your child's school principal to get involved.

[School Council Handbook](https://www.cssd.ab.ca/Parents/SchoolCouncil/Documents/SCHandbook.pdf)

<https://www.cssd.ab.ca/Parents/SchoolCouncil/Documents/SCHandbook.pdf>

Student Organizations, Clubs and Extra-curricular Offerings

To ensure a well-rounded educational experience for all students, our school community may provide several extra-curricular offerings during the school year. These may include the following, all of which will be facilitated by school staff and aligned with Catholic teachings:

A high school program is not complete without extra-curricular involvement. We are proud of the programs offered at Bishop Carroll High School as we feel they provide students with experience in a wide variety of interest areas. Given that the activities and clubs are based upon student interest, they are continually changing.

At the beginning of each semester all student led groups and clubs are showcased during a Club Day. This provided opportunity for our student body to connect with others in areas of interest and help provide opportunity for further social networking and allows students to strengthen their connection to the school community.

- Fine Arts clubs
- Drama productions
- Music clubs and bands
- Social justice clubs and activities
- Athletic teams and activities
- Games clubs
- Competitive academic clubs and activities
- Faith groups and activities
- Voluntary student organizations or activities that are aligned with Catholic teachings and promote equality and non-discrimination with respect to race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation.

If you wish further information about any of these offerings, please contact the principal.

Student Code of Conduct/Dress Code

The student code of conduct ensures that each student enrolled in a school operated by the District is provided with a welcoming, caring, respectful, and safe learning environment that respects diversity and fosters a sense of belonging to support Catholic Communities of Caring; and to support the District's Mission, Value, and Vision Statements.

The student code of conduct guides our students and staff regarding appropriate and inappropriate conduct, dress code and activities as outlined in section 31 of the *Education Act*.

Air Rifles/Guns

The district prohibits students from possessing weapons or engaging in violent or threatening acts on school property, and at school sponsored functions and activities. "Weapon" means any object, device, or instrument designed or through its use is capable of threatening or producing bodily harm to oneself or others. By this definition, air rifles/guns are therefore considered weapons. As it is challenging to visually identify these weapons as air rifles/guns, school staff, Calgary Police Services and the RCMP will likely respond in the same manner as they would an actual rifle/gun. For the safety of all students, staff and visitors in the school, these items are not allowed on school property or at school-related activities under any circumstance.

As outlined in the *Education Act*, students can be held accountable for conduct that occurs outside of the school building or school day and electronically (e.g. social media), if the conduct negatively affects a member of the school or interferes with the school environment.

Progressive Discipline Plan:

Students who engage in unacceptable behavior will be held accountable through the school's progressive discipline plan. Consistent and logical consequences, rather than punitive measures, are important to support students in making appropriate choices and help shape their future actions.

In any disciplinary situation, each student will be dealt with on an individual basis, and will take into account the student's age, maturity and individual circumstances. As well, parental or district administration involvement may be requested to support school discipline procedures.

The school's use of the progressive discipline plan will determine the expectations, consequences and the progression of actions to be taken depending on the severity and/or frequency of the occurrences. At all times, teachers and administrators will use their professional judgment in applying consequences.

Consequences must have a positive effect on the student's journey through reconciliation, either formally or informally, with the school community and those affected by the student's behaviour. The following consequences are progressive in their degree of intervention and will be enacted depending on the frequency and severity of occurrences.

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences, including:

- prevention measures and initiatives;
- early and ongoing intervention strategies;
- strategies to address unacceptable behaviour.

Interventions and consequences increase when:

- the concerning behavior is persistent;
- the concerning behavior escalates;
- there is a very serious infraction of the code of conduct.

Interventions and consequences may include, but are not limited to, the following:

- informal conferences;
- restriction of privileges;
- parent conferences;
- in-school suspensions;
- risk assessment;
- suspension / expulsion (AP 356, AP 356.1);
- student relocation (AP 357);
- Behaviour Support Plan (as part of the Learner Support Plan);
- involvement of Instructional Services and supports;
- involvement of external services and supports.

The principal may involve police in disciplinary matters when criminal activity has become evident. When police are involved, the principal will conduct a separate, parallel investigation at the school level and provide disciplinary action separate from any criminal charges that may be issued.

Suspension

Serious infractions of school expectations can result in a suspension. **A student under suspension from school may not enter school property during the term of suspension.**

A suspended student may not participate in or attend any school activity or athletic event during the time of the suspension.

Student support:

Support will be provided to students impacted by inappropriate behaviour and to those students who engage in inappropriate behaviour. This is significant because while the student code of conduct must address the consequences for inappropriate behaviour, such as bullying, it also ensures that support (not just consequences) is provided to those students who engage in unacceptable behaviour. Examples of how support could be provided to students who have engaged in unacceptable behaviour include mentoring, restorative processes, regular check-ins with teachers or schools' counsellors, counselling, etc.

Consideration of student diversity:

The *Education Act* requires that the student code of conduct address consequences for unacceptable behaviour and that these reasonable consequences take into account the student's age, maturity and individual circumstances. The specific circumstances of the situation and of the student need to be taken into account when determining appropriate consequences. For example, any diverse needs that the student has – whether they are physical, behavioural, communicational, mental health, trauma, etc. – must be considered. The age and maturity of students involved should be considered when determining the consequences and support required.

Field Trips

The district arranges for students/children in the district to participate in field trips, tours, off-campus activities, athletic events and/or other excursions ("field trip") which, in the opinion of the district, have definite educational, athletic or cultural value.

The district, through the relevant school, will provide parents/legal guardians a Field Trip Consent form which shall include the following particulars of any field trip two weeks, if possible, and at least three school days, at minimum, prior to the intended date of the field trip:

- (a) destination;
- (b) arranged supervision;
- (c) date(s) and time(s);
- (d) transportation plans;
- (e) associated risks that should be highlighted regarding the field trip;
- (f) costs, if any;
- (g) a telephone number through which additional information on the field trip may be obtained; and,
- (h) parent/legal guardian consent and waiver form.

It is the parents/legal guardians responsibility to advise the school of any medical condition(s) that may affect the student/child's participation in the field trip. Parents/legal guardians need to understand that any medical information requested would be collected for the purpose of student safety during field trips, including student athletic events (which are generally considered to have an inherent element of risk of injury despite all safety precautions), and, that in the event of a medical emergency, the supervising teacher or any one of the volunteer chaperones may seek medical advice and/or treatment deemed necessary for the health and safety of the student/child and the parent/legal guardian shall be financially liable for the provision of such medical emergency services.

Parents/legal guardians shall agree to release and hold harmless the Calgary Catholic School District, the school, and their respective agents, servants and employees, from and against any and all claims for damages or bodily injuries arising out of the student/child's participation in an authorized field trip. The district will, however, be responsible for any injuries and damages suffered by the student while participating in any such field trip that arises as a result of the negligence of the district.

Parents/legal guardians have the right to advise the district, through the relevant school, in writing, at least two school days before the commencement of any particular field trip, that they do not consent to the student/child participating in the field trip, in which event their consent and authorization will be considered as withdrawn for the particular field trip and the student shall not be allowed to participate in such field trip.

Student Support Services

Diverse Learning Teacher: This position supports classroom teachers and students in Grades K-12 identified by Alberta Education coding and with unidentified learning needs. Support is provided in conjunction with the homeroom teacher and within the framework of the Alberta Education Programs of Study.

A key component of this support is the development and implementation of the Learner Support Plan (LSP), which guides teachers, parents and the diverse learning teacher during the year as they deliver the instructional program. The LSP is developed annually with parental involvement and student input, and is intended to be a working document that is consulted, reviewed and adapted with all stakeholders on an ongoing basis throughout the school year.

[Administrative Procedure 214 – Diverse Learning](#)

School Resource Team: The School Resource Team (SRT) is a school-based team consisting of teachers, diverse learning teachers, and administration who engage in a collaborative process for supporting diverse student needs. Through the process, the SRT team may identify learning needs, brainstorm possible school-based strategies and supports, and/or request additional support from the district's Instructional Services team.

Roles and Responsibilities

Students succeed at Bishop Carroll High School through the support and guidance of many people in our school community. Everyone has different roles and responsibilities but the goal is still the same: to provide each student with a personalized and individualized program that allows them the opportunity to succeed. It is important that every member of the community understand their role and the key part they play in your education.

Teacher Advisor (TA)

To promote success in our self-directed environment, each student will be assigned a Teacher Advisor. This advisor will work with each of their advisees to establish a relationship that will support an academic plan reflective of the student's unique learning needs. To ensure balance and the integrity of this relationship, it will be structured by the administrative team.

- * Is actively involved with subject areas, administration, and parents in helping the student find the resources he or she needs to be successful.
- * Function as the key school contact for parent concerns and questions.
- * Meet with students daily at check in and check out. Meet individually with each advisee on a regular basis.
- * Work with each advisee and their parents to set long range and short-range goals.
- * Monitor student academic progress and discuss successes and concerns with both the parent and student.
- * Monitor 'tracking' for all students. Grade 10 students should complete a minimum of 38 credits.
- * Monitor attendance and punctuality.
- * Assist each advisee with planning for their graduation requirements and monitoring their progress towards them as well as keeping their parents informed on their progress.

School Counsellors

- * Provide leadership and direction for teachers in their roles as Teacher Advisors.
- * Upon referral, address emotional, psychological, and familial issues that students may have.
- * Support students with career planning as well as information and applications for scholarships and post-secondary institutions.
- * Assist in orientation of new students and parents.
- * Support the development of our Catholic Community of Caring through their work with individual students.

Administration

- * Assist teachers in their role as Teacher Advisors.
- * Provide ongoing orientation for parents and students.
- * Address current issues with students through "fireside chats" throughout the year.
- * Help address parental concerns.

Subject Teachers

- * Develop and revise learning guides, which are the first level of engagement between students and the content of the subject areas.
- * Provide individual and group instruction to assist students with their understanding of the curriculum.
- * Assist Teacher Advisors in personalizing a student's program.

- * Offer extra assistance to students experiencing difficulty in meeting the objectives.
- * Provide opportunities for mastery learning in their subject area.

Educational Assistants

Non-certified personnel who offer one-to-one assistance to students in various areas.

School Assistants

- * Responsible for the recording and tracking of student progress.
- * Assist students and TAs with inquiries regarding a course or a student's progress in a course.

Career Practitioner

- * Assist students with career planning.
- * Administer tests on skills, interests, and values to help determine personality types and possible careers.
- * Provide information on post-secondary institutions: course prerequisites, scholarships, housing, financial aid, and entrance to international universities and colleges, particularly in the United States.
- * Assist students with resumés and business letters as well as job interview preparation.
- * Inform students of safety standards for employees, occupational health and safety as well as employment standards.
- * Provide information on Registered Apprenticeship Programs (RAP) and technical programs.

Chaplain

The school Chaplain is available to assist with students' spiritual and moral development. Please feel free to drop into the Chaplain's office.

Students

- * Accept responsibility for your own learning and progress.
- * Set and achieve long and short-term goals for your education and personal development. Be aware of course completion timelines (i.e. course tracking) for grade 10, 11, and 12.
- * Acquire the habits and skills necessary for success, for example: awareness of strengths and learning style, recognition of areas of need, ability to acquire assistance, development of strong study skills, effective communication skills, time management, planning skills, motivation and self-discipline, etc.
- * Be accountable for your choices and accept the consequences of your choices in regards to your education and those around you.
- * Be a positive member in the school community through demonstrating the values promoted by our Catholic Community of Caring, for example: respect and accept all individuals, work on developing trusting relationships, care for the well-being of those around you, etc. Actively participate in liturgies and masses.
- * Know, respect and follow the routines and procedures set out by the school, for example: daily attendance, check in and out, leave the school only with permission, attend TA appointments, use of BRIGHTSPACE for planning and recording progress, take a 30 minute lunch break, wear your photo ID at all times as you need it for testing and resources and to ensure the safety of all in our school community.
- * Become involved in the life of the school in order to enjoy your high school experience and help develop a strong school community. School and community involvement is helpful when applying for scholarships and post-secondary programs.

Parents

- * Develop a positive rapport with your TA and maintain ongoing contact. A parent needs to ensure the parent's conduct contributes to a welcoming, caring, respectful and safe learning environment.
- * Discuss with your TA any issues at home or school that can affect your child's progress.
- * Inform the school of any absences or lates.
- * Work collaboratively with the school and Teacher Advisor to help your child develop their educational plans and succeed at Bishop Carroll.

- * Support and help your child with decision-making.
- * Help monitor progress through the student agenda, green slips, progress reports and daily communication with your child.
- * Know how to navigate Brightspace and verify your son/daughter's marks.
- * Encourage your child to follow the school routines and procedures.
- * Respect the values promoted by our Catholic Community of Caring.
- * Show interest in and support for your child's academic and extra-curricular interests and abilities.
- * Come to understand, support, and become involved in the educational model at Bishop Carroll.

District Support Services: The Instructional Services team within the Calgary Catholic School District provides academic, social-emotional, behavioural, cultural and faith-based supports to teachers and students with a goal to support student excellence.

The Instructional Support team includes district consultants, district counsellors, psychologists, in-home family support workers, intercultural and multicultural support workers and more.

Please speak with your child's classroom teacher or school administration if you feel you or your child would benefit from any of these supports.

Student Assessment

Grade 6 and 9 students write Provincial Achievement Tests in May and June. Parents will be informed of their child's performance in June and in the fall.

School Fees

In accordance with [Bill 1](#) all parents of students in the Calgary Catholic School District (CCSD) are expected to pay school fees. Fees are collected for several reasons and allow your child to participate fully in educational enhancements and activities.

School fees can include:

1. Activity and field trip fees (core subjects): Used for special class activities, presentations, and field trips
2. Programs of choice and CTF fees (junior high and high school only)
3. Extracurricular fees (junior high and high school only)
4. Noon hour fees (elementary and junior high school only)
5. Optional fees: Used for school/program specific requirements (such as recorders, yearbooks and gym strip)

The school fees charged per student vary from school to school and parents will receive notice from their school in September of each school year outlining fee amounts and payment options.

There must be provisions at each school to waive fees for students who cannot pay due to financial hardship. These provisions must be communicated clearly and explicitly to parents and students.

The CCSD fee management and online payment system is an easy and secure way to pay school fees from the comfort of your home. Payments can be made by credit or debit card. For more information or to pay fees online, please visit www.cssd.ab.ca and click the "Online Fee Payment" icon. Email feeinquiry@cssd.ab.ca for more information.

Fees can also be paid directly to the school by cheque or cash.

In cases of financial hardship, a fee payment plan may be discussed with the school principal or designate. Please contact your school directly.

Eg. Parents who require fees to be waived due to financial hardship must make this request directly to the principal. Waived fees will be processed by the ACORN fee account record being signed by the principal, kept on file and then the ACORN record will be adjusted.

Lost or Damaged Books

Students are responsible for returning their textbooks and library books. All books must be returned in good condition. Fees may be applied if they are lost or damaged.

[Administrative Procedure 505 - School Fees](#)

[Administrative Procedure 511 - School Generated Funds Including Fees](#)

www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

Students are charged a significant portion of the full replacement cost for lost or damaged materials. They will be reimbursed if a lost item is found and returned.

School Visitors

Any person in a school other than students and school staff is considered a “visitor.” This includes volunteers, parents, caregivers, district personnel and the public. To ensure a safe learning environment for our students, Occupational Health and Safety regulations require all visitors to report and sign in at the front office upon entering the school.

All volunteers and district personnel are required to wear a name tag while in the school, including those who are at the school on a regular basis.

All visitors must register at the Main Office upon arrival. Approved visitors are to wear visitor I.D. tags, available from the Main Office. Unauthorized visitors, including students not registered at Bishop Carroll High School, will be asked to leave immediately and could be charged with trespassing. Bishop Carroll students who choose to enter other schools without permission during school hours may be charged with trespassing by the school they are visiting.

Volunteers

Volunteers are an important part of our school community. The support of volunteers is beneficial to students and teachers and enables schools to provide opportunities for students that would not be possible otherwise. We value the time and energy you put into supporting our school.

The principal of the school has the responsibility, in consultation with staff, parents, and the community, to determine who will volunteer in the school and what form each school’s volunteer program will take. The principal is guided in all decisions, including those related to volunteers, by the provincial School Act as well as district policies, regulations and practices. **It is expected that all schools will have a volunteer handbook and will ensure all volunteers attend an annual orientation prior to service.**

In developing their school specific Volunteer Handbook, principals will use this guideline and attached documents.

Volunteers taking part in overnight field trips and/or volunteer coaching must have a current police security clearance. This must be updated every three years.

[Administrative Procedure 490 - Volunteers in Schools](#)

[www.cssd.ab.ca > About Us > District Governance > Administrative Procedures](#)

[Volunteer Handbook](#)

[www.cssd.ab.ca > Parents > Documents](#)

School Phone Use

Should an emergency occur or an urgent need arise and you wish to contact your child, then we will call your child to the office to speak to you. This way, we are assured that critical messages do not go astray. Should the student have an urgent reason to contact the parent, the teacher and office staff will be happy to facilitate the use of the school telephone. Please note that the school phone is to be used for urgent matters only and is not to be used to arrange playdates or other extracurricular activities. These should be arranged at home between the parents and the students before or after school times.

Lost and Found

Each school has a Lost and Found area where students and parents may find missing items, please contact the office for its location. Students should refrain from bringing valuables, collectibles and large sums of money to school. The school cannot be responsible for lost or stolen items.

Eg. Sweaters, jackets, book bags, lunch kits, etc. may be claimed from the lost and found box. At Christmas, Easter and the end of the year, any unclaimed items will be given to a charitable organization or discarded. We ask that you label all items: runners, gym clothes, winter boots, lunch kits, binders, jackets, mitts, etc.

Transportation

Kindergarten to Grade 6: Students must reside within the school boundaries and live at least 1.8 kilometers from the school to be eligible for charter busing. District policy states that students must have completed a transportation application form and have made arrangements with the school for payment before they will be permitted to ride the bus. Students who reside further than 2.4 kilometers from their designated school must complete a transportation application form but are not required to pay transportation fees.

The school does not have the ability to change routes or create stops. Please contact the school to complete a Transportation Change Request form.

During unpredictable weather conditions please consult the My School Bus APP.

Junior High/Senior High Students: Students in the City of Calgary residing 2.4 kilometers or more from their designated school are eligible to receive subsidized bus passes.

Student Conduct on Buses/Taxis (includes charter services and City Transit)

Students riding the bus/taxi must remember they are accountable to the driver and through him/her to the

principal of the school. Continued violation of any of the rules listed in AP 351 may lead to the loss of riding privileges, loss of bus pass or, suspension from school.

[AP 351](#)

Please see [AP 560](#) for further details on students residing in the Rocky View School division, programs of choice or alternative schools, special education students, special circumstances, and payment in lieu of transportation.

[*Administrative Procedure 560 - Student Transportation*](#)

www.cssd.ab.ca > About Us > District Governance > Administrative Procedures

Students attending a school that is not their designated school for any of the following programs are not eligible for a Transit Pass rebate: Bishop Carroll self-directed program; IB program; AP program; High School French Immersion Certificate program; Hockey Canada Skills Academy; CTF programs; Home Schooling; students residing outside of Calgary but attending a Calgary school; etc. [Note: This list is not exhaustive and may include other programs, which are not specifically listed at this time.]

Parking Drop-off and Pick-up Location

To ensure student and staff safety, it is imperative that parents follow the directions of the school regarding pick up/drop off and use of staff parking lot.

For more information about student parking, please see the last page of this handbook.

Student Recognition

There are a variety of awards and scholarships available to Bishop Carroll students. Students should contact Student Services for more information on eligibility criteria, and the application process. These awards are generally distributed at the Graduation Banquet.

Alexander Rutherford Scholarships

The Alexander Rutherford Scholarships are sponsored by the Alberta Scholarship Programs. Their purpose is to recognize and reward academic achievement at the senior high school level and to encourage students to pursue post-secondary studies. Eligible students can earn up to \$2,500. Applicants must be a Canadian Citizen or Permanent Resident and an Alberta resident; and plan to enroll or be enrolled full-time in a post-secondary program or apprenticeship program. A student must have a minimum combined average based on five designated courses in at least one grade: Grade 10, 11 or 12. The minimum average, value of the award, and courses that can be used depend on the year the student graduated. For more information, visit their website.

<http://alis.alberta.ca/et/fo/scholarships/info.html?EK=11>

Lockers

The Calgary Catholic School District, through its agent, Bishop Carroll High School, provides lockers for student use and convenience. The school owns and controls the lockers. Students are welcome to use the lockers to store items. If possible, lockers will be assigned to students near their teacher advisor's classroom.

The school reserves the right to search a student’s locker when there is reasonable cause to believe that the locker is improperly used for the storage of any substance or object, the possession of which is illegal, or any substance or materials which pose a hazard to the safety and good order of the school.

In registering for and using a locker, it is agreed and understood that use of the locker is at the student’s own risk and the district, its administrators, school administrators, teachers and other employees are NOT in any way responsible for loss or theft of any goods or articles stored in the student’s locker.

Guarded “school issued” combination locks must be used and the combination must be registered with the appropriate teacher advisor. (All other locks or locks that are not school issued or have not been registered will be cut off.)

It is essential that combinations are not shared with anyone. Valuable articles of clothing, possessions or money should not be left in lockers. The school is not responsible for items that are lost, misplaced or stolen.

Graduation Requirements

ALBERTA HIGH SCHOOL DIPLOMA REQUIREMENTS

Complete and meet the standards of the following courses:	Credits
<ul style="list-style-type: none"> ● English 30-1 or 30-2 ● Social Studies 30-1 or 30-2 ● Math 20-1, Math 20-2, Math 20-3 ● Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20 <i>(or any 10 credit combination of Science courses that includes Science 10 or 14)</i> ● Physical Education ● Career and Life Management 	15 15 10 10 3 3
Subtotal	56
10 credits in any combination from: <ul style="list-style-type: none"> ● Career and Technology Studies or Fine Arts or International Languages or Physical Education 20 and/or 30 level courses or Locally developed Courses or K & E Occupational Courses or RAP ● 10 credits in any 30-level course in addition to English 30-1 or 30-2 and Social Studies 30-1 or 30-2 ● Religious Education 15, 25, 35 ● Other Credits 	10 10 15 9
Total	100

The High School diploma represents the mission and values of our school community and our school district. In addition to the Alberta High School Diploma requirements, all Calgary Catholic high school students must complete Religious Education courses in each of their high school years (Religious Education 15, 25, 35). Students who are successful in these requirements are eligible to participate in the graduation exercises.

Certificate of Achievement

The Certificate of Achievement is awarded to students who complete the Knowledge and Employability (K. & E.) courses. To earn this certificate, students must complete a minimum of 80 credits in designated core and occupational courses.

Students may transfer from the Certificate of Achievement route to the Alberta High School Diploma route. The credits earned in K & E courses may be applied to an Alberta High School Diploma. For more information, please visit the Student Services department.

Graduation Requirements

1. A potential graduate will successfully complete 9 credits in Religious Studies 15, 25, and 35 or 3 credits for each year the student is enrolled with the Calgary Catholic School District.
2. A potential graduate will fulfill all the requirements set out by Alberta Education regarding credits in appropriate Core Gr. 12 level subject areas, CTS, and option courses. Students are expected to be passing all their subjects required for the Alberta High School Diploma during their Grade 12 year by the time of the final graduation list posting.
3. Student registered in Distance Learning courses are also expected to be at a passing grade and on schedule for completion.
4. A potential graduate will adhere to the schools' Student Expectations. (See section: Student Code of Conduct)

Note:

- Administration will make the final decision with regard to graduation candidates.
- The requirements to participate in the graduation banquet and Grade 12 retreat is at the discretion of each high school administrative team.

Three Year High School Program

The Calgary Catholic School District expects that most students complete high school in three years. Students who require a fourth year of high school may, based upon school room and resources, be granted a fourth year at their current high school or be directed to St. Anne's Academic Centre depending on programming needs of the student. If students plan to attend St. Anne's Academic Centre they must set up a registration appointment in June or late August.

Returning Grade 12 Students

There are special cases where a fourth year may be granted at Bishop Carroll High School. The option to remain for a fourth year is only available in specific circumstances and will be considered only if room and resources permit. All exceptions will be determined by the school administration team through an application process. Applicants must exhibit evidence of success in self-directed model (appropriate progress and course completion); demonstrate consistent participation in mandatory TA meetings demonstrate regular and punctual attendance; and require core courses to graduate.

The development of a plan for student success during a fourth year may involve: continuation of diverse learning programming through our Academic Resource Centre; the use of a contract or specific instructional plan; articulation of clear expectations, including processes for direction to other district programs, including St. Anne when necessary. Applications to remain at Bishop Carroll High School for a fourth year of high school are available in Spring of each year.

Bishop Carroll Diploma Requirements

To participate in the Bishop Carroll graduation ceremonies and to receive a Bishop Carroll Diploma, a student must meet the Alberta High School Diploma requirements and have 3 credits of Religious Education for each year of attendance at Bishop Carroll High School. These are necessary requirements to participate in our graduation exercises.

2018-2019 Diploma Exam Schedule

The official Alberta Education Diploma Exam Schedule is updated annually in Sept of each year. It can be found at Alberta Education's website.

<https://education.alberta.ca/writing-diploma-exams/schedule/>

Diploma Exams are also offered in November, January, April, June and August.

Student Standards & Behaviours

Dress Code Guidelines

Students are expected to support standards of dress reflecting the school's purpose as a place of learning and work as well as the values and expectations of our Catholic School community. Headwear of any kind is not to be worn in the school and must be stored in the student's locker. When in question, a referral will be made to the school administration. Standards of grooming and dress are determined from the perspectives of health and safety in all activities, cleanliness and neatness, and decency and respect.

Students must wear clothing that is appropriate for educational activities in which they will participate and that will not cause a disruption to the educational process.

Specifically:

- * Footwear must be worn at all times indoors;
- * Clothes must be clean and in good repair;
- * Outerwear (i.e. coats, jackets etc.) sunglasses, hats or headgear may not be worn indoors;
- * Clothes must not display slogans or advertising which is controversial, obscene, offensive and/or depicting drugs or alcohol;
- * Gang related clothing or accessories including but not limited to bandanas, or other symbols, emblems or insignias, may not be worn;
- * Any clothing, jewelry or accessories, which create a safety or health concern, or, cause or threaten to cause disruption to the educational process, is prohibited;

The following clothing is prohibited;

- * Clothing that reveals bare backs, bare shoulders (including spaghetti straps, bare midriffs and/or plunging necklines, tank tops, muscle shirts, and fish-net tops);
- * Sheer clothing; Clothing that reveals undergarments;

Shorts and skirts must be hemmed, in good repair, and of appropriate length (reach at least to the end of the finger tips when arms are at side);

Consequences

Students who arrive at school dressed inappropriately will respectfully be asked to change. It will be viewed as defiant behaviour if the student repeatedly violates the dress code on a given day or over a period of time. Consequences shall range from a parent conference to a suspension.

It is the responsibility of the student to arrive with and maintain the appropriate and adequate number of clothing items to follow the school's dress code.

I.D. Cards

To help ensure the security of the school community, students must wear Bishop Carroll High School photo ID cards on school issued lanyards at all times. These must be worn around the neck. Without their ID card being visibly displayed, students will not have access to the assessment centre, subject areas, resource areas, and seminars.

Students must return lanyards to TA between 3-3:15 during check-out. In the event of a lost ID card, the student must purchase a new one from the main office before the end of the given week.

Laser Pointers

Laser pointers are not permitted at school as they may cause serious damage when pointed in the direction of someone's eyes. Students using pointers will have them confiscated and may face suspension.

Electronic Social Media

Electronic social media presents an incredible opportunity to increase connectivity. Use of electronic social media in an educational setting must align with the values of the school and district. All types of electronic social media that may appear to be related to the school or district will require principal approval. Principals will only approve school-based electronic social media that will be supervised by at least two teachers, each with administrative privileges.

Skateboards/Hoverboards/Rollerblades

Skateboarding is not allowed on school property. Boards must be stored in lockers.

Smoking/Vaping

The possession or the use of tobacco products is prohibited for all people on campus and prohibited by Alberta law for all individuals under the age of 18. Students who fail to comply will face disciplinary action.

Substance Abuse

Possession, use, or trafficking in alcohol, illegal drugs or any other abusive substances will not be tolerated at school or any school sponsored activity. The use of alcohol by minors and the use of illegal drugs are against the law. As a result the appropriate law enforcement officers may be involved and charges laid. Such infractions will result in immediate suspension and possible expulsion.

Student Facilities and Services

Student Photographs

Student pictures will be taken during the first 3 days of school. All students are expected to have their pictures taken for student ID tags. Student ID tags are used as resource passes and testing cards. Grade 12 graduation pictures are taken in the spring of each year.

Student Agenda

The main use of a student agenda is to assist students with their planning skills. It is strongly recommended that a planner be used to help organize their schedule, and to discuss this with their Teacher Advisor at their weekly TA appointments. Students may choose to use an electronic agenda on their laptop, cell phone or other personally owned device.

Student Services

The Student Services Department at Bishop Carroll High School houses a student breathing room which can be utilized by any student during the school day requiring a quiet space under the supervision of one of our school counsellors.

Chapel

One way to grow in our faith is to pray. In our world of distraction, the chapel is a haven of silence and peace. The chapel is located on level three.

Business Office

The Business Office is responsible for the efficient economic operation and management of the school's business affairs. It oversees the collection of monies and issuing of receipts for special activities.

Caretaker

While our head caretaker and caretaking staff are formally responsible for the daily maintenance of the building and its adjacent grounds, we all work together to keep our surroundings neat, tidy and visually pleasing. Please be respectful in this regard. Caretakers will sort recyclable material.

Learning Commons Library (LCL)

The learning commons library is located on level three. It houses a small core collection of books, magazines and videos/DVDs. Staff in the library assist students with research using in-house materials, the Internet and computerized library catalogues. This is also a cooperative workspace for students wishing to have a collaborative learning experience.

Athletic Eligibility

Bishop Carroll High School belongs to the Calgary Senior High School Athletic Association; therefore students must abide by the CSHSAA eligibility guidelines.

Grade 10 Students: Must be working toward a full course of studies (minimum of 25 credits), and must have completed 15 credits by the end of the first semester.

Grade 11 Students: Must have attained a minimum of 25 credits by September 1st of the current school year and must have completed 15 credits in the previous semester.

Grade 12 Students: Must have attained a minimum of 50 credits by September 1st of the current school year and must have completed 15 credits in the previous semester.

Three years: A student shall be eligible for three (3) consecutive years, commencing on the date of initial registration in grade 10.

All students in grade 11 and 12 who transfer into Bishop Carroll must have a transfer form filled out and approved by both principals involved. The form is available from the Athletic Director. Students who transfer more than once are not permitted to participate in Calgary Senior High Athletics.

2020 – 2021 Cardinals Athletics Calendar - TBD

Sport	Group	Season
Cross Country	Co-ed	TBD
Soccer	Girls	TBD
Football	Co-ed	TBD
Volleyball	Boys & Girls	TBD
Swimming	Boys & Girls	TBD
Basketball	Boys & Girls	TBD
Wrestling	Co-ed	TBD
Badminton	Co-ed	TBD
Soccer	Boys	TBD
Rugby	Boys & Girls	TBD
Field Hockey	Girls	TBD
Track & Field	Co-ed	TBD

Safety Drills

Lockdowns/School Evacuation

Regulations require schools to practice and simulate building evacuations (fire drills) as well as lockdowns. These drills occur at various times throughout the year. It is important that we have full cooperation from the students and parents during these drills or actual events. In the case of a LOCKDOWN or EVACUATION, it is necessary that all parties (students, parents, staff) refrain from using cell phones for texting and calling. Parents should not call the school for information or make their way to the school. Any of these actions could negatively impact the Emergency Response Team and the overall safety of the school. Information would be available through the main CCSD telephone number 403-500-2000.

Fire Alarms

When the alarm sounds, all staff and students must move quickly to designated areas outside the school.

If ordered to evacuate the school, students and staff will follow instructions as posted in each room.

Gambling and Games of Chance

Students are reminded that gambling, rolling dice, cards, and other games of chance are strictly prohibited. Students who choose to ignore this rule could face more serious consequences such as suspension.

Visible IDs

It is an expectation that all students carry their ID cards all day and must be able to produce them as requested. This measure has been adopted to ensure safety and security for students and staff. Visible ID is also necessary for book rentals, computer use, purchasing supplies, etc.

Students who lose their ID & lanyards must purchase replacements.

Parking

Students and parents are reminded that the school has limited parking. We will be accepting applications for parking passes in the first three days of school. A limited number will be sold, one pass per family only. The cost of a parking pass will be \$80.00 for the year. Priority for parking passes will be given to grade 12 students. To be eligible to purchase an annual pass the following documentation must be provided:

You must be a registered student of Bishop Carroll; ID tag required

A copy of a valid Class 5 Driver's License

A copy of the vehicle registration of the car(s) which will display the pass (a maximum of 2 vehicles may be listed on the application.

A copy of your Detailed Academic Report (Available on myPass)

Any parking passes remaining once grade 12 students have been served will be distributed to grade 11 students based upon the outcome of a random draw conducted in the main office on the 4th day of school.

For students who may need to drive only occasionally, we will have a small number of daily parking passes available for purchase. These passes will be available through our business window and must be purchased in advance.

In order to provide security for student and staff vehicles, and student supervision, students are to be in the parking lot only if they are coming or leaving the school grounds. The parking lot is not to be used as a lunch area, a meeting area, or a place to study. Be respectful of caretaking staff and your school by putting litter in the cans provided.