


**2022-2023**  
**STUDENT HANDBOOK**





# CHILLIWACK SECONDARY STUDENT HANDBOOK

46363 Yale Road East

Chilliwack, BC

V2P2P8

Phone: 604-795-7295

<https://css.sd33.bc.ca/>

## OUR MISSION

At Chilliwack Secondary School, we are committed to helping each student realize personal excellence in a caring and cooperative learning community.

## SCHOOL ORGANIZATION

Chilliwack Secondary is a school that has a rich history where our students strive for to be the best that they can be. Our students have shown dedication to community and school involvement; many of our students are leaders in the Chilliwack community and beyond. We believe that students must take the responsibility to be the very best citizens they can be both at school and away from school. The one rule that is pervasive throughout our school community is that we all show respect to one another at all times. Our code of personal conduct is built on the premise that we all have the right to learn in an environment of mutual respect and this requires that we show a high level of personal discipline.

We also encourage you to get involved in extra-curricular activities at Chilliwack. Join a club, join a team, dress up on a theme day, attend a prom or dance. Participate, get involved, be part of the Chilliwack Legacy, and be a part of the Storm. We are the Chilliwack High School.



## ADMINISTRATION

**D. Wicker**

Principal

**D. Atkins**

Vice  
Principal

**L. Abraham**

Vice  
Principal

**G. Kushniryk**


Vice  
Principal

**R. James**

Business  
Manager

## TEACHING STAFF


Alexander, M.	Computers/Business
Armstrong, M.	Social Studies
Bazar, K.	Fine Arts
Bell, C.	English
Bhatti, R.	Languages
Billingham, C.	Humanities / Fine Arts
Blaschek, D.	Careers
Bogunovic, R.	Social Studies
Bott, J.	Pathways / LA
Bridge, S.	Social Studies
Broekhuizen, A.	Science
Bumby, J.	Science
Casey, M.	Leadership / Mindfulness
Cordeiro, J.	Fine Arts
Cornell, J.	Connections / Counselling
Craigie, J.	LA
Davies, C.	Library
Dos Santos, D.	Auto / Power Technology
Douglas, J.	Halq'emeylem
Earle, L.	Languages
Edwards, K.	LA
Epp, J.	Math
Fast, A.	Fine Arts
Ferris, M.	Inclusion
Garcia, G.	Science
Glendinning, A.	Auto Tech
Healey, K.	Science
Hegeman, J.	Drafting / Media Arts
Hetland, D.	Math / Science
Hyde, N.	Math / Science
Isaak, A.	Science
Jeansonne, B.	Careers / Social Studies
Joe, R.	Aboriginal Educational
Jones, M.	Humanities / ELL
Kimberley, R.	Social Studies
Kruse, L.	Food Studies
Lee, S.	Counselling



Liang, S.	Science / Physical Education
Linau, S.	Counselling
Lumsden, C.	Physical Education
Mauro, J.	Physical Education / Woodwork
McAulay, J.	Humanities / English
McCall, N.	English
McCormick, S	Pathways
Moore, B.	Drama / Film & Television
Mueller, K.	Science
Munro, K	Math
Murphy, T.	Physical Education
Neetz, V	LA
Niezen, R.	Culinary Arts
Nissan, J	Music
Northgraves, D	Physical Education
Olafson, C.	Counselling
Palansky, R.	English
Pollak, S.	Math
Porter, A	Psychology
Priebe, C.	Metalwork
Reilly, C.	Science
Rogers, A.	Legal Studies
Rojas, M.	Math
Shane, L.	Math
Shea, G.	Physical Education/Social Studies
Shea, J	Languages/Social Studies
Spedding, A.	English / Leadership
Spriggs, A.	Business
Stout, D.	Resource
Tansey, C.	Resource
Tarr, R.	Music
Templeton, J.	Math
Tieu, C.	Electrical / Woodwork
Warkentin-Scott, M.	Languages
Watson, J.	English / Social Studies
Whitely, J.	English
Wichmann, A.	Math

## SUPPORT STAFF

Deputan, L.	Secretary
Laderoute, L.	Secretary
Loewen, A.	Secretary
MacDonnell, V.	Secretary
Soltys, K.	Career Advisor




Webber, L.	Child Youth Care Worker
August, L.	Indigenous Education Assistant
Balez, A.	Indigenous Education Assistant
Trundle, J.	Indigenous Education Assistant
Auffray, M.	Education Assistant
Baumstark, M.	Education Assistant
Birza, E.	Education Assistant
Blair, O.	Education Assistant
Campbell, T.	Education Assistant
Desrochers, L.	Education Assistant
Dunajko, K.	Education Assistant
Franson, D.	Education Assistant
Garcia, A.	Education Assistant
Holmquist, J.	Education Assistant
Keown, G.	Education Assistant
Kim, S.	Education Assistant
Kimberley, M.	Education Assistant
Leys, L.	Education Assistant
MacLeod, C.	Education Assistant
Nichols, J.	Education Assistant
Paddon, A.	Education Assistant
Penner, A.	Education Assistant
Porter, R.	Education Assistant
Preedy, P.	Education Assistant
Reynolds, S.	Education Assistant
Roorda, J.	Education Assistant
Roper, A.	Education Assistant
Schmidt, L.	Education Assistant
Sewell, E.	Education Assistant
Simmonds, S.	Education Assistant
Singh, A.	Education Assistant
Stefanuik, G.	Education Assistant
Trousdell, R.	Education Assistant
Trudeau, J.	Education Assistant
Unruh, M.	Education Assistant
Warris, R.	Education Assistant

Watson, K.	Education Assistant
Wozny, D.	Education Assistant
Catacutan, C.	Chef Assistant
Noon-Ward, M.	Chef Assistant
Singleton, J.	Journeyperson Cook
Harrison, L.	Hairdressing Assistant
Courtemanche, T.	Supervision Assistant
Haaland, S.	Supervision Assistant
Baylon, A.	Custodian
Braun, B.	Custodian
Dion, B.	Custodian
Downie, B.	Custodian
Trieu, D.	Custodian
Wiebe, M.	Custodian
Williams, M.	Custodian

## CHARACTER EDUCATION AT CSS



Through a series of conversations and discussions with various interest holders, we identified seven key character traits which we believe are instrumental in guiding all of us at CSS to a successful path. We expect that all members of the Chilliwack Secondary School community will strive to develop these seven key characteristics and be mindful of them as they engage in their day-to-day learning. Respect, resiliency, and responsibility form the foundation for everything we do here at CSS. We take



responsibility for making good decisions and our education. We treat everyone with respect, including ourselves. We develop resiliency by working through our challenges and difficulties. Above our foundational traits we have integrity and inclusivity. We are unified in this school as we try to do everything with integrity, and we celebrate the diversity of our school community. Integrity means that you do the right thing always. Integrity guides our behaviours and means that we have the best of intentions in our actions. We build positive community and of course, our overall goal is our achievement. We strive for the highest and being the best that we can be. Our students build the legacy.

## CODE OF CONDUCT

The School Community at Chilliwack Secondary is encouraged to act in a responsible and socially acceptable manner. Our goal is to provide opportunities for the optimum learning experience for all our students and staff in a safe and comfortable learning environment. The purpose of the Code of Conduct is to provide guidelines for appropriate student behavior while under the jurisdiction of the school. It is expected that students will exhibit behaviour that is consistent with the principles of common decency and courtesy to others. Proper conduct is expected while on the school premises, on the way to and from school, at all school games, functions and field trips, and behavior beyond these times (including on-line behavior) that negatively impacts the safe, caring, or orderly environment of the school and/or student learning.

Chilliwack Secondary School promotes the values expressed in the BC Human Rights Codes respecting the rights of all individuals in accordance with the law-prohibiting discriminations and harassment based on race, colour, and ancestry, place of origin, religion, marital status, family status, physical or mental disability, gender identity, or sexual orientation.

Breaches of the code of conduct will be addressed on an individual basis and consequences can include a requirement to make restitution, other restorative measures and suspensions. Students will be provided with supportive measures to help them change their behaviour where this is deemed appropriate.



## EXPECTATIONS IN THE CLASSROOM

### **Respect Yourself and Others:**

- \* Be open minded and positive
- \* Encourage new ideas
- \* Show mutual respect

### **Respect Learning and Teaching:**

- \* Be prepared and on time
- \* Be cooperative and attend regularly
- \* Practice academic honesty (do not cheat or plagiarize)

### **Respect the School Environment:**

- \* Keep the school clean (garbage goes into a container)
- \* Treat the school with care
- \* Keep desks, walls, tables, and chairs free of writing

## EXPECTATIONS IN THE SCHOOL COMMUNITY

### **Respect Yourself and Others:**

- \* Keep your hands off others and their belongings
- \* Address others politely and respectfully
- \* Keep physical displays of affection appropriate for a school setting
- \* Do not discriminate, harass, or threaten others
- \* Dress appropriately according to the Chilliwack Secondary Dress Code

### **Respect Learning and Teaching:**

- \* Do not disrupt classes or the learning of others
- \* Students should not be in the hallway unless they have permission from their teacher and have their class hall pass
- \* Follow rules of conduct in specific areas like the library, bus area, gym, classrooms and hallways)

### **Respect the School Environment:**

- \* Do not possess or use drugs, alcohol or weapons
- \* Use appropriate language at school and at school sponsored activities
- \* Put all litter in the garbage containers
- \* Use recycling containers appropriately
- \* Do not deface or vandalize school property





## PROGRESSIVE DISCIPLINE

Through progressive discipline, principals determine appropriate consequences and/ or supports to help students improve their behaviour, while considering their individual circumstances. The goal is to help prevent inappropriate student behaviour from happening again.

When using progressive discipline, the following is taken into consideration:

- \* the students' stage of growth and development
- \* the nature and severity of the behaviour
- \* the impact of the behaviour on the school climate.

Within this context, more serious consequences may be considered for inappropriate behaviour that escalates or is repeated. Providing students with the opportunity to reflect on their own actions and the impact of these actions is essential to student learning.

### **What Does This Mean in Practice?**

We will consider a **range of options** to determine the most appropriate way to respond to each situation and help the student learn from his or her choices. These will include different supports and consequences.

Supports could include:

- \* a conversation with the student
- \* a review of expectations for the student's behaviour
- \* counselling from a school or community counsellor
- \* Connections with our youth care workers or community agencies.

Consequences could include but not limited to:

- \* an assignment or community service
- \* a detention
- \* a suspension, an expulsion, or school transfer.

We will make these decisions after looking at individual circumstances and **mitigating factors** like the student's age, stage of social development, special education needs, history, and the circumstances of the behaviour.

Behaviour occurs in a broader context and can be changed over time. Each decision on discipline is unique for each student.

Parents have a primary role to play in their children's education. We actively engage parents in the progressive discipline approach by involving them in ongoing conversations about their children's achievement, well-being and behaviour. When schools and parents are partners, there are many positive results.



## SPECIFIC STUDENT EXPECTATIONS

### **DRUGS AND ALCOHOL**

At Chilliwack Secondary we are committed to a safe school. Students must not be under the influence or in possession of drugs, drug paraphernalia or alcohol at school or during any school related event. Students who are involved in or present at incidents involving substance use will be considered in violation of the Drug and Alcohol policy and are therefore subject to the same consequences.

When there is an infraction by a student, the process is clear, firm, and judicious. The student's parent/guardian will be informed of the infraction and the student will be immediately suspended from attending Chilliwack Secondary, the student may be referred to the District Behaviour Committee (DBC) where the situation involving the infraction and student's overall progress (academic, behavior, attendance) will be reviewed. Counselling support and a school success plan will be developed at this meeting. It may be decided at the DBC that the student will not return to his/her home school, and the transition to the new school will be aided by the school district Learning Services.

Repeated offences or students involved in trafficking will result in a mandatory DBC review. The RCMP will be involved in all trafficking incidents.

### **WEAPONS**

Weapons are defined as any instrument, which can be used to injure, harm, or intimidate another person. Weapons of any kind are prohibited on school premises and students who are found with knives, pellet guns, replicas of guns or other dangerous objects on their person, in back packs, purses, or in their lockers or vehicles will be subject to disciplinary action. Carrying a concealed weapon is contrary to the Criminal Code of Canada.

The consequences of a weapons offence is that the student will be subject to disciplinary action up to and including referral to the District Behaviour Committee.

### **VIOLENCE**

Chilliwack Secondary staff and students work hard at maintaining a safe school. Violence can be verbal/written (intimidation, harassment, threats) or physical (pushing, shoving, punching, etc.). Violence is not part of our culture.

The consequences for violence may include suspension and a student could lose their opportunity to attend Chilliwack Secondary School. The R.C.M.P. will be contacted if warranted.



## **SMOKING/VAPING**

The use of tobacco, including smoking, chewing tobacco, vaporizers and e-cigarettes, is an unhealthy act and we will do whatever we can to discourage students from the use of tobacco. In accordance with Section 2.2 of the Tobacco and Vapour Products Control Act, all public and private kindergarten to Grade 12 schools in B.C. are tobacco and vape-free. This ban extends to all school property 24 hours a day, 7 days a week, regardless of whether or not school is in session. The ban also includes vehicles, parking lots, sports fields, driveways, courtyards, and private vehicles parked on school property.

If a student is caught smoking/vaping in the school or on school grounds he/she will be required to complete a period of community service, an in-school suspension or out of school suspension.

## **COMPUTER AND INTERNET USE**


It is District#33 policy that all students complete an "Acceptable Use Agreement" that is signed by parents/guardians prior to using the internet or email at Chilliwack Secondary School. Students must make appropriate use of computers and technology. Inappropriate use could mean withdrawal from the computer course, loss of computer privileges in the school, suspension, and possible R.C.M.P. involvement. Harassment on social networking sites, personal e-mail, and text messaging is prohibited. Such actions will lead to disciplinary action. This rule also applies to students' use of any personal devices such as smartphones, tablets or laptops.

## **PERSONAL ELECTRONIC DEVICES**

The classroom is a place to focus on teaching and learning. Irresponsible use of personal electronic devices creates distractions to this process and may be a safety concern in such areas as the gym, shops, labs, and the teaching kitchen. It is important for students to understand that electronic devices are to be used in the classroom as learning tools only. Personal electronic devices include, but are not limited to cellular phones, iPods, tablets, and laptops.

The following expectations outline Chilliwack Secondary School's policy on personal electronic devices:

- \* That students refrain from using their personal electronic devices during class time but individual classroom teachers will determine their classroom policy and clearly outline it to their students.
- \* Teachers will use their discretion as to what is an acceptable use of technology in the classroom. The individual classroom teacher's policy will outline clear expectations and consequences.

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- \* Teachers reserve the right to confiscate these items and place them in a secure location for as long as is deemed appropriate, and refer the student to the appropriate administrator if necessary.
  - \* At no time is it permissible for students to take pictures or video other students, staff, or guests without their expressed permission or consent.
  - \* It should be stressed that Chilliwack Secondary School and its staff are not responsible for lost or stolen items and students should exercise due vigilance when bringing these items to the school.

## **ACADEMIC DISHONESTY**

We expect students to strive for academic excellence in an honest manner. We value academic integrity and ethical behavior, and will not tolerate academic misconduct of any kind including:

### Plagiarizing:

- \* Copying work or homework, or lending any of your work to another student to be copied
- \* Representing any part of your work as your own that is not (this includes information from Internet sites)
- \* Submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source
- \* submitting purchased papers as your own
- \* submitting papers from the Internet written by someone else as your own
- \* exchanging assignments with other students, either handwritten or computer generated, whether you believe they will be copied or not

### Cheating:

- \* Talking/communicating in any way with other students during a test
- \* Having any unauthorized test related material on or near the student's desk during a test
- \* Using any form of memory aid during tests or quizzes without the expressed permission of the instructor
- \* Cell phone use during a test or quiz
- \* Failing to adhere to verbal or written testing guidelines.
- \* Giving or receiving answers during tests or quizzes. You have a responsibility to secure your papers, so other students will not have the opportunity to copy from you
- \* Accessing a test or quiz for the purpose of determining the questions in advance of its administration

All incidents of plagiarism or cheating will be dealt with in a serious manner.



## **STUDENT DRESS CODE**

Clothing should be suitable for a school learning environment. Clothing and footwear should be comfortable and appropriate for students to participate safely in all school activities including physical education, science, cooking, and shops. Clothing should demonstrate a respect for the school community and the B.C. Human Rights Code. For example, articles of clothing that promote direct or indirect messages or graphics referring to alcohol, drugs, gang culture, sex, weapons, violence, or profanity will not be permitted. Clothing may not encourage sexism, racism, homophobia, or discrimination regarding gender identity, sexual preference, race, religion, or origin. Clothing fabric must cover private parts, and not be transparent in those areas. Any person dressed in an inappropriate manner, will be advised discretely, and given an opportunity to meet the school dress code.

## **CAR PARKING AND DRIVING SAFETY**

The following guidelines have been established for the purpose of having an orderly and safe parking process at Chilliwack Secondary School:

- \* There are a limited number of parking spaces for the students to park their vehicles on-site. These spaces are located on the South side of the school next to Yale Road.
- \* Students are not permitted to park their vehicles in any space that is labeled "Staff" or "Visitor".
- \* Students must leave their vehicle and the parking lot immediately upon arriving at school.

**Students are not to loiter in their vehicle or the parking lot at any time before, during, or after the school day. This includes the designated lunch break.**

1. All vehicles using school parking facilities must be registered at the office.
2. Students are expected to drive safely and follow all rules, including the speed limits (10 km/h), as posted in and around the school.

**Students who do not drive safely, park inappropriately, or loiter in their vehicles may lose the privilege of driving to Chilliwack Secondary.**

## **PEDESTRIAN TRAFFIC**

Pedestrian students must exercise courtesy toward vehicles stopped or moving so as to maintain safety. Crosswalks must be used where designated.



## SUPERVISION

Staff have full authority of the administration at all times whether on formal duty or not. School rules apply at all school sponsored activities as they do during the day. We will need the cooperation of everyone if we expect to keep formal supervision to a minimum.

We count on student courtesy, good manners, and respect to make supervision pleasant for students and staff.


## ATTENDANCE

The goal of our attendance policy is to support and encourage students to make regular attendance a priority here at CSS. It is our belief that every student at Chilliwack Secondary has the opportunity to achieve success. Regular attendance is a critical component of that success, and requires the partnership of the student, their guardians, and the school.

Expectations are in place for teachers to provide instruction which brings content and explores curricular competencies and skills for students in ways that assist in, enhance, and expand their learning. In the modern classroom a significant number of curricular competencies are not completed or assessed through paper assignments alone. If the student is not in the class, he or she misses not only all the instruction and explanation designed to facilitate student learning, but many required opportunities to show that they have mastered the curricular competencies to a satisfactory level. Given enough absences, in many courses the required elements of the course cannot be met, regardless of what the student tries to take on at home by way of make-up work. Each absence results in a lost learning opportunity in the classroom, which may not be regained.

Our experience tells us that students who miss large numbers of classes are at a significantly increased risk of lower academic performance, and thus put their graduation in jeopardy. Our attendance policy is aimed at aiding academic success by making transparent the structures in place used to monitor regular attendance, structures that require the participation of students, their guardians, and school staff.

Illness is an inevitable consequence of being in close daily contact with other students. If your child is ill, keep them at home. However, there should be a plan to help them catch up. Check the teacher's website for information on due dates and homework and establish a class "buddy" who will collect homework and handouts. Encourage your child to see the teacher directly for support on concepts they are unclear on and may have missed due to illness. Seek medical support for any prolonged illness. There may be an undiagnosed condition such as anxiety or depression. Any medical or mental health issue



can make school attendance difficult. Missing several consecutive days, particularly at the high school level, makes it even more challenging to make up the missed work.

### **ATTENDANCE and COMMUNICATION PROCEDURES:**

Communication between parents, students, and teachers is critical when a student is absent from class.

- \* It is expected that students will attend every class of every school day. Teachers will take roll call in each class and keep a record of absences and tardiness.
- \* Students are ultimately responsible for this direct communication and for any work they miss during an absence. Students should contact their teacher.
- \* If students are unable to contact teachers for homework themselves, parents can e-mail the teachers directly to request missed work. Contact information can be found on our website. <https://css.sd33.bc.ca>
- \* Within a day of the absence, it is the responsibility of the student to provide the school with a guardian verification of the absence. A telephone call in advance is strongly recommended. Parents/Guardians can call the school (604-795-7295 Ext. 2) or email the office staff if a student in their care is going to be absent from class.
- \* If a student must leave school prior to the end of the day, he/she is to check out at the office after checking with his/her teacher for homework. The student must bring a written request from home stating the reason and signed by parent or guardian. If the student does not have a note, personnel in the office will attempt to contact the parents or guardians before the student is released from school.
- \* Students who are absent from their scheduled classes on the day of a co-curricular activity (i.e. athletics, etc.) shall not be allowed to participate in that activity. Exceptions will be made for verified doctor or dental appointments or where prior approval is obtained through the administration.
- \* Students who are absent from class and not prepared to go to class are required to report home. They must not loiter unsupervised in the school hallways, bathrooms, and parking lots.

### **AN UNEXCUSED ABSENCE**

An unexcused absence is an absence that occurs without valid parental or school consent and is normally treated as a truancy.



## **TRUANCY**

A truancy is when the student:

- \* Leaves school without signing out at the office.
- \* Is absent from school without prior permission of parents.
- \* Leaves a class without permission.
- \* Becomes ill and goes home or stays in the restroom instead of reporting to the office.
- \* Comes to school but does not attend class.
- \* Falsifies a parental notification.
- \* Is absent without the knowledge and consent of a parent, or absent from class after arriving on campus, without the knowledge and consent of the school.

## **PROCESS FOR DEALING WITH TRUANCIES**

Truancy will be cause for disciplinary action through our progressive discipline model. The following process will be followed:

### **STAGE 1**

The truancy is checked, confirmed, and documented by the classroom teacher. Unauthorized absences may result in a lunch time and/or after-school detention to make up the time missed. School detentions may be served with the classroom teacher. The truancy is reported to the appropriate vice-principal

### **STAGE 2**

After multiple truantries have been checked and confirmed by the classroom teacher, the teacher will report the repeat occurrences of truantries to the appropriate vice principal. The student will proceed to stage two of the attendance process.

The student will:

- \* Discuss the truancy with their vice-principal.
- \* Be assigned a yellow attendance card and possibly be assigned to a make-up session that will occur outside of instructional time.
- \* review their educational program with their vice-principal.
- \* Have their parent/guardian contacted.
- \* Have an email sent to their teachers.
- \* Have a follow meeting to check the yellow attendance card.
- \* Meet with their school counsellor, case manager, or youth worker to discuss ways to improve their attendance and rectify things that might be affecting their class attendance.





### **STAGE 3**

Failure to comply with the expectations set out by the vice-principal and failure to adequately fill out the yellow attendance card. The student will proceed to stage three of the attendance process.

The student will:

- \* Attend a meeting with their parent/guardian and their vice principal to discuss their attendance and educational program.
- \* Be assigned a red attendance card and be assigned to make-up sessions outside of instructional time.
- \* Have an email sent to their teachers.
- \* Have a follow meeting to check the red attendance card.
- \* Meet with their school counsellor, case manager, or youth worker to discuss ways to improve their attendance and rectify things that might be affecting their class attendance.

### **STAGE 4**

Further failure to comply with the expectations set out by the vice-principal and failure to adequately fill out the red attendance card. The student will proceed to stage four of the attendance process. At this stage the student is usually missing a large portion of their classes and their academic achievement is poor.

The student will:

- \* Meet with their vice-principal to discuss their educational program. The student could be withdrawn from classes where there have been large chunks of curricular competencies and content missed.
- \* Not be on campus when they have been withdrawn from classes in their schedule.
- \* Meet with their school counsellor to discuss their academic program and course credits within the graduation program.

### **STAGE 5**

When the student is continuing to miss their classes. The student will proceed to stage five of the attendance process. At this stage the student is usually missing a large portion of their classes and their academic achievement is poor in all the classes in which they are still enrolled.

The student will:

- \* Meet with their vice-principal to discuss their truancies and academic standing.
- \* Be referred to the District Resource Team where the student's educational program will be reviewed to see if there is a better placement in another program in the district.



# GRADUATION REQUIREMENTS FOR STUDENTS ENTERING GRADE 12 IN SEPTEMBER, 2020

## Credit Requirements Grade 10 - 12

**80 credits ...** total required for graduation (equivalent to 20, 4-credit courses from grade 10, 11 and 12)

### **52 credits are Required Courses, including:**

- Language Arts 10 (4 credits)
- Language Arts 11 (4 credits)
- Language Arts 12 (4 credits)
- Social Studies 10 (4 credits)
- A Social Studies 11 or 12 (4 credits)
- Science 10 (4 credits)
- A Science 11 or 12 (4 credits)
- A Mathematics 10 (4 credits)
- A Mathematics 11 or 12 (4 credits)
- Physical Education 10 (4 credits)
- A Fine Arts or Applied Skills 10, 11 or 12 (4 credits)
- Career Education 10 (2 credits)
- Career Education 11 (4 credits)
- Career Education 12 Capstone (2 credits)

### **28 credits are Elective Courses**

- Minimum of 12 credits at the Grade 12 level in addition to Language Arts 12
- All Ministry-Authorized and Board/Authority-Authorized courses count

### **Assessments**

Students are required to write the following assessments to fulfill grad requirements:

- The Literacy Assessment 10
- The Literacy Assessment 12
- The Numeracy Assessment 10.



### **Ministry Websites:**

Graduation Home:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/support/graduation>

Student Secure website:

<http://www.bced.gov.bc.ca/exams>

End of course assessments are written by students in academic courses. These formal assessments are worth a portion of the final grade in each course. The final assessments must be successfully completed before credit for the courses can be attained. These assessments must be written at the scheduled times during the assessment and reporting week. Students are to be available during the assessment and reporting week.