



2016 - 2017

STUDENT/PARENT HANDBOOK

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Pincher Creek, Alberta

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Web page: www.matthewhaltonschool.ca

MISSION STATEMENT

Empowering every student to achieve their goals and pursue their dreams

Name: _____

Address: _____

Phone: _____ Grade: _____

MATTHEW HALTON HIGH SCHOOL

Matthew Halton High School is named after the famous war correspondent, Matthew Halton. Matthew Halton was born in Pincher Creek and received his high school education here.

Matthew Halton chronicled events in Europe from 1933 and predicted that Hitler would bring destruction to Europe unless his military advances were checked and defeated by the Allies.

Matthew Halton declared: "That idealism is the only realism." He wrote -- "the hard headed realists -- (the Chamberlains and the Wheelers) have been wrong in every account -- and the woolly minded' idealists, right on every single account. If the dream of the idealists do not come true, this will be only the Second World War, not the last, and the world of our children will be darkling plains."

"Idealism Is The Only Realism"
-Matthew Halton

GENERAL OBJECTIVES OF MATTHEW HALTON HIGH SCHOOL

The objectives of Matthew Halton High School are:

1. To provide a learning environment where every instructional day is an enjoyable educational experience for students and teachers.
2. To provide instructional programs that ensure students the opportunity to meet the requirements for: provincial graduation, entry into the work place, or post-secondary studies.
3. To provide a learning environment where students develop an understanding of the rights and responsibilities for citizenship.
4. To provide a learning environment where students may experience and explore interests, aptitudes, and develop the attitudes, skills, and knowledge that would empower them to pursue learning throughout life.

MHHS Code of Conduct

Preamble

Our code of conduct clearly states attitudes and behaviors based on the school community's beliefs and values. It was achieved through the collaboration of students, parents, and teachers. Through the practice of learning and modeling of expected attitudes and behaviors, the code of conduct will help create a successful learning environment for all.

This code complies with the School Act of Alberta, Livingstone Range School Division #68 Board Policy, and the Alberta Teacher's Association Code of Professional Conduct..

The Purpose of the Code of Conduct: The purpose of a code of conduct is to create a successful learning environment that ensures:

- Individual responsibility and accountability to the school community.
- Mutual respect and belonging.
- The need for the emotional and physical safety of all.
- The need to protect the rights of all.

Nine areas form the code of conduct, and each has a brief description of the expectations for that area.

Consistency

Within Matthew Halton, consistency refers to both the set of expectations and the response to those expectations. At MHHS it is expected that:

- All individuals will uphold the same set of expectations.
- Staff will have a fair response to behavior in any given situation. Fair does not necessarily mean equal or the same.
- Staff and other adults will correct and respond appropriately to unacceptable behavior rather than ignore it.

Respect

It is expected that individuals at Matthew Halton will have consideration shown to them in all circumstances and in no way experience any personal violation. At MHHS it is expected that individuals will:

- Adhere to the expectations set out in the code of conduct.
- Treat others in a manner that allows everyone to feel safe both physically and emotionally (e.g. no bullying).
- Show consideration to self and others by the way one dresses.
- Treat the physical environment in a way that leaves it in its original (clean, usable) condition.

Appropriateness

Appropriateness in attitude and behavior will be suitable to the school environment. The school maintains a standard of behavior that supports and enhances learning. At MHHS it is expected that individuals will:

- Use words or pictures that are not derogatory, profane, or disrespectful.
- Dress in a manner that complies with the Standard for Acceptable Clothing at School as contained later in this agenda.
- Use school premises and property with respect for its intended use.
- Never photograph/record a student or staff member without their explicit permission as outlined in the School Act 12(h).
- Refrain from unwarranted touching or physical contact, including physical and verbal expressions of intimacy.

Harmony

Harmony results from a shared understanding and acting in accordance with that shared understanding. At MHHS it is expected that individuals will:

- Act in a way that is consistent with the objectives of the school and this code of conduct.
- Be responsible and accountable for one's attitudes and behaviours.

Ownership

Ownership is the understanding that attitudes and behaviours are choices made by each individual. These choices create outcomes for which each individual is responsible. At MHHS it is expected that individuals will take ownership for the following:

- Student achievement – students, teachers, parents, and the greater school community take individual ownership for their roles in student achievement.
- Attitude and behavior – individuals are responsible for his or her own attitude and behavior in terms of legal requirements and expectations set out in the code of conduct. Individuals will show ownership by accepting reasonable correction or consequences, if required.
- Attendance and punctuality – students and teachers alike are expected to be in attendance at school and on time, except for circumstances as outlined in section 12 of the School Act.
- Dress – students, teachers and visitors to the school are expected to dress according to the current standards of acceptable clothing at school as described in the student handbook
- School cleanliness – Individuals are responsible for cleaning up after themselves, whether in instructional areas, or common areas of the school;
- Supervision – all staff and parents in the building are responsible for supporting the code of conduct.

Learning

Learning is the primary function of a school. Students attend school to learn many things, including the required curriculum as outlined by Alberta Education. For learning to be successful, it is expected that individuals at MHHS will:

- Be prepared to learn.
- Support the right of others to learn by contributing to a positive learning environment.
- Have attitudes and behaviors that support learning.
- Recognize one's own learning needs and needs of others;
- As staff, respond with appropriate pedagogy to individual student learning needs.

Relationships

Relationships are the essence of human interactions. Positive relationships in the school are a key element to learner success. To foster positive relationships, it is expected that individuals at MHHS will:

- Treat others in the same way others **should** treat you.
- Demonstrate integrity by doing the right thing, even when no one is looking.
- Be honest in their dealings with each other (e.g.: no stealing, lying etc.);
- Respectfully interact with each other.

Belonging

All individuals that attend MHHS have a rightful place in the school, and a right to belong. For this belonging to exist for all, it is expected that individuals at MHHS will:

- Accept our diversity (cultural, religious, sexual orientation, etc.)
- Treat everyone as valued members of the school community,
- Give fair opportunity for all individuals to participate in school life,
- Withhold judgment until all facts are known,
- Respond appropriately to behavior and consequences, resolve the matter, and then move on,
- Give opportunity for all individuals to have a voice in the school and be heard;
- Act in a manner so that everyone is safe.

Safety and Security

All individuals need to be safe and secure while at school. For all to be safe, it is expected that individuals at MHHS will:

- Follow all procedures, rules, laws, that are in place to ensure our safety (fire drills, lock downs etc.),
- As visitors, report to the office and make known their presence and purpose in the school.
- Have designated space to store legal personal items.
- Report any unsafe behavior or circumstance to the appropriate staff member or administration.

MATTHEW HALTON HIGH SCHOOL STAFF

Teaching Staff

Mr. Burns	Sr. High Social Studies, NAPI Outreach
Mrs. Duncan	Sr. High CTS, Jr. & Sr. High School Math/Science, NAPI Outreach
Mr. Epp	Career and Technology Studies – Mechanics
Mr. Freer -	Assistant Principal
Ms. Gordon	Jr. High Core, Music
Mr. Harris.....	Career and Technology Studies – Construction
Mr. Hawke	Career and Technology Studies – Welding
Mr. Hockley	Jr. & Sr. High English
Mr. Lamont	Jr. & Sr. Science, Sr. Biology, 10-3 Math
Ms. Pearce	Art, Jr. Drama, Sr. English, Yearbook
Chef Robertson	Career and Technology Studies – Foods, Gr. 7 Social Studies
Ms. Robinson	Jr. English and Social Studies, Health, Jr. Academic Support
Mr. Schuler.....	Jr. & Sr. High School Math/Science
Mr. Sheen.....	Grade 7 Core, Jr. Computer, Robotics
Mrs. Tanner	Principal MHHS/NAPI Outreach
Mr. Taylor	Work Experience, Green Certificate Coordinator, RAP, Learning Support
Mr. Van Ormen.....	Gr. 7 Core, Gr. 8 Social Studies
Mr. Whitehead.....	Physical Education, Athletic Director

Parents seeking information regarding your son/daughter's progress or classroom related questions, please phone 627-4414 so that our secretary can connect you with your child's teacher or you may contact any of the staff via email.

Support Staff

Mr. Attrell.....	Child and Youth Care Worker
Ms. Dyer	Admin Assistant
Ms. Hankey	Admin Assistant
Mrs. Lowe.....	Teacher Assistant
Mrs. Morning Bull.....	Native Liaison Worker
Mr. Jonathan Clark	Librarian
Ms. Stewart	Family School Liaison
Mr. Schramm	Child and Youth Care Worker
Mrs. Byam	Commercial Kitchen

NAPI Outreach

Mr. Burns	Teacher
Mrs. Duncan	Teacher
Mrs. Marten	Teacher Assistant

A Great Resource for Parents, Teachers & Students

LearnAlberta.ca(www.learnalberta.ca) continues to provide engaging digital learning resources for Alberta students, teachers and parents.

When students, teacher and parents want to access LearnAlberta.ca from a computer outside of school, they will need to enter the following jurisdictional user ID and password **User ID: LA35 Password: 8917**. This can also be obtained from the learning commons coordinator.

The MHHS library is accessible online at <http://destiny.lrsd.ab.ca>. Click on Matthew Halton High School and again on the following page. Log in with your school username and password.

Another resource: www.careercruising.com provides career guidance for post-secondary and career interests. User name: matthew Password: halton

REGISTRATION

Pre-requisites for High School Academic Program

Grade nine academic results are used as pre-requisite standings for High School Academic Programming. The following chart outlines the CORE High School sequences available at Matthew Halton High School, along with recommended Grade 9 pre-requisite standings:

Program Sequence	Grade 9
Social Studies 10-1, 20-1, 30-1	65% or better
English 10-1, 20-1, 30-1	65% or better
Math 10C (Combined), to 20-1 or 20-2 (depending on standing in 10C), Math 30-1 or 30-2	65% or better
English 10-2, 20-2, 30-2	less than 50% to 64%
Social Studies 10-2, 20-2, 30-2	less than 50% to 64%
Math 10-3, 20-3	less than 50% to 64%
Science 14, 24	less than 50% or teacher recommendation

Senior High Registration

1. To register in Grade 10, the student must have a certificate or report card showing that he/she has been promoted to Grade 10. A birth certificate is also required. When a student registers in Grade 10, he/she will be required to proceed with a program that will include a course in each of the following areas: English, Social, Math, Science, and Physical Education. Exceptions to this program requirement may be considered and approved by the counsellor and administration.
2. To be registered in Grade 11, the student must have completed 35 high school credits prior to the beginning of that school year.
3. To be registered in Grade 12, the student must have completed 67 high school credits prior to the beginning of that school year.
4. Exceptions to the credit rule will be made for students who can show that completion of diploma requirements is possible before the end of that school year.

Distance Educational Courses

1. Students interested in complementing their school studies through “Blended Programming” are requested to see the academic counsellor.
2. Registration in Distance Education courses will be processed for students with scheduling conflicts or for those students that require courses not available through MHHS scheduled offerings.
3. If there are fees for the distance course, this will be the responsibility of the student/family.

Off Campus Education

Work Experience 15/25/35, Registered Apprenticeship Program (RAP), and Green Certificate are all regarded as being part of the Off-Campus Education Program. Students should see the Off Campus Coordinator for information and registration procedures. Students registered for Work Experience will be required to complete the following Career and Technology Studies Module:

HCS 3000: Workplace Safety Systems

Course Changes or Withdrawal from School

1. See a counsellor or an administrator.
2. All course changes must be processed by set dates (see calendar for specific dates).
3. If you are withdrawing from school, return all books and other school materials to your teachers and the library.

Course Completion

For Course Credits: A course is completed for credits when a student receives a final mark of 50 percent or more. Matthew Halton operates under a block funding model. This means that MHHS will receive funding (allotment determined by the Province) for students enrolled at MHHS as of September 30.

Course Outlines

Course outlines shall be provided to students the first week of class and shall include the following:

- learning outcomes
- text and reference material
- assessment procedure
- student responsibilities
- materials and supplies required

High School Diploma

To earn an Alberta High School Diploma, a student must:

1. Earn a minimum of 100 credits.
2. Complete, a minimum, and meet the standards of the following courses or course sequences:
 - a) English 30-1 or 30-2 or Français 30(15 credits)(15 credits)
 - b) Social Studies 30-1 or 30-2 (15 credits)
 - c) Mathematics 20 level (10 credits)
 - d) Science 20/24 or (10 credits)
Or Biology 20 or (10 credits)
Or Chemistry 20 or (10 credits)
Or Physics 20 (10 credits)
 - e) Physical Education 10 (3 credits)
 - f) Career and Life Management (CALM 20) (3 credits)
 - g) Career and Technology studies (CTS) (10 credits)
Or Fine Arts Or Second Languages, Or
PE 20 and/or 30, locally developed, RAP (10 Credits)
 - h) Any 30-level courses (including locally developed) in addition to
English 30-1 or 30-2 and Social Studies 30-1 or 30-2 (10 credits)

NEW: To view and print diploma exam result statements, order transcripts and more, visit <http://myPass.alberta.ca> to request access. myPass is an Alberta Education secure self-service website for high school students.

REPORT CARDS /PROGRESS REPORTS

Parents may access their child's progress through the Parent Viewer of our online reporting software. Parents may request a paper copy by communicating this to their child's teacher(s). Traditional Report Cards will be issued quarterly: November, February, April, and June. See calendar for specific dates. Marks for students on special programs will be identified as a modified mark. Senior High students receive course credits with a mark of 50% or better.

Student Assessment: Teachers are responsible for developing fair and just assessment procedures. Course evaluation details will be stated in the Course Outline.

Senior and Junior High Honour Roll and Awards

Students are eligible to receive Matthew Halton High School Achievement Awards and Honour Roll for courses taken at Matthew Halton High School or in combination with courses taken through our partner schools which include, Alberta Distance Learning Centre, NAPI Outreach School, and/or other Livingstone Range School Division Schools. Students would not be eligible to receive awards that require inclusion of courses or marks generated from centers or schools outside those mentioned above.

Students in Grades 10 or 11 must be enrolled in a minimum of 40 credits within the school year to be considered for Honour Roll. Graduating students must be enrolled in a minimum of 20 credits. Students in Junior High must have a full course load and/or be taking course through one of our partner schools mentioned above.

The Awards Committee will attempt to distribute the awards to include as many deserving students as is possible.

Senior High Honour Roll: Students must be enrolled in a full time program through Matthew Halton High School and/or through our partner schools (NAPI, ADLC) to be considered for Honour Roll. Core subjects (English Language Arts, Social Studies, Math, and Science) are weighted x 5 and all other electives, up to a maximum of the highest 6 credits, are weighted at 1.0. To receive Honour Roll status, students will have achieved an average of 80% or higher and will have no mark lower than 50% on any course within their program.

Junior High Honour Roll: Core courses (Mathematics, Sciences, Social Studies, and English Language Arts) are weighted at 1.0 and all other courses (complementary) are weighted at .25. To receive Honour Roll status, students will have achieved an average of 80% or higher and will have no mark lower than 50%.

Student Appeals: Students who feel that they have been unfairly graded or that a mistake has been made in the final grading of the course, in an assignment or test are encouraged to:

- a) Request a clarification or review of your marks from the teacher concerned.
- b) If the issue is not resolved, the principal will review the teacher's assessment after a student submits a formal written appeal.

Diploma Marks: Students wishing to appeal diploma marks are to see the academic advisor or the principal. Changes to school awarded marks with respect to diploma examination courses must be reported to Alberta Education before the official release date of the results statement.

Re-write of Diploma Exam: You may re-write a diploma exam without repeating the course. For English 30-1 and 30-2, you must re-write both parts of the exam in the same session. Your new transcript will show only the highest mark. Fee: (as determined in the current school year and is available on Alberta Education website).

Re-scoring of Diploma Exams: If you are dissatisfied with your diploma exam mark, you may ask to have your exam re-scored. The deadline and procedure for a re-scoring is on your results statement. A fee will be charged for re-scoring but this will be refunded if your exam mark is raised by more than 5%. **NOTE: *Your re-scored mark becomes your final mark, even if it is lower.***

Experiential Learning Week

Matthew Halton High School will continue to provide this learning opportunity for students. These weeks (one in each semester) are intended to engage students in high interest and authentic learning experiences where students gain practical knowledge, skills and/or credentials to help better prepare them for the work force, career interests, post-secondary training/education, and/or skill acquisition in hands-on learning environments.

REGISTRATION FEES

Instructional Materials and Supplies	\$50.00
Division Tech Fee	\$10.00
Student Council Fee	\$6.00
Yearbook (Optional)	\$30.00
Programming Support	\$15.00
Junior High Complementary Program	\$50.00
Grade 7, 8, 9, 10 PE Fee	\$35.00
<u>Total Fee Grade 7, 8, 9 (excluding yearbook):</u>	<u>\$166.00</u>
<u>Total Fee Grade 10 (excluding yearbook):</u>	<u>\$116.00</u>
<u>Total Fee Grade 11 and 12 (excluding yearbook):</u>	<u>\$81.00</u>

Senior High Foods, Shop, Art Class: There is an additional fee of \$25.00 per class for the following classes: Foods, Construction, Art, Mechanics & Welding. Please note that if the industrial education project exceeds the \$25.00 cost, the actual cost of the project will prevail. These fees are payable upon enrolment in the class.

Payment of Fees

Senior High Fees & Junior High Fees are due the first day of school. Post-dated cheques (payable to Matthew Halton High School) will be accepted. If a payment plan is required to pay for student fees, please contact the principal to work out details (627-4414). Information regarding online payment will be received on the first day of school (School Cash online).

All students will be required to complete a "Locker Use Agreement" upon registration along with a complete registration package to be updated every 3 years.

ATTENDANCE POLICY

Rationale

Matthew Halton High School believes that:

1. attendance increases student learning and success.
2. attendance is the responsibility of the student and parent.
3. attendance should be a priority for all students and parents.
4. students and parents are responsible for communicating reasons for absences.
5. the school is responsible for reporting student absences to parents.
6. the key to minimizing absences and their effects on student learning is through good communication between home and school.

The school wishes to work with parents and students to ensure attendance. Good attendance is important so that students can maximize their learning and therefore be more successful. In accordance with LRSD policy, a critical benchmark attendance level of 90% may be utilized. Please refer to LRSD Administrative Procedure 330: Student Attendance.

School Board Policy

Under the School Act, schools are charged with implementing compulsory school attendance for students. Students who by September 1 are between 6 and 19 years of age have a right to access school and are expected to attend school. The School Act Section 13(3) outlines the reasons why a student may be excused from attending school for legitimate reasons. School Board Administrative Procedures Policy 330, Procedure 5 states, the school administration is assigned the responsibility of determining whether an absence shall be classified as excusable or inexcusable. Excusable absences shall include:

- a. Illness,
- b. Religious holidays of the denomination to which the student belongs,
- c. An imposed suspension being in place,
- d. Expulsion of a student,
- e. Medical or legal appointments,
- f. Compassionate reasons (i.e., death or serious illness in the family),
- g. Family supervised activity, with prior school notification,
- h. Other reasons as approved by school administration.

Protocols for Parents/Guardians

What to do before or when any absences occur:

1. Students who must leave school during the school day, for whatever reason (e.g. medical/dental appointment, illness, etc.) are required to record when they leave in the sign-out book in the office. Students will also sign back in so that the school can keep accurate records.
2. Parents who know ahead of time about excused absences (e.g. medical appointments/procedures, bereavement ceremony, etc.) will contact the school so the programming needs can be met.
3. Parents who are planning to remove their child for family supervised activities need to clearly communicate their plans, in advance (two weeks), to the school. ***We highly recommend that parents carefully consider the educational effects fully before removing their children from school.*** Teachers are not expected to re-teach lessons under these circumstances. The administrator will discuss the implications of the anticipated absence with the parent.
4. If your child is absent, contact the school office at 627-4414 or send a note with your child to the school office indicating the reason, date(s), and time of the absence.

What the school will do if your child is absent:

1. When the office receives notification from the parent/guardian as to the reason, date(s), and time of the absence, the administrator will determine if the absence is excused. If it is, the office staff will record that the absence has been excused within our school attendance program. The absence will remain as "Unexcused" until such time that we hear from the parent/guardian to determine whether the nature of the absence is excused or unexcused. An automated phone call will be made should your son/daughter be absent during the school day.
2. If it becomes evident to the subject teacher that the number of absences and or the loss of instructional time due to being excessively late to class are significant, then the subject teacher will contact home with the aim of developing a plan to improve attendance.
3. If no improvement is shown, teachers may respond in, but are not limited to, any of the following options:
 - a. Enacting their own classroom disciplinary actions to address student absences;
 - b. Referral to the Native Liaison Worker;
 - c. Referral to a Family Support Liaison Worker.
4. It is not expected that teachers re-teach lessons to students who have unexcused absences.
5. If there is continued and significant loss of instructional time, the student will be referred by the classroom teacher to the School Based Team and a course of action will be identified by the team. This course of action will include, a meeting involving the student, their parent(s), teachers, administration, counsellor to find ways of supporting the student to improve their attendance. An action plan will be developed, agreed to by all parties, and kept in the students file. The course of action may include, but is not limited to:
 - a. An in-school suspension or alternate work location. During the in-school suspension, at the discretion of the school, the student may be permitted to catch up on missed work and still have it assessed;
 - b. Regular scheduled parental contact;
 - c. Alternate programming;
 - d. Other ideas/suggestions identified at the meeting.
6. If there is continued loss of instructional time, the administrator will consult with the student's teachers and the administrator may then inform the parent of a referral to the attendance officer (see LRSD Administrative Procedure 331).
7. Report the achieved mark to Alberta Learning (for high school students) at the conclusion of the course.
8. In a situation where a high school student has had an established history of poor attendance in a completed semester or year, they may be requested to enter into an attendance contract with administration prior to registering in any courses in the next school semester or year. This will include signing of the contract by both student and parent.

Learning Support Services

Livingstone Range School Division school staffs strive to work together with all students with special needs and parents to design appropriate programming for all students based on shared information. Any concerns can be addressed at the school level with the Learning Support Teacher and Principal and then, if necessary, with the jurisdiction to determine the needed next steps (Policy 14, Livingstone Range School Division #68). Further problem solving might involve the Superintendent of Schools, the School Board or the Minister of Education.

School Based Team (SBT) Philosophy -To develop in MHHS a cooperative and supportive team approach for the purpose of providing the most appropriate and the best possible educational means for meeting the needs of the students within the school. Members of the team include the Principal, Asst. Principal, Learning Support Teacher, Guidance Counsellor, Family Liaison Worker(s), Native Liaison Worker, teachers who have made referrals, and teachers who teach students who have been referred.

The group will gather information to plan an appropriate course of action for individual students. The course of action will be dependent upon each student and the academic and/or behavioral circumstance that led to the referral.

Learning Support Teacher: This position involves co-ordination of facets of the responsibilities of the learning support team. It acts as a conduit of information and resources to and from jurisdictional levels, local school administration, and thus through the learning support team to the staff, students, and parents. It is accountable for the follow-through on completion of the strategies within the learning support plan arrived at through team planning, staff collaboration, and administrative approval.

NAPI Outreach Program: Affiliated with the Napi Centre in Pincher Creek, this programming is to provide students with alternate means to attain course credit. It provides flexible scheduling and offers courses in association with Alberta Distance Learning Center. Students attend either full time or have blended programs where some courses are taken at Matthew Halton while some courses are provided at the Outreach school.

Native Youth and Family Liaison Program: With the support the Livingstone Range School Division, this program embraces the mission to “work with native students and families, Kindergarten to Grade 12; to provide support and assistance so that the children may achieve spiritual, academic, personal and social success, and a cultural identity.” The workers will provide the following services: assess student and family needs; assist student and families to access services in the community; provide counselling for children, parents or families where/when appropriate; as establish both preventative and educational programming for spiritual, cultural and self-esteem building for groups of children, parents and/or school staff.

Guidance Service: Guidance services are provided for the students' benefit. You may feel free to make an appointment or just come in and talk to the counsellor at any time. He/she can help you with any problems you may be having concerning vocational and educational planning, scholarships, studying, personal difficulties at school or home, and for finding out more information concerning your future.

Junior High Assessment Days

Rationale:

In keeping with LRSD Administrative Procedure 360: Assessment and Reporting of Student Achievement, Matthew Halton High School allows students an opportunity to be assessed/reassessed on outcomes that they have not yet met.

Assessment Procedure 10 reads: Teachers need to provide students with more than one opportunity, when necessary, to demonstrate their ability to meet learner outcomes within reasonable timelines and Grading and Reporting Procedure 10 reads: If there is not enough evidence of a student's level of proficiency because of missing summative information or academic dishonesty, the student will initially receive an incomplete. In discussion with the teacher and parents, students will be given a reasonable amount of time to provide acceptable evidence for learning.

Three days are set aside within the school year (see calendar) as an opportunity for teachers to have students come in and either complete missing assignments or redo/reassess students as needed to improve their grade in a given class.

Students who are currently passing all core courses **and** who have completed all assignments in core subjects will be excused from coming to school for these three days. All other students are required to attend school until all of their core teachers determine that they have achieved a satisfactory standard in their core courses and have no outstanding work.

Please note that attendance during these days is not optional for students who have outstanding work or are failing a core course. It is imperative that they attend school these days so that they access this opportunity to improve their grade.

Graduation & Awards Ceremony

To honour the hard work and achievement of our students, MHHS has an annual Awards Day.

The Cap and Gown Ceremony is held at the end of the school year and is reserved for those students who have registered and received credit (pending diploma exam results) in all required courses needed to meet Alberta Education's requirements for graduation.

Extra-curricular & Co-curricular Activities

Extra-curricular Programs are promoted as they provide an extended learning dimension. These events are scheduled to have a minimum time away from regular classes. Bussing plus all other related field trip costs would be charged out on a pro-rated basis to the participating students.

Matthew Halton offers a wide variety of extra-curricular activities for students. We encourage your participation. Some such clubs and activities are as follows:

FNMI Club, Rodeo, Student Council, Social Justice, Students Inspiring Change

Extra-Curricular sports: Volleyball, Basketball, Track and Field, Cross Country Running, Rugby, Badminton, Baseball, etc.

Sports Fees: Cheques payable to "Matthew Halton School" covering the sport fee must be submitted to the office *before the first scheduled league game*. The athletic director will set fees prior to the season.

Transportation of Students by Private Vehicle

- MHHS busses will be used for all trips.
- Students are not permitted to transport other students to school sanctioned events or activities.

Learning Commons

The Learning Commons provides an extensive range of books, magazines, and other learning materials including internet use and audio/visual equipment. This is both a physical and virtual space and will be used for a variety of purposes including providing a study area, a collaborative space, and/or offer accessibility to a wide variety of technology.

- Operational times are 8:41 a.m. – 3:30 p.m. Monday, Wednesday and Friday.
- Students will be billed for lost or damaged items.
- Students with overdue books or unpaid charges will have their check-out privileges suspended until such materials have been returned and outstanding charges paid.
- Certain materials are for in-house use only.
- Reference materials are not to be checked out by students.
- School equipment may be signed out under special conditions.

Textbook Rental

- Textbooks are provided for rental as a convenience for parents & students. Abuse of this service may result in withdrawal of borrowing privileges.
- Students may check out one copy of a textbook for themselves. Students are responsible for the text books that they sign out and should exercise caution to ensure that the book they sign out is the book that is returned.
- Textbooks must be returned before or during the time period scheduled for final exams.
- Students will be billed replacement cost for textbooks not returned. Based on the replacement value of the book, a depreciation schedule of 10% per year up to 50% on the fifth and subsequent years will apply.
- Removal of or writing on barcodes is considered as damage to the textbook. It may also remove the means of checking the book which will result in an unreturned textbook and subsequent charges.

Telephones: There is a student phone in the hall. Classroom phones may be used under teacher direction.

School Cleanliness: Everyone is responsible for the cleanliness of the school. Please do your part to help us keep your school an attractive and pleasant place to be. Food may be consumed in the Hawk's Nest Cafeteria or outside of the school

Lockers: It is the student's responsibility to safeguard personal possessions.

- Lockers are issued to all students on an individual basis. *Students shall not change lockers without office approval.*
- Students are responsible for the cleanliness and contents of their lockers.
- A lock will be issued to students and an up-to-date record of lock numbers and combinations will be kept in the school office. Students must not share their locker combination with others.
- In case of loss of the first combination lock, a second will be issued to the student upon payment of the total cost of the lock.
- Locks not issued by the school *will be removed.*

Students bringing personal items to school

Students will assume responsibility for all personal items they bring to school. These items include, but are not limited to, items as cell phones and other electronic devices. **Do not leave these items unattended.**

Pupil Accident or Illness

- Students shall report any accident or illness to a teacher.
- School staff shall not provide or administer non-prescription medication to students.

Dances

- Dances are open to Matthew Halton High School students who are in good school standing. Students are subject to the code of conduct for any school-sanctioned event. All coats and backpacks will be searched and will remain in a designated area for the duration of the dance.
- Students from other schools will be permitted to Matthew Halton dances **ONLY** if their name is on an approved list received from the school's principal no later than 4:00 p.m. on the school day of the dance. If the dance is on a weekend, the list must be submitted on the last school day preceding the dance. Please note that if students are absent from school for the day or any part of the day that a dance is scheduled and do not have an excusable reason, they may not attend the dance.
- One time entry
- Guests are subject to the approval of the principal or designate. A guest who accompanies a MHHS student to a dance is expected to follow all school and activity rules as outlined in the School Code of Conduct and/or as directed by activity organizers, supervisors, or staff.
- A MHHS student who is accompanied by a non-registered student to an activity must take responsibility for that individual(s). If a disciplinary issue occurs which warrants removal of an individual, both the MHHS student and all their invited guest(s) will be requested to leave. The MHHS student will also be subject to disciplinary action as though they had committed the violation. This disciplinary response will be determined by the school principal or designate. The RCMP may be contacted if deemed necessary by the principal or designate.
- The age of invited guests is restricted to the typical ages of students from Grades 7 – 12. Maximum age is 19.

Smoking, Alcohol, and Drugs

- Smoking and snuff chewing is not permitted on school property.
- The possession and/or use of illegal drugs, drug paraphernalia, or alcohol in the school or on school campus are prohibited.
- Students found smoking or chewing snuff on school property, or concerns of possible involvement with the use of alcohol or illegal drugs, will be referred to the administration for disciplinary action. This policy extends to students on, or involved in, school-sponsored activities. Students suspended will only be reinstated after a conference is held with parents/guardians, student, and principal.

Fighting

Students participating in fighting will be subject to disciplinary action. Students who attend a fight, promote a fight, encourage a fight in any way, record the incident, or participate in distribution of recorded incidents are also subject to disciplinary action.

Bullying

The School Act defines bullying as, “(b.1) “bullying” means repeated and hostile or demeaning behaviour by an individual in the school community where the behaviour is intended to cause harm, fear or distress to one or more other individuals in the school community, including psychological harm or harm to an individual’s reputation;”

Student responsibilities according to the School Act 2015 Section 12 (h), “A student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

(h) refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;”

MHHS response to bullying:

1. Student tells bully to stop
2. Student tells teacher – teacher meets with bully
3. Tell teacher – teacher meets with bully and informs bully parent
4. Tell teacher – teacher informs admin and admin meets with bullies parent and bully (depending on the circumstance, this meeting may also involve victim/and victim parent in a restorative practice like setting)
5. Tell teacher – 3 day suspension (with post-suspension meeting)
6. Tell teacher – 5 day suspension (with post-suspension meeting)
7. Tell teacher – 5 day suspension with recommendation for expulsion

Standards for Acceptable Clothing

The acceptable standards for clothing at school include the following:

- All clothing or combination of clothing that provides for no space between the pants and shirt when standing with arms by your side.
- All clothing with slogans, advertising, and graphics are allowed except those with nudity, any profanity, words or pictures that would be offensive, graphic violence, or those promoting drug or alcohol use in any way.
- All clothing that covers up to approximately half of the student's upper leg.
- All clothing that is modest in regards to neckline, style, or material. If there is any question or dispute on this, an administrator will have complete discretion for this decision.
- All hats are acceptable for the hallways and common area, however students are asked to remove them in the classrooms where teachers have requested that they be removed.
- Grad and spring celebration dresses are exempt from the standards listed above.
- If a student has clothing that does not meet the standard they will be asked to change their attire. It may be necessary to ask student to remain in the office until the student can change their clothes.
- If a student feels their clothes meet the standard, the staff member may seek the opinion of an administrator. Under parental approval, students may be excused from school to return home to change during class time.

Physical Education Dress Code: The following items are required to meet the Physical Education Dress Code: shorts, t-shirt, clean socks, clean running shoes, sweat pants are optional.

EXAMS

Alberta Education Diploma Exams are required for:

Math 30-1, Math 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, English 30-1, 30-2, Social Studies 30-1, 30-2. The final mark is a combination of 70% of the school mark and 30% of the Diploma Exam mark.

Final Exam Regulations

If alternate arrangements for **classroom final examinations** are needed, parents must submit a written request to the principal at least two weeks prior to the scheduled examinations. Approval may be granted on an individual basis after the principal consults with teachers. Please note that **Diploma Examination dates and times are determined by Alberta Education and are not flexible**. The Junior High School final examination schedule and Grade 9 Achievement Exams will run concurrently with the Alberta Education Diploma Exam Schedule.

Grade Nine Achievement Exams

All regular grade nine students will write the Alberta Education Achievement Exams in Math, Science, Language Arts, and Social Studies. A percentage of the Achievement Exam will contribute to the student's final mark.

Achievement Test Administration Schedule: January 2017

Note: Achievement tests **must** be administered according to the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Examination Administration (see the *Administration Directives, Guidelines & Procedures* section).

All students are permitted an additional one-half hour to complete a test.		
Thursday, January 19	9:00 – 11:00 A.M. 9:00 – 10:20 A.M.	Grade 9 English Language Arts Part A Grade 9 K&E English Language Arts Part A
Friday, January 20	9:00 – 11:00 A.M.	Grade 9 Français/French Language Arts Partie A
Monday, January 23	9:00 – 10:20 A.M. 9:00 – 10:15 A.M.	Grade 9 Social Studies Grade 9 K&E Social Studies
Tuesday, January 24	9:00 – 10:15 A.M. 9:00 – 10:15 A.M.	Grade 9 Science Grade 9 K&E Science
Wednesday, January 25	9:00 – 10:30 A.M. 9:00 – 10:15 A.M.	Grade 9 Mathematics Grade 9 K&E Mathematics
Thursday, January 26	9:00 – 10:15 A.M. 9:00 – 10:15 A.M.	Grade 9 English Language Arts Part B Grade 9 K&E English Language Arts Part B
Friday, January 27	9:00 – 10:15 A.M.	Grade 9 Français/French Language Arts Partie B

***NEW Achievement Test Administration Schedule: May/June 2017**

Note: Achievement tests **must** be administered according to the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Examination Administration (see the *Administration Directives, Guidelines & Procedures* section).

All students are permitted an additional one-half hour to complete a test.

May 2017

Tuesday, May 9	9:00 – 11:00 A.M.	Grade 6 Français/French Language Arts Partie A
	9:00 – 11:00 A.M.	Grade 9 English Language Arts Part A
	9:00 – 10:20 A.M.	Grade 9 K&E English Language Arts Part A
Thursday, May 11	9:00 – 11:00 A.M.	Grade 6 English Language Arts Part A
	9:00 – 11:00 A.M.	Grade 9 Français/French Language Arts Partie A

June 2017

Friday, June 16	9:00 – 10:00 A.M.	Grade 6 Français/French Language Arts Partie B
Monday, June 19	9:00 – 10:00 A.M.	Grade 6 English Language Arts Part B
Tuesday, June 20	9:00 – 10:15 A.M.	Grade 6 Mathematics
Wednesday, June 21	ABORIGINAL DAY	No Tests Scheduled
Thursday, June 22	9:00 – 10:00 A.M.	Grade 6 Social Studies
Friday, June 23	9:00 – 10:00 A.M.	Grade 6 Science
	9:00 – 10:15 A.M.	Grade 9 Français/French Language Arts Partie B
Monday, June 26	9:00 – 10:20 A.M.	Grade 9 Social Studies
	9:00 – 10:15 A.M.	Grade 9 K&E Social Studies
Tuesday, June 27	9:00 – 10:15 A.M.	Grade 9 English Language Arts Part B
	9:00 – 10:15 A.M.	Grade 9 K&E English Language Arts Part B
Wednesday, June 28	9:00 – 10:30 A.M.	Grade 9 Mathematics
	9:00 – 10:15 A.M.	Grade 9 K&E Mathematics
Thursday, June 29	9:00 – 10:15 A.M.	Grade 9 Science
	9:00 – 10:15 A.M.	Grade 9 K&E Science

****NEW Diploma Exams Schedule: January 2017***

Diploma exams **must** be administered according to the scheduled dates and times.

All diploma exams, **except** those that are **asterisked**, remain **secured** after administration.

Monday, January 16	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
Tuesday, January 17	9:00 A.M. – 12:00 P.M. 9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Wednesday, January 18	9:00 A.M. – 12:00 P.M.	Français 30–1 Partie A French Language Arts 30–1 Part A*
Friday, January 20	9:00 A.M. – 11:30 A.M. 9:00 A.M. – 12:00 P.M.	Français 30–1 Partie B French Language Arts 30–1 Part B
Monday, January 23	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Tuesday, January 24	9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Wednesday, January 25	9:00 A.M. – 12:00 P.M.	Mathematics 30–1 Mathematics 30–2
Thursday, January 26	9:00 A.M. – 12:00 P.M.	Biology 30
Friday, January 27	9:00 A.M. – 12:00 P.M.	Chemistry 30
Monday, January 30	9:00 A.M. – 12:00 P.M. 1:00 P.M. – 4:00 P.M.	Physics 30 Science 30

****NEW Diploma Exams Schedule: April 2017***

During the April session, all writers must be **registered** to write or rewrite diploma exams (see Eligibility to Write in November and April Sessions in the *Security & Exam Rules* section).

Diploma exams **must** be administered according to the scheduled dates and times.

All diploma exams remain secured after administration.		
Wednesday, April 5	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part A English Language Arts 30–2 Part A
Thursday, April 6	9:00 A.M. – 12:00 P.M.	Social Studies 30–1 Part(ie) A
	9:00 A.M. – 11:30 A.M.	Social Studies 30–2 Part(ie) A
Friday, April 7	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Monday, April 10	9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Tuesday, April 11	9:00 A.M. – 12:00 P.M.	Mathematics 30–1 Mathematics 30–2* Digital Only
	1:00 P.M. – 4:00 P.M.	Chemistry 30
Wednesday, April 12	9:00 A.M. – 12:00 P.M.	Biology 30
	NEW 1:00 P.M. – 4:00 P.M.	Science 30 Digital Only
Thursday, April 13 *NEW	9:00 A.M. – 12:00 P.M.	Physics 30

****NEW Diploma Exams Schedule: June 2017***

Diploma exams **must** be administered according to the scheduled dates and times.

All diploma exams, **except** those that are **asterisked**, remain secured after administration.

Thursday, June 15	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part A* English Language Arts 30–2 Part A*
Friday, June 16	9:00 A.M. – 12:00 P.M. 9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) A* Social Studies 30–2 Part(ie) A*
Monday, June 19	9:00 A.M. – 12:00 P.M.	Français 30–1 Partie A French Language Arts 30–1 Part A*
Tuesday, June 20	9:00 A.M. – 11:30 A.M. 9:00 A.M. – 12:00 P.M.	Français 30–1 Partie B French Language Arts 30–1 Part B
Wednesday, June 21	National Aboriginal Day – No Exams Scheduled	
Thursday, June 22	9:00 A.M. – 12:00 P.M.	English Language Arts 30–1 Part B English Language Arts 30–2 Part B
Friday, June 23	9:00 A.M. – 11:30 A.M.	Social Studies 30–1 Part(ie) B Social Studies 30–2 Part(ie) B
Monday, June 26	9:00 A.M. – 12:00 P.M.	Mathematics 30–1 Mathematics 30–2
Tuesday, June 27	9:00 A.M. – 12:00 P.M.	Chemistry 30
Wednesday, June 28	9:00 A.M. – 12:00 P.M.	Biology 30
Thursday, June 29	9:00 A.M. – 12:00 P.M. 1:00 P.M. – 4:00 P.M.	Physics 30 Science 30* (French version is digital only)








Note: Wednesday, June 21, 2016 is Aboriginal Day—no diploma exams are scheduled



****NEW: MHHS Bell Schedule 2016-17**

Time	Mon.	Tue.	Wed.	Thur.	Fri.	Time	Special Events Schedule				
							Early Assembly (35 Min. Blocks)		Late Assembly (35 Min. Blocks)		
8:38	3 min warning bell					8:38					
8:41 to 9:20	1A	1A	1A	1A	1A	8:41 to 9:12	72 minute Special Events	8:41 - 9:53	1A	8:41 to 9:16	
					1B	9:12 to 9:43			1B	9:16 to 9:51	
9:20 to 9:59	1B	1B	1B	1B	3 min		3 min		3 min		
9:59 to 10:02	3 min break					2A	9:46 to 10:17	1A	9:56 to 10:31	2A	9:54 to 10:29
10:02 to 10:42	Pathway to Success										
10:42 to 10:45	3 min break										
10:45 to 11:24	2A	2A	2A	2A	2B	10:17 to 10:48	1B	10:31 to 11:06	2B	10:29 to 11:04	
					21 min	"Scrunch"	3 min		Lunch 11:04 to 11:49		
11:24 to 12:03	2B	2B	2B	2B	3A	11:09 to 11:40	2A	11:09 to 11:44	3 min Warning Bell		
					3B	11:40 to 12:11	2B	11:44 to 12:19	3A	11:52 to 12:27	
12:03 to 12:48	Lunch 45 min.					3 min		Lunch 12:19 to 1:04		3B	12:27 to 1:02
12:48 to 12:51	Warning Bell							3 min Warning Bell		3 min	
12:51 to 1:30	3A	3A	3A	3A	4A	12:14 to 12:45	3A	1:07 to 1:42	4A	1:05 to 1:40	
					4B	12:45 to 1:16	3B	1:42 to 2:17	4B	1:40 to 2:15	
1:30 to 2:09	3B	3B	3B	3B			3 min		3 min		
2:09 to 2:12	3 min break							4A	2:20 to 2:55	72 minute Special Events	2:17 - 3:30
2:12 to 2:51	4A	4A	4A	4A			4B	2:55 to 3:30			
2:51 To 3:30	4B	4B	4B	4B							

Matthew Halton High School 2016-2017

						SEPTEMBER					OCTOBER				
Superscript Numbers: School Days ⁽¹⁾ and ⁽²⁾  School Closed  Jr. High Assessment Day  No School Jr. High 7-9  Experiential Learning Week  Planning Days  End of Terms for Jr. High  Parent Teacher Interviews & Report Card Pick Up						M	T	W	T	F	M	T	W	T	F
						29	30	31	1 ⁽¹⁾	2 ⁽²⁾	3 ⁽¹⁾	4 ⁽²⁾	5 ⁽¹⁾	6 ⁽²⁾	7
						5	6 ⁽¹⁾	7 ⁽²⁾	8 ⁽¹⁾	9 ⁽²⁾	10	11 ⁽¹⁾	12 ⁽²⁾	13 ⁽¹⁾	14 ⁽²⁾
						12 ⁽¹⁾	13 ⁽²⁾	14 ⁽¹⁾	15 ⁽²⁾	16 ⁽¹⁾	17 ⁽²⁾	18 ⁽²⁾	19 ⁽²⁾	20 ⁽²⁾	21 ⁽²⁾
						19 ⁽²⁾	20 ⁽¹⁾	21 ⁽²⁾	22 ⁽¹⁾	23	24 ⁽¹⁾	25 ⁽²⁾	26 ⁽¹⁾	27 ⁽²⁾	28 ⁽¹⁾
						26 ⁽²⁾	27 ⁽¹⁾	28 ⁽²⁾	29 ⁽¹⁾	30 ⁽²⁾	31 ⁽²⁾				
						NOVEMBER						DECEMBER			
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
	1	2 ⁽¹⁾	3 ⁽²⁾	4 ⁽¹⁾				1 ⁽²⁾	2 ⁽¹⁾	2	3	4	5	6	
7 ⁽²⁾	8 ⁽¹⁾	9 ⁽²⁾	10 ⁽¹⁾	11	5 ⁽²⁾	6 ⁽¹⁾	7 ⁽²⁾	8 ⁽¹⁾	9 ⁽²⁾	9 ⁽¹⁾	10 ⁽²⁾	11 ⁽¹⁾	12 ⁽²⁾	13 ⁽¹⁾	
14 ⁽²⁾	15 ⁽¹⁾	16 ⁽²⁾	17 ⁽¹⁾	18 ⁽²⁾	12 ⁽¹⁾	13 ⁽²⁾	14 ⁽¹⁾	15 ⁽²⁾	16 ⁽¹⁾	16 ⁽²⁾	17 ⁽¹⁾	18 ⁽²⁾	19 ⁽¹⁾	20 ⁽²⁾	
21 ⁽¹⁾	22 ⁽²⁾	23 ⁽¹⁾	24 ⁽²⁾	25	19 ⁽²⁾	20 ⁽¹⁾	21 ⁽²⁾	22 ⁽¹⁾	23 ⁽²⁾	23 ⁽¹⁾	24 ⁽²⁾	25 ⁽¹⁾	26 ⁽²⁾	27 ⁽¹⁾	
28 ⁽¹⁾	29 ⁽²⁾	30 ⁽¹⁾			26	27	28	29	30	30 ⁽²⁾	31				
FEBRUARY						MARCH					APRIL				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
		1 ⁽¹⁾	2 ⁽²⁾	3 ⁽¹⁾			1 ⁽¹⁾	2 ⁽²⁾	3 ⁽¹⁾						
6 ⁽²⁾	7 ⁽¹⁾	8 ⁽²⁾	9 ⁽¹⁾	10	6 ⁽²⁾	7 ⁽¹⁾	8 ⁽²⁾	9 ⁽¹⁾	10 ⁽²⁾	3 ⁽¹⁾	4 ⁽²⁾	5 ⁽¹⁾	6 ⁽²⁾	7 ⁽¹⁾	
13 ⁽²⁾	14 ⁽¹⁾	15 ⁽²⁾	16 ⁽¹⁾	17 ⁽²⁾	13 ⁽¹⁾	14 ⁽²⁾	15 ⁽¹⁾	16 ⁽²⁾	17 ⁽¹⁾	10 ⁽²⁾	11 ⁽¹⁾	12 ⁽²⁾	13 ⁽¹⁾	14	
20	21	22	23	24	20 ⁽²⁾	21 ⁽¹⁾	22 ⁽²⁾	23 ⁽¹⁾	24	17	18	19	20	21	
27 ⁽¹⁾	28 ⁽²⁾				27 ⁽²⁾	28 ⁽¹⁾	29 ⁽²⁾	30 ⁽¹⁾	31 ⁽²⁾	24 ⁽²⁾	25 ⁽¹⁾	26 ⁽²⁾	27 ⁽¹⁾	28 ⁽²⁾	
MAY						JUNE									
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
1 ⁽²⁾	2 ⁽²⁾	3 ⁽²⁾	4 ⁽²⁾	5 ⁽²⁾				1 ⁽¹⁾	2 ⁽²⁾						
8 ⁽¹⁾	9 ⁽²⁾	10 ⁽¹⁾	11 ⁽²⁾	12 ⁽¹⁾	5 ⁽¹⁾	6 ⁽²⁾	7 ⁽¹⁾	8 ⁽²⁾	9 ⁽¹⁾						
15 ⁽²⁾	16 ⁽¹⁾	17 ⁽²⁾	18 ⁽¹⁾	19	12 ⁽²⁾	13 ⁽¹⁾	14 ⁽²⁾	15 ⁽¹⁾	16 ⁽²⁾						
22	23 ⁽²⁾	24 ⁽¹⁾	25 ⁽²⁾	26 ⁽¹⁾	19 ⁽¹⁾	20 ⁽²⁾	21 ⁽¹⁾	22 ⁽²⁾	23 ⁽¹⁾						
29 ⁽²⁾	30 ⁽¹⁾	31 ⁽²⁾			26	27	28	29	30						

Matthew Halton High School 2016-2017 School Year Calendar

August

Staff planning days: August 29, 30, and 31
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September

First Day of School: Thursday September 1
Labour Day: Monday September 5
School Assembly: Tuesday September 6
Course Withdrawal Form: Friday September 16
Picture Day: Friday, September 16
Staff Planning, collaboration day: Friday September 23 (no school for students)
3-Way Conferencing: Monday September 26 (no school for junior high students)

October

October:
Interschool Collaboration Day: Friday October 7 (no school for students)
Thanksgiving Day: Monday October 10 (school closed)
Experiential Learning Week: Monday October 17-Friday October 21

November

Divisional Day: November 1
Picture Retakes: November 4
Remembrance Day Assembly: Thursday November 10 (dependent on guest availability)
Remembrance Day: Friday November 11 (school closed)
Last Day Term 1: November 10 (Jr. High)
Parent teacher interviews and report cards:
Tuesday November 22: 5:00-8:00 pm
Thursday November 24: 4:00-7:00 pm
Grade 12 Orientation: Tuesday November 22 (during interviews-time TBA)
Staff Planning, collaboration day: Friday November 25 (no school for students)
Junior High Assessment Day: November 28

December

Christmas Break: December 24-January 8 (school closed)
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January

First day of school after Christmas break: Monday January 9
Last day of classes Semester 1 (high school): Friday January 20
Diploma exams and PATs (see exam schedule)
Junior High Assessment Day: January 25
Last day of first semester: Tuesday January 31 (no school for students)

February

First day of second semester: Wednesday February 1
Report card pick-up: Friday February 3
School Assembly: Wednesday February 8
Inter-school Collaboration Day: February 10
Course Withdrawal Deadline: Friday February 17
Family Day: Monday February 20 (school closed)
Days in lieu of parent teacher interviews: February 21 and 22 (school closed)
Teachers' Convention: February 23 and 24 (school closed)

March

Interschool Collaboration Day: Friday March 24
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April:

Junior High Assessment Day: April 3

End of term 3 (junior high): Friday April 7

School Assembly: Wednesday April 12

Easter Break: April 14-23

Parent teacher interviews and report cards:

Tuesday April 25 5:00-8:00

Thursday April 27 4:00-7:00

Grade 12 Local Scholarship application deadline: April 28

May:

Experiential Learning Week: Monday May 1 –Friday May 5
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Staff Planning and Collaboration Day: Friday May 19 (no school for students)
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Victoria Day: Monday May 22 (school closed)

Graduation: May 26 or May 27

June

Grade 9 Registration night/orientation: June 1 6:30 pm
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3-Way Conferencing: Monday June 5 (no school for junior high students)
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Grade 7 Open House/Orientation: Tuesday June 6
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School Assembly: Wednesday June 7

FNMI Celebration of Learning: June 8 @5:30
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Last day of classes: Tuesday June 20

Awards Ceremony: June 28 @1:00

Last day for school staff: Thursday June 29

Report Card Pick-up: Thursday June 29
