

Attendance Policy

The responsibility for maintaining good attendance rests on the student and parents/guardians [Alberta School Act, Section 12 (b) states “A student shall conduct themselves so as to reasonably comply with the following code of conduct: attend school regularly and punctually.”]

Absences affect students’ academic performance

At École H.J. Cody High School, regular attendance and punctuality are important to keep up with the rigors of the high school curriculum. While it is recognized that students will be away for various reasons, it is incumbent upon the school to monitor and report absences that occur in a framework that is instructive and helpful to those involved. *****School events and activities do not count against a student's attendance record.**

1. Teachers will call parents to discuss the concern and document the conversation in Log Entries.
2. If the concern persists, Administration will call parents/guardians to discuss the concern and document the conversation in Log Entries. Administration will meet with the student to develop a plan.
3. Administration, parents/guardians and the student meet to discuss the concern. An attendance plan will be developed and implemented. An attendance letter is sent home and sent to the Attendance Officer at Division Office.

Student and Parent responsibility:

Students are expected to contact their teacher when they are away to receive information on their learning expectations during their absence.

It is imperative that a parent or guardian leave a message on the school attendance line or email hjcody@cesd73.ca regarding a student’s absence; preferably on the day of the absence. Phone calls go out twice a day at 11:30 and 2:30 informing parents of absences that have not been excused during the school day.

Extended Absences:

Parents may wish to remove their child from school for an extended period of time (longer than 5 days) for reasons other than bereavement or illness. It is the student’s responsibility to communicate with their teacher prior to leaving to find out what they will miss and develop a plan to minimize the gap in their learning. We ask that you do your best to not plan extended absences during instructional days.

Absences Due to Extenuating Circumstances:

Students, from time to time, need to be away from school for a variety of reasons: illness, bereavement, hospitalization, etc. In these cases, it is important to have communication with the school. By calling the office and providing us with the context, the office staff can inform the staff affected by the absences. Emailing your child’s teacher is another way of keeping All stakeholders informed of the circumstances. Should the parent have concerns about the social-emotional wellbeing of their child, contact the office to book an appointment.

Lates:

All teachers have a late policy for their class and are expected to enforce it. Teachers will assign the necessary consequences as outlined in their classroom policy. Referral(s) to administration are made if the student's behaviour does not improve.

HJ Cody Ambassadors

HJC Ambassadors are students who are involved in extracurricular activities that are visible around the school and community. Ambassadors include students involved with the Fine Arts, Athletics, Student Council, Interact, etc. These students must maintain a minimum of 90% attendance in order to participate in the extracurricular activity of their choice.

Assessment Policy

École H.J. Cody High School Assessment Policy As referenced in Section 31 of the EDUCATION ACT: A student, as a partner in education, has the responsibility to:

- (b) be ready to learn and actively engage in and diligently pursue the student's education
- (f) comply with the rules of the school and the policies of the board
- (g) co-operate with everyone authorized by the board to provide education programs and other services
- (h) be accountable to the student's teachers and other school staff for the student's conduct

- The Program of Studies guides teachers' planning.
- Teachers will use their professional judgment so grades reflect an accurate depiction of a student's demonstration of curricular outcomes.
- Grades are determined by assessments of a student's ability to demonstrate mastery of curricular outcomes.
 - It is critical that students complete all assigned work as it is integral to their success in the course of study.
 - Minor assignments and assessments must be completed on time because they are time sensitive for feedback to the students learning. If a student does not submit a minor assignment/assessment they have not demonstrated the day to day learning, they may be given a zero, and will not have the option to hand it in late. Extenuating circumstances will be considered.
 - Summative assessments and assignments must be completed by the deadline that is communicated by the teacher. If there is a circumstance that a summative is not complete, the teacher and student will create a plan. If a student does not follow through, they will be referred to administration. Possible consequences will be an in-school suspension/ detention or removal from the course.
- Academic dishonesty, including plagiarism, use of Artificial Intelligence (AI), etc. is taken seriously. Students who exhibit academic dishonesty will re-do assessments during an in-school suspension supervised by Administration.
- Teachers do not give bonus marks or bonus assignments.
- Formative assessments are lower-risk assessments and may have a small impact on student grades.
- Formative and summative assessments are communicated to students and parents in PowerSchool.
- Teachers will enter assessments into the gradebook in a timely manner.
 - Titles of assessments are descriptive
 - Dates of assessments are accurate
 - Missing assessments are to be entered as a zero.

- Demonstration of further learning. If a student provides evidence to the teacher that they have improved their level of understanding, teachers must ensure that the student's grade reflects an accurate depiction of a student's understanding. Each teacher has autonomy of the evidence that is required for each of their classes and how learning is demonstrated.