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ONE SCHOOL TWO BUILDINGS ENDLESS OPPORTUNITIES

One School, Two Buildings, Endless Opportunities

Catholic Central High School is known for its innovative approach to education. We are the only high school in Southern Alberta to offer a block/quarter system timetable, as well as operating a dual campus concept. This unique approach to education ensures students will be able to focus on subjects, to develop strong relationships with teachers and to have access to a variety of curricular and co-curricular programs.

The two buildings, designated as CCH Campus East and CCH Campus West, function as a single school, in two sites. CCH Campus East and Campus West both offer core subjects. Each campus also offers key option programs best suited to the facility. Students have the advantage of a “small school” setting without sacrificing the many course opportunities of a large high school. It is the best of both worlds.

Our students are motivated, involved, successful and committed to the values incorporated in our motto:
Teach me goodness, discipline and knowledge.



How can you stay informed about the events at CCHS?

Catholic Central is Alberta’s first dual campus high school and the only Catholic high school in the city so there are lots of things happening here. How can you stay informed and get the most current information about the school?

Check out the school’s webpage: <https://www.cch.holyspirit.ab.ca>

On our school’s website you can keep current with your child’s academic progress on PowerSchool. You will need a password which the office staff will be happy to provide.

You can check out the Career Counsellor’s calendar which highlights scholarship deadlines, conferences and other career related opportunities for students. There are also links to websites that assist students in searching for scholarship and other post-secondary information.

Have an Instagram account? Follow us on Instagram @cch.school

Welcome to CCHS!

We are very pleased to see that you have chosen to attend CCHS for your high school experience. We commit to doing all that we can to help you make this very important step in your education journey as successful as possible. We expect you will do all that you can to be successful as a student and as a member of this community.

We recognize that the start of a new school experience leads to the development of new relationships and in gaining an understanding of new expectations from people who care but whom you do not yet know. Please see below the names and pictures of some of the key people you can turn to for help, advice, information, or just a friendly smile. These dedicated staff members are able to provide a variety of student orientated services - so please see them if you need help.



Mrs. Joanne Polec
Principal



Mr. Dale Comchi
Associate Principal



Mr. Matthew New
Associate Principal



Mr. Anthony Vercillo
Associate Principal



Mrs. Cara Ross
Inclusive Education
Lead



Ms. Mallory
Kristjanson
Family School
Liaison Counsellor



Ms. Kansas Provost
Family School
Liaison Counsellor



Ms. Emily Fox
FNMI Support
Worker



Mr. Andrew Gilbert
Grad Coach



Mr. Mike Hansen
Academic
Guidance
Counsellor



Mrs. Tamara Wilson
School Business
Manager



Ms. Kim Magill
Administrative
Assistant



Mrs. Juanita Aasman
Administrative
Support



Mrs. Rhonda Sutter
Administrative
Support



Mrs. Annette
Lambert
Administrative
Support

General Guidelines

School Organization

Catholic Central High School is organized on the Quarter System. This means that students are enrolled in four 10 week quarters rather than two 20 week semesters. Students generally take two classes per day: one 5-credit course in the morning and one 5-credit course in the afternoon. In some cases a time block may be filled with 2-3 credit courses. (e.g. Physical Education 10 with CALM).

Grade 10 and 11 students must have full course schedules. Grade 12 students may look at the possibility of a study period depending on their credit status and attainment of graduation requirements.

Holy Spirit Administrative Procedure 202

All students shall take a religious education course each school year. Students must take religious education in a traditional class setting. Other non-traditional offerings will only be considered under special circumstances and must be approved by the Superintendent or designate.

Next Level Course Subscription Protocol

Students at Catholic Central may only subscribe to one next grade level course per year. For instance;

- a student in grade 10 may only take one 20-level academic (grade 11 course) in his/her grade 10 year; and
- a student in grade 11 may only take one 30-level academic (grade 12 course) in his/her grade 11 year.
- This is only applicable to Math and specified science courses (Biology, Chemistry and Physics) as students are not encouraged to take humanities courses (English and Social) a “year early”.

Attendance Procedure

Here at Catholic Central High School we put an emphasis on attendance. We want each of our students to be successful, and a key step to achieving that success is consistent attendance. As a school community we view all absences the same. Time away from a class hinders a student's ability to thrive and therefore we ask our students to be as proactive as possible. It is our expectation that students give teachers at least two days notice of any absences that are known in advance. If a student misses class time unexpectedly, then it is their responsibility to reach out to their teacher and begin the process of creating a plan to make up for the instruction they missed. This of course applies to all students, athletes, or those volunteering in the community. As we begin the 2026/2027 school year, we will continue to have a “time missed is time owed” philosophy.

Below is an excerpt from the Attendance Policy that shows the interventions that teachers and administration will enact if any student is struggling with consistent attendance.

Steps	Sanctions
Step 1	<ul style="list-style-type: none">• After the first absence, parents or guardians will be notified by the classroom teacher that an excused or unexcused absence has occurred. This step does not involve administration.
Step 2	<ul style="list-style-type: none">• Time-in-lieu sessions <u>as defined and established by departments</u> during flex times will be arranged between the teacher and student to make up the instructional time missed regardless of the type of absence. This step does not involve administration.
Step 3	<ul style="list-style-type: none">• When the teacher feels that flex times are not enough to support time missed, a student will be referred to administration by the teacher to implement a Flextime Academic Remediation (FAR) plan. PowerSchool records will be updated to reflect placement of student on this step.
Step 4	<ul style="list-style-type: none">• If the FAR plan is ineffective, both parent and student will be informed by administration of Friday School sessions where 3 hours will be set aside for the student to recoup instructional and assessment time. These sessions will continue until all assignments and assessments are submitted and until the teacher is comfortable with the current level of understanding of the student.
Step 5	<ul style="list-style-type: none">• If Friday School sessions are ineffective, administration may withdraw student from the current class and re-enroll them in the next quarters class.
Step 6	<ul style="list-style-type: none">• Student will be un-enrolled from CCHS and referred to either alternate program of delivery or Trinity Learning Centre.

General Guidelines

Grade 10 Program Entrance Guidelines

To enrol in these courses students must have the following Grade 9 marks:

• English Language Arts 10-1	60% or higher in Language Arts 9 (65% Recommended)
• English Language Arts 10-2	less than 60% in Language Arts 9
• Social Studies 10-1	60% or higher in Social Studies 9 (65% Recommended)
• Social Studies 10-2	less than 60% in Social Studies 9
• Mathematics 10C (Combined)	65% or higher in Mathematics 9 (70% Recommended)
• Mathematics 10-2	50% or higher in Mathematics 9
• Mathematics 10-3	less than 49% in Mathematics 9
• Science 10	60% or higher in Science 9 (65% Recommended)
• Science 14	less than 60% in Science 9

An initial student timetable will be determined by the January Report Card marks. The final timetable will be set by the end of June. A course mark e.g. 58% in Social 9 (January Report) student will automatically go into Social 10-2, if the June mark is raised above 60% the student could then choose Social 10-1 and have the timetable changed.

Please Note: 65% is the recommended prerequisite for English 10-1, Social 10-1, and 70% is the recommended prerequisite for Math 10C and Science 10 because of the very high failure rate of students with marks below 65%. Over 80% of all students who failed these core courses had a Grade 9 mark in the failed below 65%.

The Credit System

Courses are assigned certain credit values by Alberta Education. At Catholic Central High School, most courses are offered on the Quarter System which means that: a 5-credit subject is taken for 160 minutes per day for one Quarter (ten weeks) and a 3-credit subject is taken for 90 minutes per day for one Quarter. To earn the credits attached to all high school courses, a student shall achieve at least 50% in each course. However, credit attainment is not necessarily tied to number of hours of instruction as Catholic Central is part of the Moving Forward With High School Redesign model, through Alberta Education.

Credit Load

A student should take as many opportunities for personal enrichment as possible during his or her high school years. A student should not be satisfied with the minimum requirements for the diploma, or, his or her chosen career.

Approved Spare by Administration

Catholic Central High School (CCH) offers eligible Grade 11 students the opportunity to have a spare block in their timetable. This block is intended to provide students with time for academic preparation, self-directed learning, or rest during their school day.

A spare is a privilege, not a right, and is granted at the discretion of school administration. To be eligible, students must be on track to graduate, carry a full course load in all other quarters, and have all required core academic classes—Religion (unless taken in summer school), English, Social Studies, Mathematics, and Science—included on their timetable. Students must demonstrate consistent academic performance, meet school attendance expectations, and have CTS (Career and Technology Studies) graduation requirements either already completed or scheduled and attainable by the end of their Grade 11 academic year. Spares are not supervised classes; therefore, students are expected to use this time productively and responsibly. During a spare, students may not loiter in hallways or disrupt other classes and may either work in the library or leave the school premises, provided they return on time for their next class. Students are responsible for ensuring their spare does not interfere with course prerequisites, post-secondary plans, or diploma exam preparation. Spares may be revoked at any time due to academic decline, attendance issues, or behavioural concerns. In order to receive a spare block, both the student and parent/guardian must acknowledge and agree to the conditions set out by administration.

General Guidelines

Retroactive Credits

Students not achieving at least 50% in a course may repeat the course or, subject to the approval of the school principal, take a course in an alternative sequence. Students who successfully complete the next higher level course in an alternative sequence shall be granted credit for the prerequisite course. Students must have at least 40% in the failed course to be allowed to take the next higher course in an alternative sequence.

Students who are eligible to receive retroactive credits will be awarded credits and a "P" to designate a pass mark in the appropriate course by Alberta Education.

Prerequisites

A prerequisite is a course that must be completed before the next or higher level course may be taken. For example, a student must successfully complete English 10-1 before taking English 20-1. Therefore, English 10-1 is a prerequisite for English 20-1. It is highly recommended that students entering Grade 10 have a minimum of 65% in the core subject areas. Students entering grades 11 and 12 should have a mark of 60% or higher in order to facilitate success in the next level of the course.

Waiver of Prerequisites

In exceptional circumstances, the principal may waive a prerequisite and allow students to register in a higher level course. In such a case, the waiver must be documented in writing and the circumstances stated under which the waiver is to be granted. This condition must be fulfilled before a student registers in the higher-level course.

Student Responsibility for Checking Prerequisites

The principal, counsellor and teachers normally check to ensure that students have the prerequisites for courses in which they are registered. However, it is ultimately the student's responsibility to ensure that he or she has the prerequisites for his or her courses and his or her program will meet the requirements for a high school diploma and future career plans. If in doubt, the student should consult a counsellor so that any necessary changes can be made. Changes in timetables are not normally considered after the end of the first week of a term.

Grade Twelve Diploma Exams

Examinations are held throughout the province in English 30-1, English 30-2, Social Studies 30-1, Social Studies 30-2, Mathematics 30-1, Mathematics 30-2, Biology 30, Chemistry 30, Physics 30, Science 30 and French Language Arts 30. In each of these courses, 30% of the final mark will come from the student's score on the Diploma Examination and 70% from the student's achieved school mark.

Students who are dissatisfied with their Diploma Examination Mark may write the test again in accordance to Alberta Education policies. Students who are dissatisfied with the teacher assigned mark have 7 days from the date of writing the diploma examination to appeal to the principal following normal appeal procedures found on page 8. Students will be given their final school mark before writing their Diploma Examination.

Please be aware that schedules for diploma exams are established by Alberta Education and not by the school. These dates and times must be adhered to.

Graduation Requirements

In accordance with the concept of "Inclusive Community" and our focus on "Building Futures" for our students, our graduation ceremony recognizes the achievements of our Grade 12 students. To be eligible to be included on the list of graduates of Catholic Central High School, a student:

- must have completed or be enrolled in Religious Education 35 by the end of quarter 3;
- must complete 40 Faith in Action hours through Religious Education 35;
- must attain 90 credits by the end of quarter 3;
- be enrolled in sufficient courses that will qualify the student to receive 100 credits by the end of the school term in June of that year or
- meet the Alberta Learning requirements for a certificate of Achievement (80 credits) or
- be classified as an Inclusive Education Student with an Individualized Program Plan.

General Guidelines

Bilingual Diploma

To receive an Alberta High School Diploma in both French and English languages, you must complete 30 credits in French. To accomplish this task, and therefore receive recognition for your many years of hard work and study, you are required to take the following courses at CCH:

- French L.A. 10, 20, 30
- French Religious Education 15, 25, 35
- French CALM 20

Super Senior Registration Policy

Purpose

This policy establishes clear guidelines for the registration, placement, and academic planning of **“Super Seniors”** (students returning for a 4th year of high school) at Catholic Central High School (CCH). CCH is committed to helping students requiring more than 3 years of high school education find a path to successful completion of a high school program of studies, and will work with students to plan programming that meets their needs and prepares them for a post-secondary or workforce transition in a prompt fashion. The overall goal is to provide academic programming that meets the student’s program needs in the most prompt and direct fashion possible. The following provisions are taken into account when doing so:

1. Eligibility

A student may apply for Super Senior (4th year) registration if:

- They have completed at least **three years of high school**; and
- They require **additional coursework** to meet Alberta Education diploma requirements or clear post-secondary prerequisites
- The student must demonstrate a **clear academic purpose**, such as completing diploma or certificate of achievement requirements, upgrading marks, or finishing credits for post-secondary programs.
- Previous academic performance will be reviewed. Students must show:
 - Reasonable **attendance** in prior coursework.
 - Evidence of **effort and engagement** in classes.
 - A pathway to **successful completion** of identified courses.
- Students with significant academic concerns should meet with CCH administration to determine if a super senior year at CCH is the best option moving forward

2. Disciplinary Record Requirements

Super Senior applicants must have a satisfactory disciplinary record. CCH reserves the right to deny or revoke Super Senior placement based on:

- Repeated behavioural incidents.
- Suspensions or major violations of various CCH policies or **Codes of Conduct**.
- Conduct posing safety concerns or disrupting the learning environment of the school or other students.

3. Timetabling Expectations

Super Senior timetables are designed to support academic completion while minimizing disruption to the regular school program.

3.1 Preferential Timetabling for Third-Year (Grade 12) Students

- **Grade 12 (3rd year) students receive priority** in course selection and timetabling.
- Super Senior schedules are built **after all Grade 12 timetables have been finalized**.
- Super Seniors may be waitlisted or denied entry to high-demand courses if space is required for Grade 12 students. Class size caps will not be exceeded for super senior placements.
- Super Seniors will only be enrolled in courses that they require to meet high school completion or post-secondary needs in which credits were NOT earned. Re-taking classes in which credits have already been attained may not be possible.

General Guidelines

3.2 Mid-Year (Quarter 2) Exit Planning

Super Senior schedules must reflect a planned mid-year (Quarter 2) exit whenever possible.

Students intending to leave after Quarter 2:

- Will receive a timetable with courses **only in Quarters 1 (primary) and 2 (if necessary)**, unless otherwise approved.

Students requiring courses beyond Quarter 2 may be:

- Directed to **summer school, Trinity Learning School, alternative programs, or post-secondary upgrading opportunities.**

4. Attendance Requirements

Super Seniors are subjected to very high attendance expectations:

- Maintain **daily attendance and punctuality**.
- Upon the 6th absence from a block the Super Senior student will be removed from the course
- Continued enrollment is contingent on adherence to these expectations

5. Co-curricular and Extracurricular Ineligibility

It is the policy of Catholic Central that Super Senior students (any student in 4th yr of high school) are NOT eligible to participate in CCH cocurricular/extracurricular activities and programs. These include but are not limited to: athletics, athletic leadership, clubs, musical production, and fine arts programming off the timetable. The priority of the Super Senior student is to be on academics during the fourth year of high school, NOT cocurricular endeavours.

High School Diploma Requirements

The High School Diploma is an official document issued by Alberta Education certifying that the holder has completed a prescribed program of instruction at a high school or through correspondence instruction under the direction and supervision of Alberta Education.

The diploma does not necessarily grant admission to post-secondary educational institutions. Students should be aware that there is a variety of entrance requirements for post-secondary institutions and that they should plan their programs accordingly.

Subject	Credits (minimum)	Course(s) (minimum)	Required Course	Diploma Exams
English*	15	3	English 30-1 or 30-2	Yes
Social Studies *	15	3	Soc. St. 30-1 or 30-2	Yes
Mathematics*	10	2	Math 20-1, 20-2, 20-3 or 20-4	No
Science*	10	2	Science 20, 24 Biology 20, Chem. 20 Or Physics 20	No
Phys. Ed. *	3	1	Phys. Ed. 10	No
Career & Life Management - CALM	3	1	CALM 20	No
Career and Technology Studies (CTS) P.E. 20/30 - Fine Arts or	10	2		No
A minimum of two Grade 12 – level courses in addition to English 30-1 or 30-2, and Social Studies 30 or 30-2	10	2		Based on Course selection
*56 Specified Credits 44 Unspecified Credits Total Credits = 100				

General Guidelines

Change of Program Policy

As much as possible, the student's choice, and prerequisites, determine the courses in his or her program. The student is expected to consult his or her parents, teachers and the counsellors in making choices. The program will take into account the student's ability, interests and the availability of courses. Students will be expected to follow their course schedules unless they have valid reasons for requesting a change. Students who desire a change of program are required to consult a counsellor. The views of the student, the subject teacher, a counsellor and the parents will be taken into consideration before any change is made. Administration will make the final decision.

After mid-term grades have been established, a student will be allowed to withdraw from a course at the request of a parent/guardian and in consultation with an academic counsellor and the classroom teacher. Final grades may be reported to Alberta Education for a student who has attended one half of the scheduled classes, or has covered at least one half of the curriculum and has received a mid-term grade. Until a course has been dropped officially, a student is expected to continue attending that class. Failure to do so will be dealt with as an absence in accordance with the attendance policy.

Digital Reporting of Grades and Parent-Teacher-Student Conferences

At the end of each quarter marks and attendance will be available for students and parents by logging onto PowerSchool. For Grade 12 students these are their school awarded marks; diploma and blended marks are available on myPass. The school will host quarterly Parent-Teacher-Student conferences. In order to obtain a full picture of the progress of a student, parents and students are encouraged to email/communicate with their classroom teacher directly. Parents are encouraged to contact the school at any time to inquire as to the progress of their students. Staff email addresses can be found on our school website.

Marks Appeal Policy

Within seven days of a final assessment in a course a student may appeal his or her mark by following these steps:

- The student should first meet the teacher concerned. All relevant assessment materials should be brought to the meeting. If the student would like a parent and/or a school counsellor to be present, he or she should indicate this to the teacher. The teacher concerned will call the meeting and make his or her decision concerning the appeal.
- If the student is not satisfied with the teacher's decision, he or she may appeal to the principal. The principal will review the evaluation process with the teacher and make a decision.

Library Services

Situated across from the office on Campus East, the Catholic Central High School Library system provides a work space and learning materials for staff and students of the school, and the Holy Spirit community. It is an open space with access to a variety of books – fiction, non-fiction, and graphic novels, as well as magazines. With computers available for research and tables for group work, the library is a physical and virtual space for students to work, read or relax. The book collection is current and relevant with best sellers, classic literature and Canadian focus titles. Computers for assignments and research are available for group projects or individual study. Links on the library database resources list include encyclopedias, Canadian topics, National Geographic articles and videos, CBC News in Review, National Film Board videos, and others. Access to the library holdings is available online, at any time. Students can access the library before and after school and during the mid-day break. Hours are Monday – Thursday 7:45 – 4:00 and Friday 7:45 to 12:30.

Friday School

As we look to support students with the challenges that can present themselves from the demands of the quarter system, Catholic Central has created an intervention that occurs Friday afternoons. When a student begins to fall behind in their academics as a result of missing class time, the intervention of using flex time during the school week may not be enough. When that is the case, a student may be referred to Friday School by their teacher which occurs from 12:45 - 3:45pm on our East Campus.

Friday School is a time that students can get caught up on assignments, assessments or get help from a teacher. This intervention is used for excused and unexcused absences. Another use of Friday School is to write missed exams, so that when a student does arrive back to class they can focus on missed and new instruction. Friday School is not restricted to students that have been referred to the intervention. Any student is welcome to attend to get caught up of work on their classroom studies. This intervention is available and utilized six Fridays a quarter.

General Guidelines

myPass

myPass is a secure self-service Government website for students to access information about their education.

Login to myPass to:

- View and print diploma exam result statements.
- Order transcripts.
- View progress towards a credential (diploma or certificate).
- View student personal information.
- View and print detailed academic reports (DAR).
- Order additional copies of a credential.
- Register for a diploma exam if writing at a different writing center.
- Register for exam re-writes or re-scores.

How do I sign up?

- Students are taken through the registration process during CALM class of their grade 10 year. Those students new to the district will meet with an academic advisor on an individual basis.

School Fees

All school fees will be determined by the beginning of the school year and will be dependant on the types of courses, resources, and additional costs (like yearbook or graduation) that a student subscribes to. School fees are to be paid via School Cash Online, which can be accessed on the school website. Alternately payments can be made at either campus office by cash or cheque only.

If assistance is required, please contact Tamara Wilson at wilsont@holyspirit.ab.ca.

Student Devices

Please be reminded of Holy Spirit Administrative Procedure 113 regarding Personally Owned Electronic Devices (including cell phones), as well as both the *“Personally Owned Electronic Devices BYOD School Protocol”* and the *“Digital Citizenship & Acceptable Use Agreement.”* At Catholic Central, we want to ensure that technology is used as a tool to enhance student learning in a safe, responsible, and informed manner. Thus, students are encouraged to bring personally-owned devices that support relevant and engaging instruction and learning (see section on Preferred Devices on the *“Personally Owned Electronic Devices BYOD School Protocol”* document). It is important to note that cell phones are NOT recognized devices and will be treated as a distraction within the classroom. Adherence to the *“Digital Citizenship & Acceptable Use Agreement”* by every student will be expected and enforced.

The use of technology, whether that be personally owned digital devices or devices owned by the Division, is a privilege and a distinct advantage when used responsibly. Failure to use technology responsibly and in a manner that demonstrates respect for others and themselves could result in cancellation of network privileges and may result in additional disciplinary or legal actions.

Assessment

A teacher’s job is to ensure that students meet the objectives as outlined in the course’s Program of Studies. A teacher does this by presenting the information that is needed for students to meet these objectives and to evaluate the student’s level of understanding and skill in a number of ways best suited to what the objectives are.

A student’s job is to comply with the various activities, assignments and other forms of evaluation the teacher uses in order to demonstrate that he/she has met the objectives as outlined in the Program of Studies, and thus, has demonstrated full participation in the course. If a student does not fully participate in the various classroom assessment techniques, the student jeopardizes their success and completion of the course. If a student chooses not to complete assignments or participate in other evaluative measures, or does not attend class, a teacher has no way of evaluating that the student can demonstrate that he/she has achieved the objectives of the course. If this occurs, a student may be assigned an “INCOMPLETE” for the course, and will not receive credit.

General Guidelines

A student's failure to submit work is a critical behavioral and discipline issue as defined by the School Act in that "a student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

(a) be diligent in pursuing student's studies."

If for some reason a student chooses not to complete assignments, does not attend class regularly, or is not on time to class, the teacher will speak with the student and have parents and/or administration involved to determine a mutually agreeable solution. If a student does not demonstrate that he/she has acquired the learner outcomes, then a course mark will not be awarded to the student.

Cell Phone Policy

Cell Phone Procedure in the Classroom

- Mobile phones/smart watches/wireless earbuds should be "off and away" during all class times in learning communities. They shall be stored in cell phone holders or lockers (away from the reach of a student). If any device is seen or heard in class, the student will be asked to take their mobile phone/smart watch to the office. This will include devices tucked in clothing, bags or in binders.
- Delivered devices will be stored in lock boxes and will ONLY be retuned to students at the end of the day in the first and second instances. Should there be a third occurrence, a call will be made home requiring a parent/guardian to collect the child's device.
- Students are still able to use their devices prior to school, during lunch, during breaks and after school. Parents/guardians should know to contact their child during these times.

Cell Phone Procedure in the Office

When a student is sent to the office to hand over their mobile device/smart watch/earbuds, they will be placed in a cell phone locker (locked) and/or a lock box for smart watches and earbuds).

- They shall not be retuned until the end of the day.
- Administration will call parents on a third offense. A conversation will be had about the necessity of cell phones at the school if procedures cannot be followed.

Academic Integrity

We expect our students to conduct themselves according to Our School's

Motto (Modeled after the Basilian Fathers' motto): Teach me Goodness, Discipline, Knowledge. As members of the academic community of CCH, all students are expected to uphold the values of good academic work: honesty, trust, fairness, respect and responsibility.

- Plagiarism including copying of another student's work will be dealt with according to the CCH Policy on Plagiarism.
- Exams, tests, summative assessments: Cheating on a summative assessment (e.g. final exam, in-class final, major unit test, major project) will result in a punitive grade of 0 for the exam.
- Cheating is defined as follows:
 1. Using or attempting to use another student's answers
 2. Providing answers to other students
 3. Using course notes or other aides not approved by the instructor
 4. The unauthorized possession or use of an exam question sheet, answer key, or a completed exam or assignment
 5. In the case of students who study together, submitting identical or virtually identical assignments for evaluation unless permitted by the instructor
- Artificial Intelligence:
 6. While we acknowledge that students have access to a variety of powerful and versatile digital tools, including Artificial Intelligence (AI), Catholic Central will work with students to recognize the validity of such tools to support their learning.
 7. It is important to note that AI can be a valuable tool if academic integrity and ethical and privacy concerns are acknowledged and taken into consideration.

2026 / 2027 REGISTRATION

Holy Spirit Catholic School Division Policy

New Lethbridge School Boundaries

New attendance boundaries will take effect for the 2026-2027 school year. These boundaries determine which school your child is assigned to attend. View the Lethbridge Boundaries on the Holyspirit Website. The new St. Kateri Elementary School is expected to open in January 2027 and will be listed as an option on the registration forms for September 2026.

Registration will happen in 3 stages this year.

Stage 1

Starts Jan 19, 2026 - Pre-registration for students affected by boundary changes

Families whose children are assigned to a new Lethbridge boundary school will be contacted first.

- Families may request to keep their child(ren) at their current school.
- Children in Pre-K/K who would have been registering at FLVT, instead will be assigned to their boundary school. Again, families may submit a request to attend a different school.
- Transportation will not be available if the school is outside the assigned boundary. Families in this situation will need to arrange their own transportation.

Requests are not guaranteed but will be reviewed and families will be contacted on the outcome after March 9, 2026.

Stage 2

Starts Feb 2, 2026 - Early Registration for existing families in the division

After Lethbridge boundary students are accommodated, early registration will open to all existing division families.

- Requests to attend a school outside the assigned boundary will be reviewed.
- Approval depends on available space.

Stage 3

Starts Feb 9, 2026 - Early Registration open to everyone

Once the earlier stages are complete, Early Registration will open to all families new and existing.

Registration requests will need time to be reviewed and families should start getting communications from Schools after March 9, 2026.



Catholic Central High School
Rigor, Relevance, Relationships

Student Activities

Athletics

- Badminton
- Baseball
- Basketball
- Cross-Country
- Curling
- Football
- Golf
- Hockey (JPHL) **
- Rugby 15s & Rugby 7s
- Slo Pitch
- Soccer (community supported)
- Track & Field
- Volleyball
- Wrestling (community supported)

Activities/Clubs

- Athletic Leadership Program
- Big Brothers & Sisters
- Coffee House/One-Act Showcase
- Fitness Centers
- iGEM
- International Travel
- New Media Club
- MS Walk
- Robotics Club
- Santa's Anonymous
- Skills Canada
- Student Council
- Student International Club
- Yearbook

Fine Arts

- Art
- Concert Band (Instrumental Music)
- Choral Music
- Drama
- Pop & Rock (formerly Strings)
- Musical Theatre
- Show Choir (Chamber Choir)
- Dance

Trips

- France/Canada Exchange
- Summer French Language Bursary Program to Quebec
- Japan Home Stay Program
- Music Trips
- Social Studies
- Opportunity for Student International Exchange

CCHS Programs

Partnership with Trinity E-Learning

Students may earn high school credits through an E-Learning format in certain high school subjects for which they hold the prerequisite. All students must obtain the signature of Mr. Anthony Vercillo, Associate Principal, indicating official support. The requested registration must be in accordance with the regulations of and conform to established guidelines set by Alberta Education, Holy Spirit School Division, and Catholic Central High School. Details of courses available may be obtained from a school administrator, counsellor, or Mrs. Ruaben, principal at E-Learning, located next to Catholic Central High School.

English as an Additional Language (EAL)

The goal of this program is to provide the students with planned systematic instruction and support that will enable them to speak the English language fluently, further their education, and become productive and contributing members of Albertan and Canadian society.

EAL students become confident and competent users of the English language by being exposed to as many opportunities to listen, speak, read, write, view and represent the language as possible. The general learning outcomes that the students will demonstrate are: gather, interpret and communicate information; establish and maintain relationships; make decisions, solve problems, plan and carry out projects; and lastly, explore, respond to and extend ideas and experiences.

The key components in the EAL program will be taught in an integrated manner with learning centered around themes and activities.

CCHS Programs

Knowledge and Employability Program

Catholic Central offers the Knowledge and Employability Program in order to meet the needs of students who may find it difficult to complete a traditional school program with diploma exam requirements. The program focuses on hands-on experiential learning, and the development of knowledge and skills to prepare students for the workforce.

Certificate of High School Achievement Requirements (English)

The requirements indicated in this chart are the **minimum** requirements for a student to attain a Certificate of High School Achievement. The requirements for entry into post-secondary institutions and workplaces may require additional and/or specific courses.

80 Credits
including the following:

English Language Arts 20-2 OR 30-4
Mathematics 10-3,10-4 OR 20-4
Science 10-4 OR 20-4
Social Studies 10-2 OR 20-4
Physical Education 10 (3 credits)
Career and Life Management (3 credits)

5 Credits in
· 30-level Knowledge and Employability occupational course, or
· 30-level Career and Technology Studies (CTS), or
· 30-level locally developed course with an occupational focus and
5 Credits in
· 30-level Knowledge and Employability Workplace Practicum course, or
· 30-level Work Experience course, or
· 30-level Green Certificate course

OR

5 Credits in
· 30-level Registered Apprenticeship Program (RAP) course

Students and parents/guardians interested in the K & E Program should meet with Mr. Vercillo to discuss their course selection and future plans. The program is designed for students whose learning styles, abilities and needs are best met through an integrated, real-life approach to teaching and learning. The courses provide functional and practical, hands-on learning experiences. Students experiencing success in the K & E program may transfer to a standard program. These students must then complete the necessary courses in order to obtain an Alberta High School Diploma. This will vary, depending on the point at which the student transfers. To qualify for a Certificate of Achievement, Knowledge and Employability Program students must earn a minimum of 80 credits.

The attitudes, skills, knowledge, and workplace competencies found within the various core and occupational Knowledge and Employability courses are aligned with other grade-level programs of study. They are intended to maximize opportunities for student success and to support high school completion.

Knowledge and Employability courses assist students in:

- transitioning from school to the workplace and community
- preparing for ethical citizenship • gaining recognition, respect, and value from employers
- attaining access to continuing education opportunities
- gaining recognition, respect and value from employers

CCHS Programs

Knowledge and Employability courses also promote student skills, abilities, and work ethics, including:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills, including career exploration and the development of a career-focused portfolio
- interpersonal skills that support the development of respect and cooperation

Alberta school authorities are to ensure that students are enrolled in courses that are appropriate to their highest level of academic success. Enrolment in the Certificate of High School Achievement should only be considered after full consultation with the student's parents or guardians. If there is no agreement by parents/guardians for their child to participate in Knowledge and Employability courses, all efforts will be made to ensure that the student is on the path to achieve the Alberta High School Diploma.

While enrolled in Knowledge and Employability courses, every effort should be made to successfully transition students from Knowledge and Employability courses to other high school courses that support the attainment of an Alberta High School Diploma. In addition, students may have access to other courses to successfully transition into continuing education and other training opportunities (e.g., appropriate college courses and/or apprenticeship programs).

English Language Arts 10-4/20-4/30-4 (5 credits each)

This program is designed for students who have experienced difficulty with English Language Arts in the traditional program and focus on the need of the learner to experience success. It assists students in meeting the credit and course requirements of the Certificate of Achievement and parallels materials covered in the previous two programs. Students are provided with opportunities to practice functional communication skills for life application. Students should be able to:

- read for a specific, concrete purpose, eg. follow directions in the completion of a project, write for clear, practical communication, eg. a resume and covering letter
- speak clearly and confidently, eg. interviews skills
- view visual communication with evident understanding of the message, eg. recognizing main ideas in a film
- engage in active listening, eg. participate appropriately in a discussion

It is intended that students should be able to successfully apply their English Language Arts skills, concepts and attitudes to other subject areas.

Mathematics 10-4/20-4 (5 credits each)

The Mathematics K & E Program is designed to assist students in developing the essential concepts, skills and attitudes of mathematics that are required for responsible participation in the home, school, workplace and community. The following strands are common to both courses, with the 20-4 level building on the 10-4 level:

· problem solving	· computation
· ratio proportion and percent	· data interpretation and display
· use of technology	· number systems and operations
· geometry and measurement	· algebra

Students in Mathematics 20-4

also study:

- powers and square root
- work within a coordinate system
- basic probability

Science 10-4/20-4 (5 credits each)

Using a practical approach, this program meets the science requirements of the K & E Program. It is designed to enable students to develop entry-level vocational abilities and to recognize the need for lifelong learning. Each of the four themes provides a hands-on learning experience.

Science 10-4

The four topics covered are:

- Systems of the Human Body
- Using Systems and Technologies
- Chemistry for the Consumer
- Caring for Environment and Resources

Science 20-4

The four topics covered are:

- Personal Health and Lifestyles
- Technology in Transportation
- Materials We Use
- Energy and the Environment

CCHS Programs

Social Studies 10-4/20-4 (5 credits each)

Social Studies 10-4 - Living in a Globalizing World

Overview: Students will examine globalization, the process by which the world is becoming increasingly connected and interdependent. They will explore historical aspects of globalization, as well as the effects of globalization on lands, cultures, human rights and quality of life. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in a globalizing world, with a particular emphasis on local environments and situations.

Community partnerships and the study of local and current events provide additional opportunities to enhance citizenship by connecting in-school learning experiences to everyday living experiences outside of school. Community partnerships may include inviting guest speakers into the classroom, hosting cultural awareness activities, visiting community agencies/businesses and taking part in community events/activities.

Social Studies 20-4 - Nationalism

Overview: Students will examine various forms of nationalism and apply their perceptions to their own identity and sense of citizenship. They will investigate the influence of nationalism on historical and contemporary events. Students will explore the impacts of nationalism and internationalism. The infusion of multiple perspectives will allow students to develop understandings of First Nations, Métis, Inuit and Francophone perspectives on nationalism.

Community partnerships and the study of local and current events provide additional opportunities to enhance citizenship by connecting in-school learning experiences to everyday living experiences outside of school. Community partnerships may include inviting guest speakers into the classroom, hosting cultural awareness activities, visiting community agencies/businesses and taking part in community events/activities.

Art/Design 10-4, 20-4, 30-4

There are two different courses available in the K&E Art/Design program. These are:

K&E Art: This art-based program explores the techniques needed for the creation of both 2D and 3D artwork. With a focus on developing physical skills and tactile processes, students learn the traditional approaches to drawing, painting, and sculpture, as well as mixed-media projects.

K&E Design: This computer-technology program focuses on creating work with a variety of digital applications. Students will gain life skills through the use of Google apps (Classroom, Slides, Drive, Docs etc.) as they explore the many forms of digital artwork, such as animation, filmmaking, digital art and photography.

Learning Support LS-4

Learning Support offers students an inclusive and highly supervised classroom with greater emphasis placed on one-to-one support to complete course work, study, or work on special projects. Learning Support is a flexible program designed to meet the needs of every student, and is highly adapted and modified to meet a variety of complex cognitive, medical, and behavioural needs of individual students. A focus on life skills, functional academics, independent living, social, and employment skills are emphasized through a variety of activities within the school and community. There are a variety of options available to build their future successfully.

Students in Learning Support will work toward a Certificate of Achievement OR a Certificate of Completion pending academic needs and capability. The program is centered on inclusivity, offers a much smaller class size, and higher degree of additional support from Educational Assistants. Parents/Guardians are encouraged to contact the Associate Principal, Mr. Anthony Vercillo, or the Inclusive Education Lead Teacher, Ms. Cara Ross, to discuss which program would be most relevant to their child.

CCHS Programs

Inclusive Education Programs

Catholic Central High School is a Catholic faith community of learners committed to educating students in a nurturing, Christ-centered environment fostering spiritual, academic, physical, and social growth. Our mission is a continuation of the tradition of Catholic education - to teach goodness, discipline, and knowledge. Our vision is to create Christ-centered learning environments "where students are cherished and achieve their potential". Catholic Central offers two distinct alternative programs in order to meet the needs of students who may find it difficult to complete a traditional school program with diploma exam requirements. The programs focus on hands-on experiential learning, and the development of knowledge and skills to prepare students for the workforce.

FNMI Graduation Coach – Mr. Andrew Gilbert

The FNMI Graduation Coach at Catholic Central High School plays a vital role in supporting First Nations, Métis, and Inuit students throughout their high school journey. Andrew Gilbert works closely with students to support their academic success, ensure graduation requirements are met, and help students stay on track toward earning their diploma.

His role includes assisting students with academic studies, supporting course selection for upcoming school years, and providing guidance with post-secondary planning and the transition from high school to college, university, trades, or the workforce. Mr. Gilbert also meets with incoming Grade 10 students to help prepare them for a successful transition into high school.

Through ongoing mentorship, advocacy, and individualized support, the FNMI Graduation Coach helps students build confidence, set goals, and achieve success both during high school and beyond.

FNMI Facilitator – Ms. Emily Fox

The FNMI Facilitator at Catholic Central High School supports First Nations, Métis, and Inuit students through mentorship, cultural connection, and advocacy. Ms. Emily Fox works closely with students to provide guidance and support grounded in a Blackfoot cultural perspective, helping students feel connected, valued, and supported within the school community.

Her role includes building strong relationships with students and families, supporting student well-being, and fostering meaningful connections between home, school, and community. Ms. Fox organizes FNMI programming and cultural activities that promote identity, belonging, and cultural pride.

The FNMI Facilitator works collaboratively with the FNMI Graduation Coach Mr. Andrew Gilbert to ensure students receive coordinated academic, cultural, and personal support, contributing to student success and positive educational experiences.

Key characteristics of the Graduation Coach program for First Nations, Metis and Inuit Students

The Grad Coach is tasked with:

- Providing academic support for students and assisting them in navigating Junior/Senior High School.
- Providing mentorship to FNMI students in the areas of academics, faith-life, post-secondary, work experience and transitions on their journey.
- Providing a centre for students to work on their studies and to learn about scholarships, post- secondary program requirements, and part-time or volunteer work opportunities.
- Providing nutritious snacks for students and a place to meet and be updated about what is going on at school or in the community.
- Assisting schools with transitioning students between Junior/Senior High School.
- Dialoguing with parents about student programs, needs and areas of concern.
- Determining a plan for successful graduation and an exploration of careers or education they may wish to pursue following their high school studies.

CCHS Programs

Off-Campus Education

The Holy Spirit Catholic School Division - Off-Campus Education Program provides opportunities for high school students to apply skills in a real life situations.

Off-Campus plays an important role in assisting students' transition into the work force and post-secondary education while attaining their high school diploma. These programs are partnerships between students, school and community members. The Off-Campus Education Program allow the students to explore and expand their career interests and aptitudes in meaningful work situations.

Off-Campus Education programs allow students to:

- Earn high school credits (1 Credit for every 25 hours worked)
- Explore careers
- Make valuable contacts
- Acquire the skills and work habits needed to succeed after high school

Prerequisite

HCS3000 (1 credit)– Workplace Safety Systems is an Alberta Education prerequisite for all Off-Campus Education programs. HCS 3000 raises awareness of occupational health and safety standards for students while in the workforce so that their risk of work related injury is reduced.

Off-Campus Education Programs

Work Experience Program

The Work Experience Program is an opportunity for students to develop employability skills while completing high school credits. Students work at an approved work site part time or during the summer in this program. They work with employers and receive 1 credit for every 25 hours of work. All forms must be completed, signed and returned to the Career Centre before a student is accepted into the program. Transportation is the student's responsibility.

Registered Apprenticeship Program (RAP)

The Registered Apprenticeship Program (RAP) is an opportunity for high school students to earn up to 40 credits towards their high school diploma while counting hours towards their first year apprenticeship in one of Alberta's trades.

The students who have made career choices and commitments to RAP begin their training in any one of the apprenticeship trades while in high school. They spend part of their year in school completing graduation requirements and part in industry as a registered apprentice.

For more information about the trades visit: www.tradesecrets.alberta.ca

Green Certificate Program

The Green Certificate Program is an apprenticeship-style program that allows students, who live, work or are interested in agriculture, the opportunity to earn credits toward their high school diploma. They will also obtain an industry recognized certificate from Alberta Agriculture. If a student is working in the following areas they may be interested in this program:

- Cow-calf, Feedlot, Dairy, Sheep, Swine, Equine
- Field Crop, Irrigated Crops
- Poultry - Broiler Chicken, Broiler hatching egg, Table egg, Turkey
- Beekeeping
- Greenhouse

Career Centre

The CCH Career Centre provides career support and advice for any high school students. It is located on Campus East in room 154. Resources are also available in the E-Learning Centre Campus West. Please drop by the Centre to learn more about the services provided.

CCHS Programs

Career Centre Services Provided are:

- Registering for all Off-Campus Programs
- Job Board
- Post-secondary program view books and information
- Scholarship information
- Resume and cover letter writing information
- Workshops
- Newsletter

Students interested in participating in any of the Off-Campus Education programs should visit the Career Centre and talk to: Mr. Boschee - Off-Campus Education Coordinator (boscheem@holyspirit.ab.ca) or Mrs. Bam - Career Practitioner (baml@holyspirit.ab.ca)

Dual Credit Opportunity

Holy Spirit School Division has teamed up with Olds College, University of Lethbridge and Lethbridge College to offer dual credit opportunities. This innovative program allows students to earn up to 5 High School credits and 3 College credits. Courses are offered twice a year starting in September and February.

What are some of the courses that are typically offered?

- **Olds College** – Intro to Veterinary Profession, Veterinary Medical Terminology, Intro to Sports Management, Marketing Principles, Accounting Principles, Applied Ecology, Solving Technology Problems (in the past year they offered 16 different courses)
- **Lethbridge Polytechnic** - Botany, Intro to the Criminal Justice System, Engineering Math, Canadian Government, Intro to Psychology, Anatomy and Physiology, Writing for the Workplace, Intro to Indigenous Studies, Intro into the Trades (in the past year they offered 35 different courses)

Where will the courses be taught and what time will the courses occur?

- **Olds College** – These courses are delivered completely online and are asynchronous and can be done when it best fits into a student's schedule. There may be a small number of synchronous classes assigned within these courses to best support students i.e. first class orientation, midterm check in.
- **Lethbridge Polytechnic** – These courses are delivered mainly online asynchronous and can be done when it best suits the student and their schedule. However, there can be some courses, Intro to the Trades, that require students go to the College to do Lab work. Labs usually take place on Fridays. There may also be a small number of synchronous classes assigned within these courses to best support students i.e. first class orientation, midterm check in.

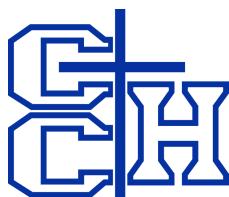
Who will teach the courses?

A contact instructor will teach the course and will be assigned at the time the course is determined to meet the minimum enrollment number.

Who can apply for these dual credit courses?

Olds College – Students in grade 10 to 12 can apply.

Lethbridge Polytechnic – Students in grade 11 and 12 can apply as some courses have perquisites i.e. Math 20-1, Eng 20 or Bio 30.



Core Courses

Religious Education

“Go and Make Disciples”: Living the Great Commission is the Program of Religious Education (Roman Catholic) for Alberta Catholic Schools. In each course, RE 15, RE 25, and RE 35, the general outcomes are developed through specific learning outcomes, recommended resources, and teaching time frames.

Note: Holy Spirit Division policy requires that every student registered at Catholic Central is enrolled in one religious education course during the year. Successful completion of Religious Education 35, is required to attend Graduation Ceremonies at CCHS.

Religious Education 15 Course (5 credits) (Gr. 10 students - no prerequisite)

The principle aim of Christ and Culture is to assist students, with the help of the Gospel, to participate as Christians in the shaping of our culture. The program explores major cultural issues from a Christological perspective. Beginning with their own life experiences, students acquire a deeper and more systematic knowledge of themselves, Christ’s message, and the Church. Connections between the Church and contemporary culture are explored in terms of what it means to be a responsible adolescent developing as a member of a Catholic, Christian community while living within the context of a broader culture.

Religious Education 25 Course (5 credits) (Gr. 11 students - prerequisite: Religious Education 15 - 50%)

Religious Education 25: Jesus Christ: God’s Gift of Salvation invites students to deepen their relationship with Jesus through a prayerful study of Scripture. Students will explore the Jewish historical, religious, and cultural world into which the Messiah was born and the Old Testament covenant fulfilled.

Using the Gospels as primary sources, the course explores Jesus’ birth, early life, and ministry; his preaching of the Kingdom of God; his special teachings, particularly the parables; and his miracles. It then focuses on the scriptural accounts of his death and Resurrection, and the Ascension, and their central significance for the church’s understanding of Jesus as the Christ, the Son of God.

Religious Education 35 Course (7 credits) (Gr. 12 students - prerequisite: Religious Education 25 - 50%)

Religious Education 35: In Search of the Good challenges students to understand themselves as moral persons called to discipleship by living the way of Christ. Through an examination of ethical theories, the revelation of Sacred Scripture, and the lived experience and teaching of the Catholic Church, the course invites students to mature as active participants in their faith. At the heart of catechesis is the human search for happiness as the completion of the superabundant love of God. The same tension which exists between the revelation of God’s love and the explorations of human reason are worked out in the areas of freedom, justice, human relations, ecology, reconciliation, life in community and political life.

The purpose of the Faith in Action service project, the Christian service component of RE 35 is to encourage students to use their talents and abilities to help others. The program is designed to fit individual situations and release time is provided during the Religious Education 35 course to accommodate scheduling of service hours. Hundreds of students from Catholic Central High School have contributed substantially to the benefit of our community through the program and have expressed high praise and gratitude for the experience it provided for them. Community Volunteerism 1080/ 2080 (Faith in Action) is living proof that the words of St. Francis of Assisi remain so true: “It is in giving that we receive”.

Prayer to St. Joseph

Blessed Joseph, husband of Mary, be with us this day.

You protected and cherished the Virgin; loving the child Jesus as your son,
you rescued him from the danger of death.

Defend the Church, the household of God, purchased by the blood of Christ.

Guardian of the Holy Family, be with us in our trials.

May your prayers obtain for us the strength to flee from error
and wrestle with the powers of corruption so that in life
we may grow in holiness and in death rejoice in the crown of victory. Amen.

Core Courses

English

Credit in English 30-1 or 30-2 is required for a High School Diploma

Route A: English Language Arts 10-1, 20-1, 30-1

Route B: English Language Arts 10-2, 20-2, 30-2

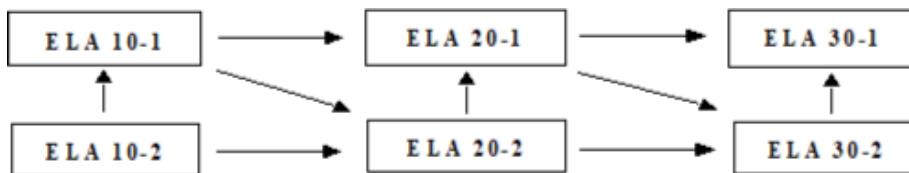
Route A:

This is an academic program suitable for students planning to attend a university.

Route B:

In this program, the emphasis is more on communication than on literature. This program is acceptable for entrance to a number of vocational, technical, and college level programs.

Students planning to attend university would normally follow Route A. Route B represents the minimum requirements for a high school diploma .



English Language Arts 10-1 (5 credits) (prerequisite: Language Arts 9 - 60%, recommended 65%)

English 10-1 introduces students to the academic stream of English Language Arts. The emphasis in the academic stream is placed on developing critical and analytical reading skills. Students expand their knowledge of the basics of author technique that they learned in earlier grades and learn to apply a deeper awareness of literary devices, including visual literacy. Within the six strands of Language Arts (reading, writing, speaking, listening, viewing and representing), students are encouraged to make personal connections through inquiry to the literature they study, which includes Shakespearean plays, short stories, poetry, non-fiction, novels, and film. In ELA 10-1, it is expected that students will become proficient in the conventions of writing and to self-edit their written work.

English Language Arts 20-1 (5 credits) (prerequisite: English 10-1 - 50%, recommended 60%)

Building on the critical and analytical skills acquired in English 10-1, students enrolled in English 20-1 will strengthen their skills in literary analysis, especially in the form of the literary essay. Classroom activities still involve the six strands of English Language Arts (reading, writing, speaking, listening, viewing, and representing) and still encourage personal connections with literature through inquiry; however, students will increasingly assess author technique and use this awareness to inform their own text creation by experimenting with rhetorical devices and structures for a particular effect. The literature in ELA 20-1 is more thematically complex than the content of 10-1, although it includes the same genres: Shakespearean plays, short stories, poetry, non-fiction, novels, and film.

English Language Arts 30-1 (5 credits) (prerequisite: English 20-1 - 50%, recommended 60%)

The classroom activities in ELA 30-1 still include the six strands of ELA (reading, writing, speaking, listening, viewing and representing), but the emphasis on literary analysis is paramount, along with a heightened expectation of independence from the students. Literature is more complex, lengthy and evocative, and the expectations for individual inquiry are advanced. Students will study Shakespearean plays, short stories, poetry, non-fiction, novels, film, subtle nuances and symbolism. Credit in ELA 30-1 is necessary for university entrance.

English Language Arts 10-2 (5 credits) (no prerequisite)

This course emphasizes the skills of listening, viewing, reading, speaking and writing as they relate to the needs of everyday life, with every attempt being made to integrate these areas. Through the use of a wide variety of appropriate materials, students are expected to increase both their interest and skill in understanding and interpreting ideas, and in expressing them in clear, accurate and effective speech and writing.

Core Courses

English Language Arts 20-2 (5 credits) (prerequisite: English 10-1 - 40%, 10-2 - 50%)

This course emphasizes the development of practical skills in reading, writing, listening, speaking, viewing and representing. Students will study a variety of literature including the novel, short stories, poetry and modern drama. In addition to literature responses, students study functional writing, such as letters and speeches, as well as visual literacy and responses to media.

English Language Arts 30-2 (5 credits) (pre-requisite: English 20-1 - 40%, 20-2 - 50%)

This course is a continuation of the English 10-2, 20-2 series with the emphasis on the improvement of fundamental skills in reading, writing and other forms of communication. The basis for the refinement of these skills is the study of such literary forms as the short story, the essay, the novel, drama and poetry.

French Language Arts (French Immersion)

French Language Arts 10, 20, 30 are a continuation of French language courses for students who have been enrolled in the French Immersion program in elementary and junior high school.

French Language Arts 10-1 (5 credits)

(prerequisite: successful completion of FLA 9 or a comparable course from a Francophone school is required; a grade of 60% is recommended)

FLA 10-1 is a continuation of the French Immersion program. This is an academic course designed to help students in the French Immersion program perfect and master the French language. The course will assist students in the development of the four key areas of language learning: oral comprehension and production, and written comprehension and production. The course will also allow the students to analyze and delve into novels, plays and films. Students are expected to communicate in French at all times during this course.

French Language Arts 20-1 (5 credits)

(prerequisite: successful completion of FLA 10 or a comparable course from a Francophone school is required; a grade of 60% is recommended)

This course builds on what the students have learned in FLA 10. Students continue to develop their skills and appreciations of the French language and literature in this course. They will continue to develop their skills and have a better grasp of all of the aspects of the language learning outlined above. Students will continue to advance their knowledge and appreciation of contemporary works of French literature and film. This level also builds on the students' fundamentals from previous levels (French grammar etc.) Students are expected to communicate in French at all times during this course.

French Language Arts 30-1 (5 credits)

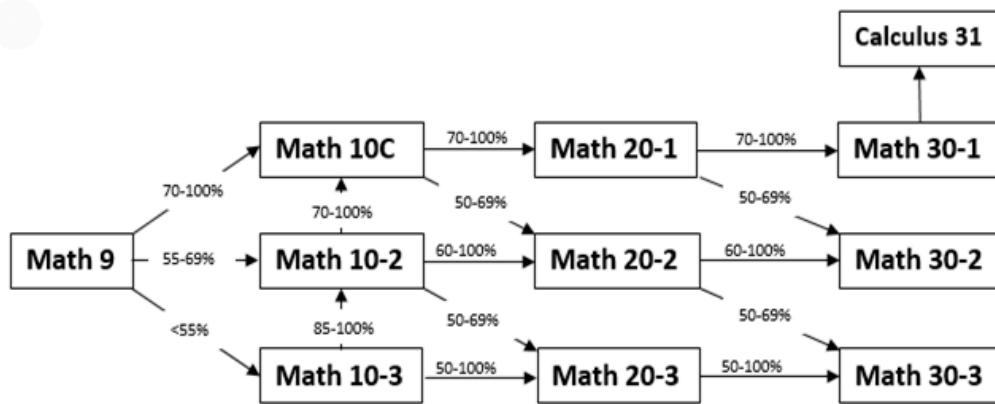
(prerequisite: successful completion of FLA 20 or a comparable course from a Francophone school is required; a grade of 60% is recommended)

This course represents the culmination of the high school French Immersion program. The students will demonstrate a strong proficiency and grasp of the oral and written components of Canada's other official language. Students will be assisted in developing their creative and imaginative sides in the French language, and they will also be encouraged through a variety of activities and exercises, to further their ability to analyze and understand various forms of literature, while continuing to strengthen fluency of communication in French through speaking, listening, reading and writing.

FLA 30-1 is strongly recommended for students wishing to study at a French university or find opportunities for work or travel where French would be an asset.

Core Courses

Mathematics



10 credits in Mathematics are required for a High School Diploma

Course Sequences

“-1” Course Sequence is for students who plan to enter post-secondary programs such as engineering, mathematics, sciences, select business studies, or other programs that require advanced math skills. The sequence is a co-requisite for Mathematics 31 and may be required for post-secondary calculus courses.

This course sequence is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into post-secondary programs that require the study of Calculus. Topics include algebra and number sense; measurement; relations and functions; trigonometry; and permutations, combinations, and the binomial theorem.

“-2” Course Sequence is for students wishing to study at the post-secondary level in diverse fields, including arts programs, civil engineering technology, medical technologies, and select apprenticeship programs. This path will fulfill most students' needs. Mathematics-2 is designed with a great deal of flexibility, so that the student can switch sequences in Grade 11 or Grade 12 should his or her interests change.

This course sequence is designed to provide students with mathematical understandings and critical thinking skills identified for post-secondary studies in programs that do not require the study of Calculus. Topics include geometry; measurement; number sense and logic; logical reasoning; relations and functions; statistics and probability.

“-3” Course Sequence is for students who want to apprentice in a trade or enter the workforce directly after high school.

This course sequence is designed to provide students with the mathematical understandings and critical thinking skills identified for entry into most trades and for direct entry into the workforce. Topics include algebra; geometry; measurement; number sense; statistics and probability.

Math 10C (5 credits)

The content covered for this course is: SI and Imperial units of measure and conversions, Surface Area and Volume of 3-D objects, Trigonometric Ratios and Right Triangles, Polynomial Expressions and Factoring, Irrational Numbers, Slope, Lines and Line Segments, Linear Relations, Domain, Range, Functions, and Systems of linear Equations.

Recommended Prerequisite: 70% in Math 9.

Core Courses

Mathematics

Math 10-2 (5 credits)

This course is a streamlined version of Math 10C designed to enable students who wish to pursue Math 20-2 and Math 30-2 to do so more easily. It is aimed at students from Math 9 who scored in the 55%-69% range, or those students whose career aspirations require Math 30-2 (such as Nursing and Engineering Technology programs for example).

It includes the full curriculum from Math 10C, but with (a) an emphasis on those elements that will follow in Math 20-2 and Math 30-2, and (b) a de-emphasis on those elements not required for Math 20-1, Math 30-1 and Calculus.

Recommended prerequisite: 55% in Math 9. Students placed in or elect to pursue “Math 10-2” will not be permitted to move into the “-1” stream without having taken Math 10C.

Math 10-3 (5 credits)

The content covered for this course is: SI and Imperial units of measure and conversions, Applications of SI and Imperial units to length, area, volume, capacity, mass, temperature, 2-D and 3-D objects; Spatial Reasoning, Pythagorean Theorem, Convex Polygons, Trigonometric Ratios, Angles, Parallel and Perpendicular Lines; Currency Exchange and Income; and Manipulation and Application of Formulas.

The prerequisite for Math 10-3 is 55% or below from Math 9. If you have completed Math 10-3, you may try Math 10-2 with a mark above 85% and with teacher recommendation, or continue on to Math 20-3.

Math 20-1 (5 credits)

Course content for Math 20-1 includes: absolute value, radical, quadratic, and rational functions and equations, trigonometry of angles in standard position, sine law, cosine law, polynomial factoring, systems of equations, quadratic inequalities, reciprocal functions, and arithmetic and geometric sequences and series.

Recommended prerequisite: 70% in Math 10C.

Math 20-2 (5 credits)

Course content for Math 20-2 includes: properties of angles in triangles, cosine law, sine law, inductive and deductive reasoning, radical expressions and equations, normal distribution, confidence intervals, quadratic functions, and a mathematics research project.

Recommended Prerequisite: 50% in Math 10C or 60% in Math 10-2

Math 20-3 (5 credits)

Course content for Math 20-3 includes: surface area, volume and capacity, trigonometry involving more than one triangle, problems involving scale, representations of 2-D and 3-D objects, puzzles that involve numerical reasoning, personal budget, compound interest, financial institution services, credit card and loans, slope, proportional reasoning, bar graphs, histograms, and line and circle graphs

Prerequisite: 50% in Math 10-3.

Math 30-1 (5 credits)

Math 30-1 includes the study of exponents and logarithms, trigonometry, relations and functions, permutations, combinations, and the binomial theorem. Students must write a Provincial Diploma exam worth 30% of their grade to complete this course.

Recommended Prerequisite: 70% in Math 20-1.

Math 30-2 (5 credits)

Math 30-2 includes the study of logical reasoning, probability, relations and functions. Students must write a Provincial Diploma exam worth 30% of their grade to complete this course.

Recommended Prerequisite: 50% in Math 20-1 or 60% in Math 20-2.

Core Courses

Mathematics

Math 30-3 (5 credits)

Math 30-3 includes the study of measurement, geometry, numbers, algebra, statistics and Probability.

Prerequisite: 50% in Math 20-3

Math 31 Calculus (5 credits)

Math 31 is the most advanced high school mathematics course and is designed for students who are presently taking or have completed Math 30-1. Math 31 emphasizes the practical and theoretical aspects of differential and integral calculus.

Students do not write a Provincial Diploma Exam at the completion of this course. Math 31 is required for admission into the Faculty of Engineering, Faculty of Science (Honours and Specialization Math or Physics), and strongly recommended before entering a Faculty whose program contains an introductory Calculus course.

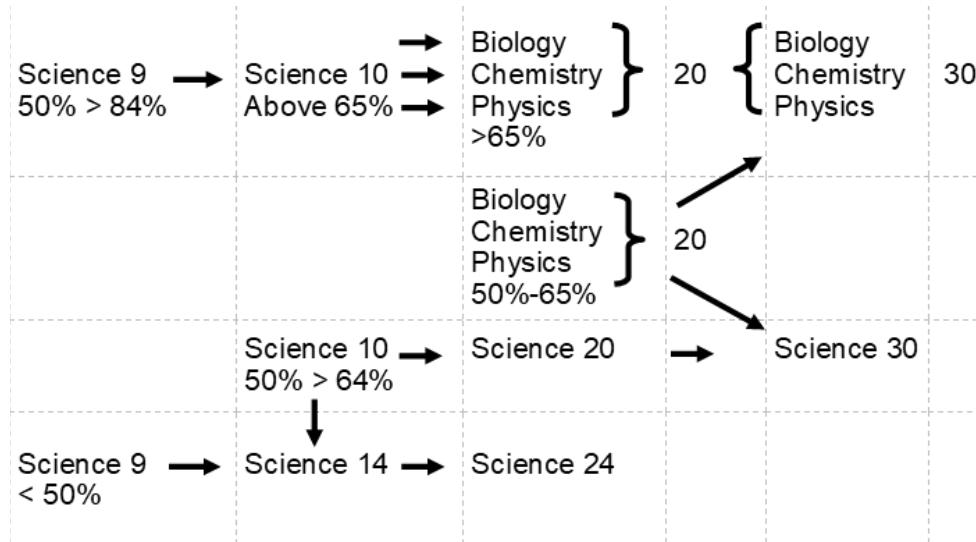
Recommended Prerequisite: 70% in Math 30-1

Sciences

10 credits in Science are required for a High School Diploma

The senior high school programs will help students attain the scientific awareness needed to function as effective members of society. Students will be able to pursue further studies and careers in science, and have a better understanding of themselves and the world around them.

Students focus on learning the big interconnecting ideas and principles: change, diversity, energy, equilibrium, matter and systems; the process by which scientific knowledge is developed, including the role of experimental evidence; and the connections among science, technology and society.



Science 10 (5 credits)

This academic program provides students with a unified view of the biological, chemical, physical and earth sciences and an awareness of the connections among them. Science 10 is the prerequisite for all the academic sciences. Prerequisite: Science 9 - 50% Recommended Prerequisite: 65% in Math 9

The four topics covered are:

- Matter and Energy in Chemical Changes
- Energy Flow in Technological Systems
- Cycling of Matter in Living Systems
- Energy Flow in Global Systems

Core Courses

Biology 20/30 (5 credits each)

This academic program explores the interactions of living systems with one another and their environment. In Biology the underlying theme is energy and matter exchange. In Biology 30, the emphasis is on adaptation and change.

Biology 20 Prerequisite: Science 10 - 50% (recommended: Science 10 - 65%)

Biology 20 consists of four units of study:

- Energy and Matter Exchange in the Biosphere
- Ecosystems and Population Change
- Photosynthesis and Cellular Respiration
- Human Systems

Biology 30 Prerequisite: Biology 20 - 50% (recommended 65%)

The four topics covered are:

- Systems Regulating Change in Human Organisms
- Cells, Chromosomes and DNA
- Reproduction and Development
- Change in Populations and Communities

Chemistry 20/30 (5 credits each)

This academic program is designed to study matter and its changes. Students, through the study of Chemistry 20-30, are given an opportunity to explore and understand the natural world and made aware of the profound influence of chemistry on their lives.

Chemistry 20 Prerequisite Science 10 - 50% (recommended 65%), Math 10C (recommended 60%)

Chemistry 20 consists of four units of study:

- The Diversity of Matter and Chemical Bonding
- Gases as a Form of Matter
- Matter as Solutions, Acids and Bases
- Quantitative Relationships in Chemical Changes.

Chemistry 30 Prerequisite: Chemistry 20 - 50% (recommended 65%), Math 20-1 (recommended 60%)

The four topics covered are:

- Thermo-chemical changes
- Chemical equilibrium focusing on acid-base systems
- Electrochemical changes
- Chemical changes of Organic Compounds

Physics 20/30 (5 credits each)

This academic program, designed to study matter and energy and their interactions, helps students understand the physics principles behind the natural events they experience and the technology they use in their daily lives.

Physics 20 Prerequisite: Science 10 - 50% (recommended 65%), Math 10C (recommended 60%)

The four topics covered are:

- Kinematics
- Dynamics
- Circular Motion, Work and Energy
- Oscillatory Motion and Mechanical Waves

Physics 30 Prerequisite: Physics 20 - 50% (recommended Physics 20 - 65%), Math 20-1 (recommended 60%)

The four topics covered are:

- Momentum and Impulse
- Forces and Fields
- Electromagnetic Radiation
- Atomic Physics

Core Courses

Science 20/30 (5 credits each)

The Science 20-30 program is designed for the student interested in science, but does not require science courses for post-secondary education. Science 30 can be used as an admission subject for certain post-secondary programs.

Science 20 Prerequisite Science 10 - 50%

The four topics covered are:

- The Changing Earth
- Chemical Changes
- Changes in Living Systems
- Changes in Motion

Science 30 Prerequisite Biology 20, Chemistry 20, Physics 20 or Science 20 - 50%

Recommended Math 20-1 or Math 20-2

The four topics covered are:

- Living Systems Respond to Their Environment
- Chemistry in the Environment
- Electromagnetic Energy
- Energy and the Environment

Science 14/24 (5 credits each)

This general program allows students to meet the credit requirements in science for an Alberta High School Diploma and also provides opportunities for transfer into the academic program. The focus is on helping students understand the scientific principles behind the natural events they experience and the technology they use in their lives.

Science 14

The four topics covered are:

- Properties of Matter
- Energy Transfer Technologies
- Matter and Energy in Living Systems
- Matter and Energy in the Environment

Science 24 Prerequisite Science 14 - 50%

The four topics covered are:

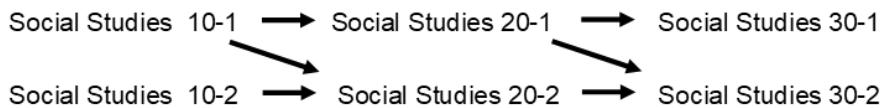
- Applications of Matter and Chemical Change
- Understanding Common Energy Conversion Systems
- Disease Defense and Human Health
- Motion, Change and Transportation Safety.

Social Studies

The “-1 program” is generally for students planning to enrol in post-secondary programs at four year degree granting institutions. The “-2 program” primarily is for students planning to enter a 2 year diploma institution or other post-high school training programs.

Credit in Social Studies 30-1 or 30-2 is required for a High School Diploma

Program of Studies



Core Courses

Social Studies 10-1: Perspectives on Globalization (5 Credits)

Prerequisite: Social Studies 9 - 60%, recommended 65%

Overview: Students will explore multiple perspectives on the origin of globalization and the local, national and international impacts of globalization on lands, cultures, economies, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

Social Studies 10-2: Living in a Global World (5 credits)

Overview: Students will explore historical aspects of globalization on lands, cultures, human rights, and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

Social Studies 20-1 - Perspectives on Nationalism (5 Credits)

Prerequisite: Social Studies 10-1 - 50% (recommended 65%), Social Studies 20-2 - 50% (recommended 65%)

Overview: Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, international and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and of how nationalism contributes to the citizenship and identities of peoples in Canada.

Social Studies 20-2 - Understandings of Nationalism (5 Credits) Prerequisite: Social Studies 10-1 or 10-2 - 50%

Overview: Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on the individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

Social Studies 30-1 - Perspectives on Ideology (5 Credits) Prerequisite: Social Studies 20-1 - 50% (recommended 65%), Social Studies 30-2 - 50% (recommended 65%)

Overview: Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues. This understanding will enable students to effectively investigate, analyze and evaluate government policies and actions and develop individual and collective responses to contemporary local, national and global issues.

Social Studies 30-2 - Understandings of Ideologies (5 credits) Prerequisite: Social Studies 20-2 - 50%

Overview: Students will examine the origins, values and components of competing ideologies. They will explore multiple perspectives regarding relationships among individualism, liberalism, common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emergent global issues.

Core Courses

Physical Education

The aim of the CCH Physical Education program is to enable students to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. All PE classes are co-ed.

A minimum of three (3) PE credits must be achieved for a student to qualify for a High School Diploma. Students are strongly advised to obtain the minimum requirement in grade 10.

Physical Education 10 and CALM - PE 10 (3 credits) -CALM (3 credits)

This course is the basic PE 10 program supplying sufficient credits in compliance with the Alberta Education requirement for a high school diploma. Students will be introduced to individual and team lifetime and leisure activities with emphasis on participation, attitude, attendance, knowledge of theory, fitness principles as well as physical and leadership skills.

CALM is an Alberta Education requirement for a high school diploma

The goal of this course is to enable students to think, decide, plan and manage all aspects of their life. The CALM program focuses on personal development in the following three areas:

- Personal Choices - applies an understanding of the dimensions of health, and understanding the dynamic interplay of these factors in managing personal well-being.
- Resource Choices - explores options, makes responsible decisions in the use of finances and other resources that reflect personal values and goals and demonstrates commitments to others.
- Career and Life Choices - develops and applies processes for managing personal, lifelong career improvement.

CALM is a required course to be taken in Grade 10 in conjunction with PE 10.

Students will have a choice between Physical Education 20/30 Competitive and Physical Education 20/30 Non-competitive. Both courses allow students to use the 10 potential credits towards their CTS requirement for high school graduation. Please note: PE 20/30 Competitive is highly recommended for students looking to pursue programs in the area of Physical Education and/or Kinesiology. Possible career opportunities include athletic therapist, fitness trainer, physical therapist, sports psychologist, and physical education teacher.

The primary distinction between the Physical Education 20/30 Competitive class and the Physical Education 20/30 Non-competitive class lies in the nature of the activities and the emphasis placed on competition.

Prerequisite: PE 10 - 75% grade and an excellent record of attendance

Physical Education 20/30 Competitive (5 credits at each level):

- Sports Specific Training: The curriculum might emphasize skill development and training in specific sports/activities that are competitive and/or high intensity.
- Competition Emphasis: The focus might be on challenging students in physical and mental capacities with regard to athletics, fitness, and sport.
- Nature of Activities: The type of activities would be of higher intensity such as running, CrossFit, and fast-moving sports.
- Performance Assessment: Assessment may include evaluating students based on their individual and team performance in competitive settings.

Physical Education 20/30 Non-competitive (5 credits at each level):

- Holistic Physical Fitness: The curriculum may prioritize a broader range of physical activities that contribute to overall fitness and well-being. This could include activities like circuit training, yoga, fitness exercises, dance, and recreational type games.
- Inclusive Approach: Non-competitive classes may focus on creating an inclusive environment where students of different abilities and interests can participate comfortably. The emphasis may be on enjoyment, personal improvement, and fostering a lifelong appreciation for physical activity, nutrition, and overall health.
- Individual Progress Assessment: Assessment in non-competitive classes may be more individualized, focusing on each student's progress toward personal fitness goals. It could involve self-assessment, reflection, and feedback on personal development.

In summary, the key difference lies in the orientation towards competition. Competitive PE classes center around formalized sports, competition, and performance improvement, while non-competitive classes emphasize a broader spectrum of physical activities, personal well-being, and a more inclusive and cooperative environment. Both approaches have their merits and can cater to different preferences and goals of students.

Core Courses

Off-Timetable Course

Physical Education 20 and Physical Education 30

PE 20 and PE 30 Off-Campus - 5 Credit Course (CTS Credits)

Students interested in this program can contact Mr. Leroux at lerouxc@holyspirit.ab.ca. Once an initial discussion has occurred there will be an online form to complete by the student before admission is granted into this course.

Students pursuing excellence in a sport or activity that is outside of CCH extracurricular sport/activity might be best suited for the PE 20 & PE 30 Off-Campus Program. This course is geared towards students involved with track & field, swimming, gymnastics, dancing, judo, wrestling, skiing, climbing clubs, golf, certain hockey and soccer leagues.

Students often experience conflict between the required training, practicing, competing, performing, rehearsing and their educational needs and schedule. Through the individual's particular sport, activity and supplementary time with a teacher off the timetable students will be able to meet the PE 20 or PE 30 requirements. Students will need to be clearly motivated to their sport/activity and committed to this PE Off-Campus program.

Benefits to Students:

- students able to complete a course off-timetable that would not have fit on their regular schedule
- opportunity to capitalize on outcomes/curriculum for PE 20/30 that is completed through their off-campus sport/activity, community partnership with organizations in Lethbridge
- gives students the ability to use PE 30 towards post-secondary application/entrance marks

Summer PE 10 and CALM (6 credits)

Attendance everyday is crucial as the course is compressed into a set number of days. Physical Education 10, in the summer, is for students entering grade 10. Existing grade ten and eleven students may be admitted only with the approval of an administrator. Placement in the class will be determined using the following criteria.

- First Priority will be assigned to students who are in French Immersion and are planning to take a full complement of Science courses (Biology, Chemistry and Physics) at the grade 11 and 12 levels, as well as Math 30 and Math 31.
- Second priority will be assigned to students planning to take a full complement of Science (Biology, Chemistry and Physics) at the grade 11 and 12 levels, as well as Math 30 and Math 31. Any available seats will be given to the remaining students who request this course. Admission will be based on the other course requests of the individual student.



Career & Technology Studies - CTS

CTS Clusters

A cluster is a group of CTS courses that represents occupations and broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification (NOC) and function as an organizing tool for the CTS program.

Clusters:

- helps students choose curriculum and occupational fields for which they have interest and aptitude
- provides a context for selecting courses specific to a pathway
- helps connect students with exploratory courses of study, allowing students to gain general, transferable skills
- helps students to develop specialized skills and knowledge through pathways
- Focuses on teaching and learning by relating similar knowledge, linking shared skills, guiding career exploration,
- allows students to make informed career choices, associating common interests and linking education with relevant real-world experiential activities

The Five Clusters

Business, Administration, Finance & Information Technology (BIT)

The focus of the BIT cluster is for students to develop and apply important knowledge, skills and attitudes so they can implement efficient systems and strategies of management and marketing and use electronic technologies to collect, structure, manipulate, retrieve and communicate information within individual, family, workplace, community and global contexts.

Health, Recreation & Human Services (HRH)

The focus of the HRH cluster is for students to develop and apply important knowledge, skills and attitudes so they can provide care and services for individuals and groups in a variety of industries, such as health care, recreation, cosmetology, the food industry and the legal system.

Media, Design & Communication Arts (MDC)

The focus of the MDC cluster is for students to develop and apply important knowledge, skills and attitudes so they can provide well designed and aesthetically effective communication solutions.

Natural Resources (NAT)

The focus of the NAT cluster is for students to develop and apply the knowledge, skills and attitudes to work individually and collectively, as private citizens and as members of the work force, toward the conservation and responsible use of energy and natural resources.

Trades, Manufacturing & Transportation (TMT)

The focus of the TMT cluster is for students to develop and apply important knowledge, skills and attitudes relative to the manufacture and assembly of products from individual components and the processing of raw materials into products.

CTS courses are taught in modules and are designated with a number

1. introductory level
2. intermediate level
3. advanced level

A student will earn one credit for each module.

Advanced modules can be used for admission to select post-secondary institutions.

CTS courses and fees

Please note that CTS courses have varying amounts of school fees attached to them so that we may run rigorous and relevant programming and hands-on learning experience. We endeavor to provide exceptional programs and student fees play a role in our ability to do so. These fees go towards transportation, community facility bookings, guest speakers, classroom resources for hands-on activities, and other consumables (materials students use).

Career and Technology Studies - CTS

Sports Medicine

Sports Medicine 15 (5 credits) Recommended Prerequisites: 65% in Science 9

The purpose of the SM 15 course is to Provide students with an opportunity to learn about sport injuries, first aid care and professions related to sports medicine.

The course will also include anatomy and physiology material.

Furthermore, students will become familiar with the prevention, care and rehabilitation of athletic injuries.

Students will be certified in Standard First Aid CPR-C by a certified First Aid instructor. Approximately \$75.00 of the \$95.00 course fee goes toward this valuable certification.

1 credit modules:

- HSS 1010 - Health Services Foundations
- REC 1020 - Injury Management I
- HCS 2020 - First Aid/CPR with AED
- HCS 1050 - Musculoskeletal System
- HCS 1080 - Cardiovascular System

Sports Medicine 25 (5 credits)

Mandatory Prerequisite: Sports Medicine 15

The purpose of the SM 25 course is to prepare prospective student trainers with a basic understanding in the area of prevention and immediate care of athletic injuries.

The course will also include study components with the body, prevention, assessment and treatment of injuries.

Furthermore, students will understand basic taping principles and apply them to specific injuries.

Students will also apply theory learned in class to lab situations.

1 credit modules:

- REC 1030 - Technical Foundations for Injury Management
- CCS 2040 - Integrative Health
- REC 2020 - Injury Management 2
- HCS 2120 - Pain and Pain Management
- REC 2030 - Anatomy of Joints

Sports Medicine 35 (5 credits) Mandatory Prerequisite: Sports Medicine 25

Sports Medicine 35 is a unique course and the final step in the Sports Medicine progression of courses.

Sports Medicine 35 students will be applying knowledge gained with anatomy and injuries from SM 15/25 and apply them to a series of student directed projects.

Students will be working independently with a series of balanced and checks to ensure students are using their time effectively.

In-depth analysis and discussion on issues in sport that are prevalent in our current national and international sporting culture.

1 credit modules:

- REC 3020 - Injury Management III
- HCS 1070 - Respiratory System
- HSS 3020 - Mental Health and Wellness
- REC 2910 - REC Project B
- HCS 1910 - HCS Project A

Career and Technology Studies - CTS

Sports Performance

Sports Performance 15 (5 credits) Course open to Grade 10, 11 & 12 students

Recommended Prerequisites 65% in both Science 9 or Science 10

There will not be a Sports Performance 25 or 35 course offered in 2026-2027.

Sports Performance is 50% theory and 50% activity based.

Sports Performance will provide students opportunities to learn components of athletic development as it relates to improving performance in sport. Students will explore and learn about strength training, personal fitness plans, nutrition, sport psychology and experience group exercise activities. Daily attendance and a commitment to participation and classroom theory is crucial to being successful in this unique class. At times, students will experience rigorous activity as we apply classroom theory to actual physical activity.

1 Credit Modules:

- REC 1040 - Foundation for Training I
- REC 1050 - Sports Psychology I
- REC 2010 - Nutrition for Rec Activities and sport
- REC 1045 - Group Exercise Trends
- REC 1910 - REC Project A

Construction Technologies (up to 5 credits)

Our Construction Technologies program allows our students to investigate and develop important knowledge, skills and attitudes relative to the design, construction and maintenance of buildings and other related products. Students are provided with a broad base of relative theory and practice that builds daily living and career-specific skills. Successful completion of modules in this strand is intended to provide students with the skills and experience required for entry-level employment or for pursuing post-secondary education in the field of carpentry.

- This course focuses on a "hands on" approach. Students will have the opportunity to work with hand and power tools to construct projects in order to complete each module.
- Students will safely transform common wood materials into useful products.
- Students will have the opportunity to take home the projects created within the program.

Areas of study include:

- Safety (General & Machine Specific)
- Project Planning and Drafting
- Building Construction
- Cabinet Making

Introductory, Intermediate and Advanced Sections of this class will be offered each year.

Food Studies (up to 5 credits)

Whether you are an up and coming Top Chef and want to learn to cook for a career or simply want to learn how to cook for life, Food Studies has something for you. The Career & Technology Studies (CTS) curriculum focuses on all aspects of meal preparation. Areas of study include a variety of food related courses such as: Food Safety, Contemporary Baking, Snacks and Appetizers, Canadian Heritage Foods, Meal Planning, International Cuisine, Bread Products, Dairy Products, as well as Soups and Sauces.

Food Studies is comprised of two levels: Intermediate and Advanced. Each level consists of five different modules that will be completed in the span of the quarter. All levels of the course provide plenty of hands on experience in a modern kitchen setting with lots of opportunity to try many nutritious and delicious recipes.

For those students with a particular passion for cooking and perhaps are considering working in the industry, Registered Apprenticeship Program (RAP) is available for students interested in exploring a culinary career. These students will have the opportunity to qualify for scholarships, reduced tuition fees and job opportunities. If participating in RAP is something that you think you may be interested in, please contact: Mr. Boschee (Holy Spirit Off-Campus Coordinator) or Mrs. Bam (Career Practitioner).

Career and Technology Studies - CTS

Welding and Fabrication (Up to 5 credits)

Welcome to Welding & Fabrication at CCH! This course is perfect for anyone with a creative spark, an artistic flair, or a passion for hands-on projects. Whether you've always wanted to try welding, dream of building with metal, or spend hours scrolling Pinterest for inspiring DIY ideas, this course is for you!

Throughout the quarter, we'll explore the fundamentals of Welding and Fabrication, from project design to hands-on production. You'll have the opportunity to tour various manufacturing facilities, gaining insight into the exciting career paths these skills can offer. Along the way, you'll build valuable skills, gain real-world experience, and have a great time doing it! This course, based at Campus West, offers students the chance to earn up to five CTS credits.

Design Dynamics (up to 5 credits)

Have you ever dreamed of being a designer? Does the fashion world fascinate you? Or maybe you might be interested in interior design? What about logos, branding, and visual art? Design Dynamics is a course that explores all of these areas. We start with learning the Elements and Principles of Design, and then apply them to graphic design, fashion design, and interior design. We'll spend time looking at Color Theory, 3D Computer Generated Designs, Fashion Illustrations, and more! You'll get the chance to create your own visuals, layouts, and outfits and see what being a modern-day designer is all about. Throughout the course we'll also be making career connections with real-world designers who have experience in each field. This course does not require any art abilities - only a creative mind and problem-solving skills.

Trades Foundations (Formerly Introduction to Trades)

Our Intro to Trades program is a hands-on course designed to expose students to the wide world of trades that will be available to them upon entering the workforce. Students will not only get hands-on experience in a multitude of trades including plumbing, electrical, roofing, flooring, hvac, automotive and many others (depending on the ongoing major-project), but they will also have the opportunity to hear from and converse with local entrepreneurs, trade professionals and business owners throughout the quarter via weekly guest-lectures in class.

This course is an excellent opportunity to explore opportunities in exciting industries that are poised for major growth over the coming years. This course also acts as a great first step towards the Registered Apprentice Program (RAP) where students gain credits while working a paying job in the trade of their choice. For more information on this, ask the teacher or contact the Career Center.

Studio Photography and Publication (up to 5 credits)

Studio Photography and Publication is up to 5 credit CTS course that will concentrate on the technical side of photography and publication. This class will be open to all grade levels. It will suit students who want to learn the techniques of using a DSLR camera right from the studio to post production, to publication and to print. The focus of the course will be on the technical use of the camera, lenses, aperture, shutter, lighting, setup and so much more than just the point-and-shoot cameras.

In the advanced level, students will be working on creating a portfolio via project based assignments. They will be allowed to choose their own topics of interest.

Recommended modules, but not limited to:

COM1005 - Visual Composition	COM3205 - Photography - Lighting
COM1205 - Photography - Introduction	COM3225 - Photography - Colour
COM1215 - Photography - Exposure I	COM3245 - Photography - Outdoor
COM1275 - Photography - Digital Processing	COM3275 - Photography - Digital Processing 2
COM2205 - Photography - Communication	COM3235 - Black & White Techniques
COM2205 - Photography - Composition	COM1910 - Project A
COM2235 - Photography - Lenses	COM2910 - Project B
COM3215 - Photo Journalism	COM2920 - Project C

Career and Technology Studies - CTS

New Media (up to 5 credits)

Do you love Photoshop, Premiere or After Effects? Want to be a designer, filmmaker, animator or photographer? Then you should check out New Media!

One of the fastest growing industries in the world, New Media gives you a head-start in careers like film, animation, fashion, design and gaming. Students learn the Adobe Suite while working both collaboratively and independently to design, develop and create a wide scope of projects. The course content is presented in an inquiry-based (rather than tutorial-based) classroom learning environment and exploration, innovation, and collaboration with peers are key!

Catholic Central's state-of-the-art New Media lab features sound-proofed Audio Suites, a separate green screen room, and various professional-grade software and hardware. Class projects are tailored to individual interests and students create portfolios of their finished work to use in the future.

If you love making online content, then this class is for you!

Business and Entrepreneurship (up to 5 credits)

The class will operate all aspects of a small business in the form of a custom clothing and apparel company. Students will be provided opportunities to be a part of running a business and playing the role of an entrepreneur. Students will take in orders, design, and decorate apparel, invoice customers, and study "the bottom line" in terms of profit vs. loss. All students will create a personal project and fulfill occasional community projects in addition to the in house orders from various departments at CCH. Business operations will include advertising, finance, ordering, production, delivery and customer service. The students will have the opportunity to experience entrepreneurship and business in a variety of ways. Students will earn credits completing modules from many of these CTS strands depending on the project. CCH will give students real world experience focusing on the Entrepreneurial Spirit pillar of the new Alberta Education Framework for Student Learning.

Pre-Engineering (up to 5 credits)

Our Pre-Engineering program offers a hands-on experience to students in a wide range of engineering technologies using industrial quality equipment and software that prepares them for a successful post-secondary education. Additionally, students will have the opportunity to explore current and exciting career paths in technology and engineering, as well as the Trades. The Pre-Engineering program uses a unique blend of project-based team learning experiences combined with individualized learning formats for technical skill development.

Module Topics include the following:

- 3-D Modelling / 3-D Printing
- Robotics
- CAD/ CAM
- CNC Machines
- Electrical Circuits
- Residential Wiring
- Pneumatics / Hydraulics
- Manufacturing Processes
- Mechanical Drives
- Structural Design
- Thermal Systems

Team-Based Master Projects Include:

- Automated Hydraulic/Pneumatic Can Crusher
- Single Person Hovercraft



Fine Arts

Art

Art 10 (3/4/5 credits) (no prerequisites)

This program introduces the students to the language, media, techniques and social function of art. Students are encouraged to create objects and images that place an emphasis on their understanding of how to produce original works of art.

Art 20 (3/4/5 credits) (prerequisite: Art 10)

This studio-based program introduces students to the concepts and skills needed to investigate the art-making process. Students will create original works of art while examining exactly what is art, and the role of art and artists within society. The focus of this program is to promote the creative “voice” of the student artist.

Art 30 (5 credits) (prerequisite: Art 20)

This studio-based program offers a unique Problem-Based Learning approach to art education. Students will create original works of art by responding to a series of inquiry-based conceptual elements that are designed to heighten their awareness of why we promote professional art production. The focus of this program is to refine personal artistic intention and to provide a solid foundation for students who may wish to pursue post-secondary opportunities in art.

Portfolio Art 35 (3/5 credits) (prerequisite: Art 30)

Portfolio Art 35 is designed for students who are interested in continuing their studies of Art at a post-secondary level. This is a student-directed, individualized studio art program that will allow students to create their own unique works of art and then utilize them in an attractive and functional online portfolio.

Studio Art 35 (3 credits) (prerequisite: Art 30)

Studio Art 35 is a course designed for art students who are interested in a serious pursuit of art and will provide the student with additional time and studio space to develop quality art pieces for post-secondary requirements. Students engage in personal research and work on an independent basis to determine the direction their own creativity.

Drama and Musical Theatre

Drama 10, 20, 30 (5 credits) Prerequisite: Drama 10 - none; Drama 20 & 30 - Successful completion of previous course

Drama is delivered as a quarter-based, 5 credit course. This program provides students with a foundational and progressive exploration of acting, improvisation, stagecraft, and theatrical production. Students develop creativity, confidence, and teamwork through hands-on experiences and in-class performances. Each level builds on core drama skills, allowing students to deepen their understanding of theatre arts and refine their technique. Whether new to drama or looking to expand their performance skill, students are encouraged to bring their enthusiasm and curiosity to this dynamic and collaborative course. Students joining Drama for the first time in high school enroll in the 10 level, where they work on the foundations of Drama, including voice, movement and improvisation. Students who continue into the 20 and 30 levels develop their skills in writing, acting, directing and technical theatre.

Musical Theatre 15,25,35 (5 credits)

Prerequisite: students must complete an audition and be offered a role as CAST in the production; they receive the credit designation based on the number of completed production - Musical Theatre 15 is for first-year performers, 25 for second-year performers and 35 for third-year performers.

Fine Arts

Musical Theatre 15, 25, 35

Musical Theatre is an off-timetable, 5-credit course taught in conjunction with the CCH Fine Arts production team for students who become part of the CAST of the CCH's annual production. Students interested in this course are required to audition and take part in an intensive rehearsal schedule - while dates are to be determined based on the calendar year, auditions generally occur at the end of Quarter 1; rehearsals and the run of the production occur through Quarters 2 and 3 after school, Monday through Friday. It is strongly recommended that students have taken other Fine Arts courses at CCH, in particular Drama and Choir classes. Students looking to develop their skills in acting, singing, and dancing are highly encouraged to audition and become a part of the production - this course will help you become stronger performers and can often lead to other opportunities in performing arts.

Technical Theatre 15, 25, 35 (3 credits)

(prerequisite: students must join the production in one of many backstage/behind-the-scenes CREW roles; they receive the credit designation based on the number of completed productions – Technical Theatre 15 is for first-year backstage crew, 25 for second-year backstage crew, and 35 for third-year backstage crew)

Technical Theatre is an off-timetable, 3-credit course taught in conjunction with the CCH Fine Arts production team for students who become part of the CREW of CCH's annual production. Students interested in this course are required to sign up with the Director or Stage Managers and attend scheduled rehearsals throughout the production calendar - usually two or three per week until the end of February, when the show nears its completed stage and rehearsals involving crew happen every day. It is recommended that students have taken Drama classes to be familiarized with the various aspects of Technical Theatre. Students will be involved in working behind the scenes to help ensure the success of the annual production - all students will learn how to actively stage-manage a production, including a focus on a number of different areas, including lighting, sound, sets, props, costume, and makeup. They will also develop collaborative and critical-thinking skills as they assist from behind the scenes to put on the show.

Instrumental Music

Concert Band 10, 20, 30 (5 credits)

(prerequisite: Concert Choir 10 - none; Concert Choir 20 and 30 - successful completion of previous course) Concert Band is a full year 5-credit course for brass, percussion, or woodwind instruments. Students perform in concerts and other events throughout the year. No experience is required and instruments can be provided for a rental fee, so beginners are encouraged to join and explore their musical potential in a supportive environment. Concert Band is open to Junior High students as well, and if interested, they should contact Mrs. Richards directly.

Music Masterclass (5 credits)

(prerequisite: Music Masterclass (beginner) - none; Music Masterclass (intermediate and advanced) - successful completion of previous course)

Music Masterclass, taught by Mrs. Richards, is a 5-credit course that is intended for highly motivated students who have a desire to broaden and strengthen their skills and knowledge of music. Students will increase their knowledge of music theory, composition, and history, while producing shows, performing across the city and recording music. This is a great class to take before enrolling in other ensembles! By developing this range of skills, students will become stronger musicians. Students who are enrolled in the Royal Conservatory of Music outside of school are eligible for an additional credit opportunity as well.

Rock and Pop (5 credits)

This cutting-edge, 5-credit class will immerse students in a variety of musical genres with a focus on pop, rock, and modern sounds. From ensemble work to full rock band setups, you'll gain hands-on experience in performance preparation and stage presence. With opportunities to perform in smaller gigs and larger showcases, this course is perfect for anyone looking to refine their musical skills, collaborate with others, and rock out in a dynamic, fun environment. Whether you're a vocalist, guitarist, drummer, or just love making music, this is your chance to shine.

Fine Arts

Vocal Music

Concert Choir 10, 20, 30 (5 credits)

(prerequisite: Concert Choir 10 - none; Concert Choir 20 and 30 - successful completion of previous course) Concert Choir is a performance-based choral ensemble open to students in Grades 10-12 who enjoy singing and working as part of a team. The choir focuses on developing healthy vocal technique, musical literacy, blend, balance, and expressive performance across a variety of musical styles. Students in Concert Choir participate in regular rehearsals, school liturgies, concerts, and select community events. Commitment to attendance, preparation, and respectful rehearsal behaviour is essential to the success of the ensemble. No previous choir experience is required; a positive attitude, willingness to learn, and consistent effort are key to success. This course is offered off the regular timetable.

Show Choir 15, 25, 35 (5 credits)

(prerequisite: Show Choir 15 - none; Show Choir 25 and 35 - successful completion of previous course) Show Choir 15/25/35 is a 5-credit, exciting, performance-focused ensemble that combines music and movement to create dynamic, high-energy shows. This full-year course requires commitment, teamwork, and a dedication to refining technique. Students work on intricate choreography and vocal precision to bring creative and unique performances to life. Concert Choir is a prerequisite for Show Choir; however, students may enroll in both courses simultaneously. Show Choir members will have numerous opportunities to showcase their hard work and energy at school and community events throughout the year. This course is offered off of the regular timetable.

Dance

Dance 15, 25 (5 credits)

(prerequisite: Dance 15 - none; Dance 25 - successful completion of previous course)

Join the Movement – CCH Dance at Catholic Central High School! Are you ready to move, create, and inspire? Dance 15 was offered for the first time in 2025/2026. It is a 5-credit course, offered within the timetable. Taught by Mrs. Jessica Ens, this course is designed to unleash your potential both on and off the dance floor. Whether you're a beginner or have dance experience, this course offers a unique blend of physical wellness, technique, anatomy, and dance history, helping you develop strength, flexibility, and confidence. With quarterly performance opportunities and a curriculum that explores various dance styles and cultural traditions, you'll express yourself like never before! Dance 15 also sets the foundation for Dance 25, which is open to students who have gone through Dance 15 and are looking to advance their skills and technique, as well as more rigorous performance and choreography components. No matter your background, there's a place for you in the CCH Dance program. Let's get moving!

Custom or Locally Developed Courses

General Psychology & Abnormal Psychology (3 credits)

The sections of this course represent an historical overview of psychology and the varied applications of the sciences to our everyday lives. Students will study principles of learning, memory, and the impact of emotion on behaviour, as well as the roles that individuals play in society and culture.

The Abnormal Psychology module content is based on views of abnormality, causal factors, types of disorders as well as assessment, prevention and treatment.



Second Languages & Culture Courses

Aboriginal Studies: 10/20/30

This Aboriginal Studies course offers students the opportunity to learn about Aboriginal language, culture, spirituality, history, and traditions through meaningful, hands-on experiences. Students will explore Aboriginal ways of knowing, storytelling, ceremonies, and traditional teachings while developing respect for Indigenous knowledge systems and worldviews.

A key part of the course is learning directly from Elders and Knowledge Keepers, who will be welcomed into the classroom on a weekly basis to share teachings, language instruction, and lived experiences. Their guidance will help students gain a deeper understanding of Aboriginal values, community connections, and cultural practices.

This course encourages cultural awareness, respectful learning, and personal reflection, providing students with a strong foundation in Aboriginal heritage and the ongoing presence of Indigenous peoples today.

French as a Second Language 10, 20, 30 (5 credits)

(prerequisite: French FSL 10 - none; French FSL 20 and 30 - successful completion of previous course)

The French as a Second Language program is based on international standards and expectations of French language instruction and Communicative Proficiency Levels of the CEFR. While it is recommended that students have previous experience in learning French as a Second Language, all students are welcome to join in the French program at any grade. Students taking FSL for the first time in high school are generally enrolled in the grade 10 level and can progress to the 20 and 30 levels throughout their high school experience. The components of each proficiency level include communication (listening, speaking, reading, and writing), experiences and culture.

Topics of study include daily tasks and activities, as well as a study of French language and culture locally, within Canada, and internationally.

Japanese 10, 20, 30-3Y (5 credits)

(prerequisite: Japanese 10 - none; Japanese 20 and 30 - successful completion of previous course)

A major world cultural asset is Japan. With the emergence of Japan as a new world leader in trade, science, technology and investment, its interaction with the rest of the world is increasing. Japan has a long and illustrious past but also has the repository of a wealth of tradition in the arts, history, religion, sports and other cultural areas. Japan continues to make significant contributions to world culture and there is therefore a growing need and desire for people to communicate and function in Japanese. The Japanese Language and Culture courses answer this need. The program integrates knowledge, skills and subject material to give students the abilities and attitudes necessary to communicate in Japanese. These courses focus on developing fundamental language skills (reading, writing, speaking, and listening) as they pertain to learning Japanese, including learning hiragana, katakana, and kanji, as well as a cultural awareness in order for students to be able to apply their linguistic competency in various situations.

Spanish 10, 20, 30-3Y (5 credits)

(prerequisite: Spanish 10 - none; Spanish 20 and 30 - successful completion of previous course)

Spanish is truly a world language, spoken by more than a quarter of a billion people in over 22 countries. Learning Spanish is useful because many employers are now hiring employees with a second language and because people are going abroad more frequently to visit or to work. The Spanish 10, 20, 30 programs are designed to introduce students to Spanish and Hispanic cultures and customs. In all three levels of Spanish the students will read, write, speak, listen, view and represent the language. They will also use Spanish in a variety of situations for a variety of purposes, use Spanish effectively and competently, and acquire the knowledge, skills and attitudes to be effective global citizens using various strategies to maximize the effectiveness of learning and communication.

Post Secondary Learning

Learning opportunities beyond senior high school include: university, college, technical institutes, apprenticeships, technical training programs and on-the-job training. At each senior high school grade level, students select courses to meet graduation requirements and build toward their future plans for further education and work/career goals. A senior high school diploma does not guarantee entrance into post-secondary programs. School staff are available to assist students in applying to post-secondary institutions. Students are responsible for becoming aware of post-secondary entrance requirements, application procedures and deadlines.

Contacts

Principal Mrs. Joanne Polec polecj@holyspirit.ab.ca	Associate Principal Mr. Dale Comchi comchid@holyspirit.ab.ca
Associate Principal Mr. Matthew New newm@holyspirit.ab.ca	Associate Principal Mr. Anthony Vercillo vercilloa@holyspirit.ab.ca
Family School Liaison Counsellor Ms. Mallory Kristjanson kristjansonm@holyspirit.ab.ca	Inclusive Education Lead Ms. Cara Ross rossc@holyspirit.ab.ca
Family School Liaison Counsellor Ms. Kansas Provost provostk@holyspirit.ab.ca	School Business Manager Mrs. Tamara Wilson wilson@holyspirit.ab.ca
FNMI Program Assistant Ms. Emily Fox foxe@holyspirit.ab.ca	Grad Coach Mr. Andrew Gilbert gilberta@holyspirit.ab.ca
Guidance Counsellor Mr. Michael Hansen hansenm@holyspirit.ab.ca	

Important Dates 2026-2027

February 2 - Registration for 2026-2027 school year opens for all HS4 students.

February 9 - Registration for all new students to HS4.

February 4 & 5 - Parent information evenings for new and grade 9 students.

February 9- 13 - Grade 9 Course Selection at schools.

February 23 - March 12 - Next Year Grade 11 & 12 Course Selection

March 17 - Registration For All Grades Due

Link for Registration <https://www.holyspirit.ab.ca/schools/registration>

Please check our website at <https://cch.holyspirit.ab.ca> for August dates and school opening information. Follow us on Instagram.