



2018-2019 School Year Policy & Procedure Handbook

As of August 2018

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Directory

ADMINISTRATION

Mr. Bret Heller Principal
 Mrs. Libbi Barrett Assistant Principal
 Assistant Principal
 Mr. Mike Randles Activities Director
 Det. Mario Rios Resource Officer

COUNSELING STAFF

Mr. Joey James Class of 2019
 Mrs. Brooke Hutchins Class of 2020
 Ms. Gretchen Lyons-Wiggins Class of 2021
 Mr. Rick Jones Class of 2022
 Mrs. Kari Hynes College & Career Advisor

COUNSELING SUPPORT STAFF

Mrs. Lori Humphries Counseling Secretary
 Mrs. Katy Bodman College & Career Secretary

OFFICE STAFF

Mrs. Norma Alley Activities
 Mrs. Kelly Murray Attendance
 Mrs. Tricia Benefiel Bookkeeper
 Mrs. Diane Nagel Principal's Sec
 Mrs. Bettie Hensley Registrar
 Ms. Sheri Cole Special Services

OFFICE HOURS: 7 A.M TO 3 P.M.

CONTACT NUMBERS

Front Office (208) 667-4507
 Activities Office (208) 667-4500
 Attendance Office (208) 765-6409
 Counseling Office (208) 667-4509
 Front Office Fax (208) 664-5786
 Registrar Fax (208) 664-9110

DAILY BELL SCHEDULE

	Monday	Tues—Friday
Zero Hour	None	6:40—7:30 AM
First Period	8:35—9:25 AM	7:35—8:35 AM
Second Period	9:30—10:20 AM	8:40—9:40 AM
Third Period	10:25—11:15 AM	9:45—10:45 AM
First Lunch	11:15—11:45 AM	10:45—11:15 AM
Fourth Period	11:20—12:10 PM	10:50—11:50 AM
Second Lunch	12:10—12:40 PM	11:50—12:20 PM
Fifth Period	11:50—12:40 PM	11:20—12:20 PM
Sixth Period	12:45—1:35 PM	12:25—1:25 PM
Seventh Period	1:40—2:30 PM	1:30—2:30 PM

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We Are Coeur d'Alene High School

Coeur d'Alene High School is one of three public high schools in the district serving the communities of Coeur d'Alene, Dalton Gardens and Hayden Lake. Our high school has approximately 1,500 students and is accredited by the Northwest Association of Accredited Schools. We have approximately 70 faculty members, four counselors, one Behavior Specialist and four administrators assigned to our school.

Coeur d'Alene High School is on the semester system (two semesters per year) with one (1) credit earned per class per semester. Each class meets daily for 18 weeks. Coeur d'Alene School District has the 90% attendance rule. On the 10th day of absence in any class (per semester) credit is lost. When credit is lost due to excessive absenteeism, the student must take and pass a benchmark exam to receive the grade and credit earned. A student must be passing the class in order to qualify to take the exam.

ALP and Advanced Placement courses are taught at CHS. Students can enroll in individual classes or they can take a series of courses which may lead to university recognition with a qualifying score on a cumulative examination.

ALP classes are offered in freshman through senior years in the subject areas of English, Mathematics, Sciences, Social Studies and Humanities. A wide variety of Advanced Placement classes are offered throughout the curricula as the capstone for each of these content areas.

Coeur d'Alene High School offers an extensive co-curricular activities program. Opportunities for participation exist in both athletic and non-athletic venues. Athletic activities include football, cross country, soccer, volleyball, swimming, lacrosse, basketball, wrestling, baseball, track, tennis, golf and softball. Non-athletic activities include music, debate, speech, drama, cheer leading, dance, scholastic team and a variety of clubs.

Coeur d'Alene High School is a member of the Idaho High School Activities Association and is classified as 5A, the largest school designation.

Coeur d'Alene High School was founded in 1905 with 12 students. Over the years, our school has grown into our current facility, built in 1969 and recently renovated with over 70 teachers and 30 support staff.

Mission Statement

Coeur d'Alene High School is committed to an environment of academic excellence and citizenship that empowers our teaching community to develop exceptional curricula, nurturing lifelong learning and character development in our most important asset: *Our students*.

Vision Statements

Coeur d'Alene High School commits to:

- **EXPECTING** that students demonstrate achievement in accordance with nationally recognized standards.
- **FUNCTIONING** as a transition experience for each student's next stage of life, with the understanding that ultimately each student must earn a living.
- **PROVIDING** students with multiple options.
- **PREPARING** each student to be a lifelong learner.
- **CONTRIBUTING** to a foundation built on good citizenship while learning how to participate in our democracy.
- **PLAYING** a role in the personal development of young people as social beings, who have needs beyond those that are strictly academic.
- **LAYING** a foundation for student participation in an increasingly technological society.
- **EQUIPPING** young people for life in a country and a world in which interdependency links their destiny to that of others, no matter how diverse others may be.
- **SUSTAINING** a philosophy that advocates for young people without reservation.

This is the Home of Viking Pride!

Residency

All students must reside within the CHS boundary. Physical residence of a student is defined as the actual physical residence of his/her parents or, in the case of a student 18 years of age or older, his/her actual, physical place of residence. The place of residence is defined as the primary home or place of abode of a person, a place in which the person has fixed his or her habitation and to which, whenever the person is away, he or she has the intention of returning. (Idaho Code 33-405, 33-1401)

Our district requires that all students who reside with someone other than a parent or legal guardian enter the district under a Power of Attorney. The Power of Attorney establishes legal residency for the student, provides proof of residency in District 271 for the Attorney-in-Fact and also provides for the Attorney-in-Fact to act on school issues on behalf of the parent/guardian in their absence. The Power of Attorney must be signed by the parent/legal guardian and the Affidavit of Attorney-in-Fact must be signed by the person with whom the student will reside. Both forms must be notarized and returned to the Registrar before a student may be registered to attend classes.

Registration Deadline

Students who do not begin classes by the end of the second week of school in any semester shall be required to pass the End of Course Assessment test in each course enrolled.

Student Transfers

Students who change residence within the Coeur d'Alene school district boundary and wish to remain at Coeur d'Alene High School must complete an in-district transfer form, which must be approved by each high school principal and a district administrator. Once the transfer has been approved, the receiving school will become the home school of record. When the transfer is approved, transportation shall be the responsibility of the parent/guardian.

You Need to Know...

Our counselors interact with hundreds of students. If you would like to meet with your counselor, please make an appointment in the student services office or stop by the office before school, during your lunch, or at the end of the school day.

Counseling

Student services are an integral part of the Coeur d'Alene High School program. The counseling department is committed to helping students develop their intellect and talents. Coeur d'Alene High School counselors are concerned with the emotional and social, as well as educational and career development, of all students.

Each CHS counselor is assigned specific students for academic counseling purposes (i.e. course changes, course planning, work experience, etc.). Counseling assignments are posted in the counseling office. Although students must meet with their assigned counselor for academic reasons, they may see any of the counselors for personal reasons.

The counseling department provides information that will assist students in making decisions about high school and post high school plans. This is done by meeting with students in groups and individually. The CHS counseling center provides support in helping students work through problems to make good decisions. Counseling may involve parent contact and participation, and is sometimes followed by referrals to community resources or outside agencies.

At CHS, the counseling staff encourages students and parents to be aware of and to understand graduation requirements and, in turn, will communicate this information to you. Parents are encouraged to contact their student's counselor regarding concerns they may have as to their student's needs. Parents are also strongly advised to contact teachers directly when they have questions related to the classroom.

Here are just a few of the services that our counseling department can offer to students and parents:

- Academic Planning for Four Years
- Academic Success in the Classroom
- Post-secondary Planning
- College and Career Exploration
- Financial Aid and Scholarships
- Personal and Social Counseling
- Social Skills, Problem Solving and Decision Making
- Academic Record Monitoring and Management
- Transcript Evaluation and Credit Checks
- Parent, Student and Teacher Conferences
- Test Interpretation
- Crisis Counseling
- Alternative Program Availability

Schedules, Credit Acceptance & Requirements

Student Schedules

Each spring the counseling department meets with students to discuss selecting their courses for the next school year. During this process student requests are used to develop the master schedule which encompasses all courses that are offered at CHS. The number of sections for any particular course is determined in large part by the number of requests from the students. As such, students should carefully consider their course choices before returning the Course Selection Form during this process.

Credit Acceptance (Board Policy 3001P2)

Credits are accepted from any accredited school on receipt of an official transcript. New students entering from accredited public or private schools will be placed in grades and classes on the basis of their grade placement/credits in the school from which they are transferring upon receipt of an official transcript.

For students wanting to transfer as sophomores and juniors, credits shall be accepted based upon an affidavit of content signed by the parent or guardian, and signed off by the counselor. Placement in classes will be based upon this affidavit. No letter grades will be accepted from non-accredited institutions including home school. Course completion will be noted as pass or fail, and the student will not be included in the class ranking.

Seniors must take: 2 credits of Senior English, 2 credits of Government, 1 credit of Economics, 2 credits of a science, 2 credits of a math (Geometry or beyond), plus enough elective credits to be considered a student through any approved venue for Coeur d'Alene School District 271 courses. Students must abide by the number limit of correspondence credits. Refer to Policy 619, Correspondence Study for Students.

Repeating Classes (Board Policy 2600P)

A student may repeat any class. Any course taken at the high school level will remain on the student's transcript with the grade earned. Students repeating a class in which they had previously earned a passing grade will be granted elective credit.

For example, a student passes the first semester of a full-year course (e.g. Algebra 1), receiving 1 credit for that subject. However, if the student fails the second semester, the student can recoup the second semester credit but is recommended to repeat the 1st semester to be successful.

Schedule Changes

(within first 5 days of the semester) Each semester students are provided the opportunity to request a change during the days and times posted.

If the student transfers to another class after the start of the semester, his/her absences and grade will be transferred with the student. Any student who is removed from a class after the first two weeks of the semester will receive a grade of "F" on his/her permanent record unless the course involves a level change within the department.

- Each student must follow the schedule he/she was given until class changes are approved.
- Schedule change requests will be addressed at the beginning of each semester.
- Changes will only be made if the receiving class has a seat available.
- Only an administrator can approve a teacher or lunch period change.

Course Level Changes:

A student who is inappropriately placed may be moved with the recommendation of the teacher / department within the first 4 weeks of a semester.

- All course level changes must take place during the first 4 weeks of the semester
- Students will be evaluated based on previous class performance, test scores, and parent request and/or teacher recommendation.
- If after the add-drop period, a student or parent feels that the class level is incorrect, the student needs to discuss his/her concern with his/her teacher. If the teacher also feels that the class level is incorrect, then the teacher will contact the parent. If the parent agrees, then the teacher will contact the student's counselor to arrange for a class level change.
- Level changes must be coordinated with the receiving teacher to ensure a smooth transition

Correspondence (Board Policy 2700P1)

Only six (6) credits of correspondence study through any program other than the Idaho Digital Learning Academy (IDLA) will be counted towards graduation.

All correspondence courses/credits must be approved by a CHS counselor prior to registration. Additionally, courses taken through correspondence must meet district curriculum guidelines in order to satisfy a specific graduation requirement.

All correspondence testing will be proctored by a CHS counselor or counselor-appointed proctor and final scores must be received prior to participation in the graduation ceremony.

Graduation Requirements

ENGLISH	8
English 9	2
English 10	2
English 11	2
English 12	2
SPEECH (or 2 Credits of Debate)	1
MATHEMATICS	6
Algebra-1 or higher	2
Geometry-based	2
Math (Taken in the last two semesters of high school)	2
SCIENCE	6
Physical Science	2
Life Science	2
Additional Science	2
SOCIAL STUDIES	7
U.S. History	2
American Government	2
World History	2
Economics	1
HUMANITIES	2
Fine and Performing Arts or World Languages	2
FITNESS & HEALTH	2
PE	1
Health	1
TECHNOLOGY	1
Computer-based Technology	1
SENIOR PROJECT	1
ELECTIVES	12
TOTAL	46

The Senior Project requires students to spend a minimum of 15 hours in a field of interest, complying with a set of criteria that includes personal growth, academic fulfillment, community service, and possible career. Each student must find a mentor (not a relative) to help with the process to attest to the student's time spent on the assignment.

For additional information and all of the handouts necessary for you to complete the Senior Project, please visit our school website: www.cdaschools.org/chs.

Valedictorian / Salutatorian Eligibility

(Board Policy 2700P1)

To be eligible for Valedictorian or Salutatorian, students must be in a college-preparatory program appropriate to colleges and universities. The GPA for the designation of Valedictorian and Salutatorian shall be calculated by using 30 credits according to a table shown below and by using the highest grades earned in each category. Eligibility shall be determined by the average of grades during the first seven (7) semesters of a student's high school career.

Subject Area	Number of Credits
English	7
Mathematics	5
Science	5
Social Studies	5
World Language	3
Student Option	5
Total	30

Independent Study and repeated classes may not be counted toward the 30 credits.

Incompletes

Letter grades are used to designate a student's progress. The grade given at the end of the semester is a cumulative grade for that semester and is the one that is recorded on the student's permanent record. If a teacher grades with an "I" for incomplete, to allow a student extra time to do make-up work, that grade must be changed within two (2) weeks after the end of the semester grading period or the grade will be changed to an "F." The principal must approve all grade changes made two weeks after the end of the semester.

Senior Project

The last vision one has of high school should be one of active, independent learning, academic accomplishments and success.

Successful completion of the Senior Project is necessary to receive credit in Senior Project and Senior English (regardless of which English class you are enrolled in for your senior year). The Senior Project consists of a formal research paper, an associated project, and an oral presentation.

Grading and Academic Recognition

Advanced Learning

Weighted Grading Scale

		Standard Courses	Accelerated Courses	AP Courses
A	=	4.0	4.5	5.0
A-	=	3.7	4.2	4.7
B+	=	3.3	3.8	4.3
B	=	3.0	3.5	4.0
B-	=	2.7	3.2	3.7
C+	=	2.3	2.8	3.3
C	=	2.0	2.5	3.0
C-	=	1.7	2.2	2.7
D+	=	1.3	1.8	2.3
D	=	1.0	1.5	2.0
D-	=	0.7	1.2	1.7

WEIGHTED GRADES: A weighted grading scale is used for the purpose of encouraging and rewarding students for taking ALP and Advance Placement courses. The grading scale is calculated on a higher system. This scale will be used to determine the class rank, as well as the valedictorian and salutatorian. (Board Policy 612)

UNWEIGHTED GRADES: Any A = 4.0
Any B = 3.0
Any C = 2.0
Any D = 1.0

Calculating Grades

A = 93-100%
A- = 90-92%
B+ = 87-89%
B = 83-86%
B- = 80-82%
C+ = 77-79%
C = 73-76%
C- = 70-72%
D+ = 67-69%
D = 63-66%
D- = 60-62%
F = Below 60%

Academic Lettering

Academic letters are awarded each fall. To be eligible to earn a letter at CHS each candidate must: Have two (2) full years of work in grades, 9 & 10, or 10 & 11 with a cumulative GPA of 3.75 or higher, and be registered full time at CHS during the four (4) consecutive semesters prior to receiving the award.

Graduation Honors

Highest Honors: 4.00-5.00
Red & White Stole
3.75-3.99
Gold & White Stole
High Honors: 3.50-3.74
Blue & White Stole
Honors: 3.20-3.49
Gold Cord

Gold cords may be worn by students who have earned a cumulative GPA of 3.20 or above after seven semesters. Grade point averages for honors distinction are based on seven accumulated semesters and are truncated after the hundredths place. No rounding will occur for honors distinctions.

Advanced Placement (A.P.)

The Advanced Placement Program is a collaborative academic effort among motivated students, dedicated teachers, and committed high schools, colleges and universities.

Since its inception in 1955, the program has allowed millions of students to take college level courses and exams to earn college credit while still in high school. Students who participate in the program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by dedicated and enthusiastic high school teachers who follow course guidelines developed and published by the College Board.

There are currently more than 110,000 teachers leading AP courses in high schools worldwide, prepared by their participation in professional development workshops and Summer Institutes and experience.

Advanced Learning

Dual Credit Courses on Campus

Dual credit allows Coeur d'Alene High School students to enroll in courses available on our campus that satisfy diploma requirements and provide college credits applicable towards degree and certificate programs at North Idaho College or the University of Idaho. Credits earned may also be transferrable to other colleges and universities.

Students in these courses must register through the college application/registration process and pay the applicable fees prior to the beginning of each semester. These courses will be graded on a 4.0 scale for purposes of calculating their grade point average unless specified otherwise.

These courses will be taught by an approved Coeur d'Alene High School teacher during the regular school day. Students are held to the academic standards of both institutions.

Dual Credit Equivalent Courses

DEPARTMENT	SD #271	DUAL CREDIT
English	Junior Year	English 101 and 175
	Senior Year	English 102 and any 200 level literature course <i>(Students are also required to complete the Senior Project)</i>
	Speech	Communications 101
Mathematics	Senior Math	Students will be placed by the college according to their college entrance exam score
Science	3rd year Science	Any science course, with the required lab, which fulfills the A.A., A.S. or A.A.S. degree requirement
Social Studies	World History	History 101 and 102
	United States History	History 111 and 112
	American Government	Political Science 101 and 275
	Economics	Economics 201 or 202
Computer Science	Required Technology Credit	CS 100

Dual Credit at Idaho Colleges and Universities

Dual Credit is a program that provides an opportunity for high school students to enroll in college courses while they are still in high school. Students may receive high school and college credit for completed classes.

Credits from colleges are transferable to all Idaho state public colleges and universities according to the guidelines of the receiving institution. Transfers to private and out-of-state colleges are subject to the transfer policy of those institutions. Parents are encouraged to contact those institutions for their transfer policies.

Dual Enrolled Students may be required to take the SAT, ACT or other approved college placement exam prior to enrollment of college courses.

Advanced Opportunities

The State of Idaho provides opportunities for students in grades 7-12 to achieve collegiate credit, advanced placement and technical certification through the Advanced Opportunities programs.

Please see the district web site for more information.

<http://www.cdaschools.org/domain/1695>

Tech Prep College Credit

Tech Prep

Tech Prep prepares students for high-skill technical occupations and allows for either direct entry into the workplace or a continuation of study that can lead to a Technical Certificate, Applied Associate degree or Baccalaureate degree. It's a two-year sequence of Professional Technical courses in high school that align with a two-year Professional Technical program at North Idaho College, giving you a head start on earning credits required for college graduation while eliminating unnecessary repetition of courses. By dual enrolling at North Idaho College through Tech Prep, you will earn college credits at a significant savings. Tech Prep courses are activity based, with high standards that emphasize applied academics, critical thinking, and problem solving related to the real world.

Articulation is open to Juniors and Seniors that are 15 years of age and older. Only those students that are articulated and receive either an A or B in the class will be granted credit. Tech Prep allows the student to complete a high school course that has been evaluated and determined to be an equivalent course to a NIC course. Since these courses are taught at the high school, students will not be charged tuition however there is a small fee to post final grades on the NIC transcript. Credit and grade will be indicated on an NIC transcript and will become a part of the permanent record.

See more at: www.nic.edu/techprep and Lewis Clark State College at this address:
<http://www.lcsc.edu/techprep>

website, you can view school lunch menus, transportation schedules, district curricular maps and documentation as well as student and parent resources. Additionally, you'll be able to see how ourschool 'stacks up' against other schools in our district, region and state. It's a great resource for any family in our district.

Class	Credits	College
Web Design 1	3 credits	LCSC
Computer Applications 1	3-4 credits	NIC
Computer Applications 2	3 credits	NIC
Web Design 1	3 credits	LCSC
Accounting	3 credits	NIC
Principles of Marketing	1 credit	LCSC
Marketing Economics	1 credit	LCSC
Principles of Management	1 credit	LCSC
Business Ownership	1 credit	LCSC
Cooperative Education	2 credits	LCSC
Photography 2 (must successfully complete Photography 1 & 2)	3 credits	LCSC
Manufacturing Systems (must successfully complete Fundamentals of Technology and Manufacturing Systems I & II and complete required OSHA training)	3 credits	NIC

You Need to Know...

All of the school district's policies can be reviewed at the website: www.cdaschools.org. Also at the district's

Four-Year Planning

Our school offers a variety of choices to allow you to become involved and receive instruction in many content areas allowing you to grow in several ways.

Please use the following guide to assist you in the course selection process in order to meet graduation requirements. This guide represents the typical sequence of courses a student will take while in high school.

Typical Four-Year Plan	
Grade 9	
English 9	
Mathematics	
Science	
Health / PE / Technology	
Humanities	
Elective	
Grade 10	
English 10	
Mathematics	
Science	
World History	
Elective	
Elective	
Grade 11	
English 11	
Mathematics	
Science	
United States History	
Speech and Economics	
Elective	
Grade 12	
English 12	
Mathematics	
Science	
American Government	
Any remaining semester credit courses	
Elective	

Earning Our Diploma

Earning the Coeur d'Alene High School Diploma is a high honor. Students who achieve our diploma have gone on to be chairs of Fortune 500 corporations and leaders of our community, region and world.

Students are strongly encouraged to complete four years of mathematics and science to earn our diploma and are required to take a full schedule for all four years unless specific needs are demonstrated.

Learners with special needs or needing accommodations to our regular curricula can be accommodated through our special education or counseling departments based on our district, state and federal guidelines.

4-Year College Bound Students

Students desiring admission into a four-year college or university should choose to take as many collegiate preparatory (AP, Dual Credit and Accelerated) courses as possible. Many times, with the completion of a standardized exam such as an Advanced Placement exam, students have the opportunity to earn credit or advanced standing at most of the nation's colleges and universities or earn scholarships and incentives for choosing one school over another.

Through these courses, students enter a universe of knowledge that might otherwise remain unexplored in high school. Not only will they be able to develop the study habits necessary for tackling rigorous coursework, students will be able to improve their writing skills and sharpen their problem-solving techniques.

NCAA Requirements

For students who plan on playing a sport at a Division I or II college or university, it is recommended that students register with the NCAA Initial-Eligibility Clearinghouse during their junior year in high school. Student athletes who wish to participate in athletics as college freshmen must meet the requirements set forth by the NCAA.

Students should be cautious about enrolling in correspondence courses to ensure those courses are approved by the NCAA.

Contact the counseling office for further information regarding NCAA eligibility.

For more information, please visit the NCAA web site. www.eligibilitycenter.org