

# THOM COLLEGIATE

## Student Handbook



**2020-2021**  
**COVID-19 Edition**

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*"A safe and caring place for all to learn."*

On behalf of the staff at École Thom Collegiate, we would like to welcome you to the 2020-2021 Academic year. We know things are different, but we are excited to see you all back. We continue to strive to ensure our school is **a safe and caring place for all to learn**. We pride ourselves in providing a learning program that meets the needs of all students. From our Advanced Placement (AP) and French Immersion programs to our Learning Resource (LRT), Supportive Environment Program (SEP), Functional Integrated Academic Program (FIAP) and Vocational Adaptation Program (VAP), we attempt to challenge students while also giving them every opportunity to meet with success. This year, due to the pandemic, Regina high schools will be implementing a modified timetable that will limit student contact to a maximum of two cohorts per day (versus 5 or more). This model is called the QUINT Model.

Unfortunately the extra-curricular programs for our students; from athletics to drama to music to a multitude of student clubs and activities are **ON PAUSE** this year and will be re-evaluated as the year progresses.

Finally, we would encourage students and parents to familiarize themselves with this **Student Handbook**. This handbook outlines basic information and established guidelines that ensure the school can function in the best interests of all who attend. Have a wonderful school year.



## 2020–2021 THOM STAFF

*Bill DeRosier – Principal*

*Corey Terry - Vice Principal*

### **TEACHING STAFF**

ARMSTRONG, Ms. Holly  
ASSELIN, Mr. Marcel  
ATCHISON, Mr. Jes  
AUDETTE, Mr. Aaron  
BABCOCK, Mr. Scott  
BACK, Mrs. Jill  
BARON-WILLIAMS, Ms. Bonnie  
BEKKER, Mr. Josh  
BENOIT, Mrs. Lori  
BENTLEY, Mr. Ron  
BLONDEAU, Mr. Lucas  
BRIDGEMAN, Mr. Scott  
CAMPBELL, Mme. Margo  
CHITTICK, Mrs. Chelsea  
CLEMENT, Mr. Alex  
DUMBA, Mr. Jeff  
EDEY, Mrs. Gwen  
FLOOD, Mr. Ryan  
FOSTER, Mr. Kent  
GATIN, Mr. Brian  
GIBSON, Lacy  
GRINYER, Joanna  
HENDERSON, Ms. Janelle  
HEUCK, Mr. Georg  
HOUSTON, Mr. Rob  
KEIR, Mrs. Kelly  
KODAS, Ms. Mary  
KOROLUK, Mr. Rob  
KOZACK, Mr. Todd  
KUNTZ, Mrs. Kelsey  
LENIHAN, Kelsie  
MacAULAY, Mrs. Susan  
MARCOTTE, Paul  
McCREDIE, Katherine  
MERK, Mme. Jennifer

MISSAL, Amy  
MOORE, Mr. Patrick  
NEETZ, Ms. Claudine  
NEUFELD, Mr. Al  
NICHOLSON, Mrs. Cara

### **SEP ASSISTANTS**

CLAUDE, Mr. Don  
GRABKA, Ms. Lynn

### **FIAP ASSISTANTS**

BAUER, Ms. Erin  
CALEVAL, Ms. Shannon  
GALENZOSKI, Ms. Anjelene  
WATCH, Ms. Gaylene

### **VAP ASSISTANT**

MAC LOONE, Gemma

### **LIBRARY ASSISTANT**

BATESON, Debbi-Lynn

### **OFFICE STAFF**

CARON, Ms. Donna  
TARDIF, Ms. Nicole  
VASS, Ms. Gwen

### **MAINTENANCE STAFF**

LOCKERT, Jason  
FEDYCK, Mr. Ryan  
SIAPNO, Mr. Edmundo  
PETRULIAS, Mr. Spero

### **RESOURCE OFFICER**

LAWSON, Cst. Cole

### **ELDER**

CALDWELL, Mr. Frank  
KAISWATUM, Ms. Diane

# ÉCOLE THOM COLLEGIATE

## SCHOOL SERVICES & General Information

This year, Regina high schools have implemented a modified timetable that will limit student contact to a maximum of two cohorts per day (versus 5 or more). This model is called the QUINT Model.

	Quint 1	Quint 2	Quint 3	Quint 4	Quint 5
	Sept 8 – Oct 28	Oct 30 – Dec 18	Jan 5 – Mar 1	Mar 3 – May 3	May 5 – June 24
<b>AM</b> 160 minutes	1	2	3	1	3
<b>Lunch</b> 60 minutes	Students are encouraged to go home for lunch. Students who stay at the school will be supervised and should practice physical distancing.				
<b>PM</b> 160 minutes	4	5	4	5	2

**\*\*Final Assessments will occur on the last day of each Quint. There will be NO incentives awarded this year.**

### NEW BELL SCHEDULE:

<b>First Class</b>	<b>ODD numbered classrooms</b>	<b>9:00-11:40</b>
	<b>EVEN numbered classrooms</b>	<b>9:10-11:50</b>

#### **Lunch Break**

*Students are encouraged to go home for lunch.*

<b>Second Class</b>	<b>ODD numbered classrooms</b>	<b>12:45 – 3:25</b>
	<b>EVEN numbered classrooms</b>	<b>12:55 – 3:35</b>

In order to alleviate pressures when students arrive and leave the building, half of the classes will begin at 9:00am and the other half will begin at 9:10am. Afternoon classes will begin at 12:45pm and 12:55pm.

Students who have a class in an odd number room (101 as an example) will start at the earlier time (9:00 or 12:45) and students who have a class in an even numbered classroom (204 as an example) will start at the later time (9:10 or 12:55).

### ENTERING AND EXITING THE SCHOOL

- Students should not come to school until 15 minutes before the start of class and should leave the school within 15 minutes after dismissal.
- Doors will be open prior to school starting. At 9:40 all but the main entrance and gym doors will be locked.
- If a student arrives early or is unable to leave in a timely manner, they will be required to remain in the front foyer.

### VISITORS TO THE SCHOOL

- Parents/caregivers are strongly encouraged not to visit the school and instead to use the phone or email to contact teachers or the main office.
- Other guests, visitors, volunteers, and speakers (unless they are employed by Regina Public Schools) will not be entering our building. This includes, but is not limited to deliveries and food delivery (no food can be delivered to the school or school grounds for students and staff).

- Signage will be on the front door of the school advising that we are not allowing visitors and that anyone who is feeling unwell should not enter the building at all.
- If a guest or visitor absolutely must come in, they will be required to book an appointment and will be required to sanitize their hands, wear a mask, and register at the office.

## **ABSENCE & EARLY RELEASE**

We ask parents/guardians to notify the school if a student is going to be away from class, will be late for class, or needs to be released early. Either send an email to [thomcollegiate@rbe.sk.ca](mailto:thomcollegiate@rbe.sk.ca) or a quick phone call to 306-523-3600 giving your student's first and last name, when they will be away and the name of the parent/guardian calling. See more information regarding Regina Public School Attendance Policy on page 11 of this handbook

## **HYGIENE AND SANITATION**

### **Hand Washing**

- All students will be encouraged to wash their hands regularly.
- Signage will be posted in bathrooms and other spaces detailing proper hand-washing technique.

### **Hand Sanitizer**

- Bottles of hand sanitizer will be provided to teachers for use in the classroom, in shared spaces, and at entrances and exits throughout the building.
- Hand sanitizer will also be available in staff shared spaces such as the prep room.

### **Mandatory Mask Usage**

- All staff, students, and permitted visitors must wear a mask in our building where physical distancing is not possible.
- Students should be prepared to wear a mask at all times.
- Students who refuse to comply with this policy will be sent home.
- While masks will be made available for students who do not have one, it is strongly recommended that students have one or more clean, reusable, non-medical masks.
- Scarves, bandanas, buffs, and face shields do not meet the requirement for masks.
- All students and staff using Regina Public Schools transportation will be required to wear non-medical masks while being transported.
- In order to apply for an exemption from this requirement, students and parent/guardians should contact the main office for details.

### **Cleaning & Sanitation Guidelines**

- Vigorous cleaning procedures have been developed for all Regina Public Schools. We are using a product called vital oxide, a salt-based cleaning solution safe for surfaces and technology such as laptops.
- Procedures are being developed for the booking, use, and cleaning of shared technology, such as laptops, and shared spaces such as the library.
- Disinfectant sprays will be available in every classroom to facilitate the cleaning of shared items between uses. Disposable gloves will be available in every classroom for teacher use.

- The Head Facilities Officer and facilities staff will maintain the cleaning protocols laid out by the division including increased disinfecting of door handles, light switches, and other commonly touched surfaces.

## **ILLNESS**

All students who are ill are expected to stay home, but as above, be sure to contact the school.

### **Student Illness Beginning at Home**

- Students should self-monitor for symptoms of COVID-19 and should stay home if they begin to experience any symptoms while not at school.
- Self-monitoring means paying attention to your health so you can identify signs of sickness. If you begin to exhibit symptoms of COVID-19, you should self-isolate and contact Healthline 811 for guidance regarding testing.
- Self-isolation means staying at home to prevent the spread of infection. If you are sick or have been in contact with someone who has COVID-19, you must self-isolate. The Ministry of Health recommends you self-isolate for 14 days.
- A student may return to school once cleared by public health.
- Administration will report any suspected case to public health officials and assist in providing records for contact tracing.

### **Student Illness at School**

- If a student starts feeling ill while at school, families will be communicated with and the student is required to go home.
- Until the student is able to go home, they will be required to stay in our designated isolation area.
- Masks, gloves, and hand sanitizer will be available and a staff member will supervise the student until they are able to leave the building and go home.
- This isolation area will be disinfected after each use.

## **ADVISORY PROGRAM**

### ***TnT – Trojan Time***

All Regina Public High Schools have a student advisory program in place. Educational research and practice overwhelmingly demonstrates that when an advisory program is in place students do better at school. While in advisory, students and their advisor will work together to:

- Develop a greater sense of belonging
- Regularly monitor attendance and academic progress and communicate with students and parents
- Develop an online portfolio for career and planning and to track academic progress
- Enjoy a smoother transition to high school and from high school to post-secondary education and work
- Acquire life skills that will be applied now and in the future.



Teachers at École Thom Collegiate will act as an Advisor to a small group of students in a specific grade. This year, students will not be meeting with TnT teachers in person during an advisory period. They will meet with their teacher advisor as needed. TnT teachers will maintain contact with students and parents through phone, email, or using a Google Classroom and will communicate regarding student programming, attendance, school news. The Advisory teacher is a sustained contact point and conduit of information for parents.

## **INDIGENEOUS ADVOCATE**

The Indigenous Advocacy program supports and enhances the high school experience of First Nations, Metis and Inuit students through academic advising, tutorial support, and post-secondary planning.

## **ANNOUNCEMENTS**

Announcements are available from our Thom website. Student announcements must be approved by a staff member, Principal or Vice-Principal. They are also always accessible through the parent portal.

## **CANTEEN / LUNCH HOUR**

To reduce the number of students in the building, students are strongly encouraged to go home over the lunch hour. Students who must remain at school for lunch, are encouraged to eat their lunch in the Student Commons Area. Staff members are assigned to supervise. Students staying for lunch should practice physical distancing.

For health reasons our school canteen will not be available until further notice. No microwaves will be available, but vending machines are and will be cleaned regularly. Please note that water fountains will be turned off. Thom Collegiate has a limited number of water bottle filling stations for student and staff use. Students should bring a filled water bottle from home each day.

## **ÉCOLE THOM COLLEGIATE WEB SITE**

The Thom web site is full of information including daily announcements, monthly calendar, upcoming events, teacher contact information, news etc. as well as links to student resources.

<http://thomcollegiate.rbe.sk.ca>

## **GUIDANCE**

The guidance department offers a variety of services to students, teachers and parents. These services include:

- individual counseling aimed at meeting the educational, personal, social and career planning needs of students
- referral to various outside agencies as needed
- current information on post-secondary programs as well as vocational materials
- financial assistance by way of scholarship and bursary information as well as various loan and grant information.

A counsellor is available every period of the day for personal, vocational, and educational counselling. The centre is open from 8:00 a.m. to 4:00 p.m. You are encouraged to drop in to look

through the career and self-help materials on display, to use the computer career program, or to talk to a counsellor. Please see us if you are having personal or academic problems, or to talk about subject selection and career planning. Parents are also welcome to call a counsellor at 523-3600 regarding any concerns they may have.

### **HAWRYLAK AUDITORIUM**

The auditorium is a special place in our school in which students are expected to conduct themselves with dignity. *Courtesy* for the performers and *consideration* for the other members of the audience are key words governing expected conduct.

### **JOHN DAVIES RESOURCE CENTRE**

The library houses a variety of research and recreational materials. Due to COVID, the library will be closed as a learning space, but will remain open for students to sign out resources and to access laptops as a class. Books may be borrowed for two weeks.

A booking system is in place for teachers to arrange to use a computer lab or the laptop cart. Labs and carts will be disinfected after every use. Internet access and on-line databases are available on all computers.

### **LOCKERS (*cannot be used for the 2020-21 school year*)**

Hallway lockers will not be available to students unless needed to accommodate specific student needs. Students should have a bag or backpack with all items needed for the school day. Requests for a locker will be evaluated by school administration.

Gym lockers will be made available to students taking courses that require students to change their clothing. If required, students will be supplied locks and the cost will be added to the student's fees. No items can be left in the gym lockers at the end of class as the locker room will be disinfected between classes. **Students are reminded that lockers are school property and are subject to search given reasonable grounds.**

### **REGINA POLICE - SCHOOL RESOURCE OFFICER**

You are welcome to visit our Resource Officer located on the main floor of Thom Collegiate in the guidance area. The Resource Officer is here to assist students with concerns and problems, as well as help them understand the role of a police officer and the individual's responsibility to the community, the law, and its enforcement.

### **THE THOM STORE - TROJAN TERRITORY**

Trojan Territory is located in the foyer of the school, directly across from the elevator. It is stocked with t-shirts, sweatshirts, performance shirts, golf shirts, tank tops, as well as hats and water bottles. New items are being added periodically throughout the year.



# STUDENT EXPECTATIONS

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## APPROVED DRESS

Students should dress appropriately for school, as they would for work in an informal service business. Clothing should be, and must not be decorated with images or lettering that would be offensive to students, staff, or the public.

## DRUGS & ALCOHOL

Students possessing or selling drugs/alcohol, possessing paraphernalia, exhibiting behaviours, or having the odor of illegal drugs/alcohol, will be referred to the Principal and/or the Vice-Principal. Both the student and the student's locker will be searched by the Vice-Principal, Principal or designate. If a drug/alcohol issue is confirmed, the student's parent/guardian will be informed of the issue and consequence, and the student may be suspended. Any student caught in possession of drugs/alcohol will also be referred to the School Resource Officer, who will determine if criminal charges are to be laid. Students charged by the Regina City Police will be under review in regard to their eligibility to remain at Thom Collegiate.

## LANGUAGE

Staff will correct students who use profane language. If the profane language persists, the Vice-Principal will meet with the student and make contact with home. If the profanity still persists, a meeting with the parent/guardian will be arranged, which will lead to either a resolution or suspension.

## PARKING LOT

Cars are to be parked in an orderly fashion, one space per car. Failure to comply with parking lot rules will result in the loss of parking privileges. Please be respectful of the rules; students do not park in the staff parking lot or fire lane at any time.

## PROPERTY

The school and school equipment should be treated with the same care as your own valued possessions. The property of others should be treated with respect. All personal property should be labelled with your name and address. Do not carry large sums of money to school. The School Division does not insure personal property. Cellular devices, electronics, money, and other valuable articles are the responsibility of students.

## SMOKING/VAPING

Smoking is not permitted in the building or on the school grounds. This includes electronic devices that simulate tobacco smoking.

## RESPECT

Noted disrespect by a student toward a staff member will require a consultation between the teacher and Principal or Vice-Principal regarding the circumstance. Also discussed will be the intervention strategy necessary for resolution, or whether the student will be suspended.

## TECHNOLOGY AND LEARNING

Regina Public School Division values the use of Information and Communications Technology (ICT) that supports student learning. While Ecole Thom Collegiate supports the use of personal devices, we also provide shared devices that are available to all students enrolled in our school. It is important that all students use all technology, whether personal or shared, in an appropriate manner.

### **The following statements are a guide for you in your use of Information and Communications Technology**

- I will use all school equipment in an appropriate way that supports my learning.
- I will use social media in an appropriate and positive way.
- I will use only my school provided user accounts when using school equipment.
- I will use school provided devices in a way that does not modify or harm those devices.
- I will use web-based services and applications in a way that supports my learning.
- I will always follow and respect current Canadian copyright laws.

Expectations on the use of technology may differ from class to class. I will respect and follow the expectations of each of my teachers in all of my classes.

**Important:** Inappropriate use of Information and Communications Technology involving our school and our students will result in appropriate consequences by School Administration acting in accordance with ***The Saskatchewan Education Act***.

## **PERSONAL TECHNOLOGY USAGE**

Electronic devices – PDAs, MP3s, iPods, cell phones, etc. - are not allowed to be used during class time unless permission is given by the teacher. Also, students are not allowed to photograph, take video, or record students/teachers without permission. Students who do not comply with these rules may have their cell phone confiscated.

## **TECHNOLOGY AND PRIVACY EXPECTATIONS**

The Regina Public School Division recognizes that technology, when used appropriately, may contribute positively in a number of ways to the school climate and student learning. Administrative Procedure 225 permits a student to use an electronic communication device (i.e. cell phone) equipped with a digital camera to record video, images or sound may only be done with the expressed permission of a supervising staff member and with full advance knowledge and permission of any individual or group being recorded because this constitutes personal information. Student sharing, distribution, broadcasting or posting of personal information to the Internet must comply with Canadian and Saskatchewan law including *The Criminal Code of Canada*, *The Privacy Act* and *The Local Authority Freedom of Information and Protection of Privacy Act*. Recordings or images made secretly and/or used maliciously by a student may result in school disciplinary action up to point of expulsion and may include police involvement.

# REGINA PUBLIC HIGH SCHOOL ATTENDANCE STRATEGY AND INTERVENTION PLAN

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School attendance is both a right and a responsibility. School division teams actively partner with students and parents in the task of ensuring students meet or exceed the attendance requirements of Regina Public Schools and the Saskatchewan Education Act, 1995. RPS is committed to the full implementation of sections 156 to 162 of the Saskatchewan Education Act, which clearly defines student attendance as a responsibility that is shared among parents, students, teachers, principals and the Board of Education.

Regina Public School staff recognizes that consistent attendance, academic success, and school or grade completion have a positive correlation. The Attendance Strategy and Intervention Plan is not intended as a punitive measure. It aims to provide direction and to involve all stakeholders in achieving consistent attendance and therefore academic success for all students. Accurate course attendance records are imperative to the process.

## RPS HIGH SCHOOL ATTENDANCE PROTOCOLS

### Students who are aged 16 and older

- After **two (2)** unexcused course absences, the Advisory teacher will contact home to inform the parents/guardians. The student will meet with the Advisory teacher to discuss attendance.
- After **four (4)** unexcused course absences, a designated administrator/ guidance counsellor/ Indigenous Advocate from the attendance team will send a formal letter to the parent(s)/guardian(s). The student and his/her parent(s)/guardian(s) may be asked to meet with the attendance team.
- After **six (6)** unexcused course absences, a designated administrator/ guidance counsellor/ Indigenous Advocate from the attendance team will meet with the student and will contact the parent(s)/guardian(s). The parent(s)/guardian(s) will be informed that the student is at risk of being withdrawn from the class and the possibility of a referral to the Learning & Re-Engagement Centre (if 16) or Pre-Adult Campus (if 17).
- After **eight (8)** unexcused course absences, the student may be withdrawn from the course. A standard letter of notification will be sent to the parent(s)/guardian(s) informing them that the student has been withdrawn from the course.
- After **eight (8) CONSECUTIVE unexcused DAYS** of school, the student may be withdrawn as per the Ministry of Education guidelines.
- A student who has been withdrawn from a course may re-enrol in that course the next semester.

## Students Who Are Under 16

- After **two (2)** unexcused course absences, the Advisory teacher will contact home to inform the parents/guardians. The student will meet with the Advisory teacher to discuss attendance.
- After **four (4)** unexcused course absences, a designated administrator/ guidance counsellor/ Indigenous Advocate from the attendance team will send a formal letter to the parent(s)/guardian(s). The student and his/her parent(s)/guardian(s) may be asked to meet with the attendance team.
- After **six (6)** unexcused course absences, a designated administrator/ guidance counsellor/ Indigenous Advocate from the attendance team will meet with the student and will contact the parent(s)/guardian(s). The parent(s)/guardian(s) will be informed that the student is at risk of being withdrawn from the class and the possibility of a referral to the Learning & Re-Engagement Centre (if 16).
- After **eight (8)** unexcused course absences, the student may be withdrawn from the course and an alternate plan may be formulated (ex. Tutorial or LRC). A standard letter of notification will be sent to the parent(s)/guardian(s) informing them of the plan.
- After **eight (8) CONSECUTIVE unexcused DAYS** of school, the student may be withdrawn as per the Ministry of Education guidelines.

## ACADEMIC INFORMATION AND SERVICES

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### ADVANCED PLACEMENT

Advanced Placement (AP) is an international enrichment program. Through the Advanced Placement's courses and exams, high school students can earn university credit and advanced placement, stand out in admissions process and, more importantly, follow their passion in one or more AP subjects. AP operates on an open access policy meaning that any student can try Advanced Placement course. AP can be a diploma program. Students in Advanced Placement study the regular Saskatchewan curricula with a focus on a more enriched academic program. AP is for all students. AP is all about creating a university-ready culture.

### ENGLISH AS AN ADDITIONAL LANGUAGE

The EAL Resource Teacher supports students with language learning. EAL students are provided sheltered literacy classes and tutorials. Students who do not yet have the necessary English literacy skills to be successful in the academic program may receive sheltered literacy classes. Once students have acquired the necessary English literacy skills, they are integrated into the regular academic program with tutorial support.

## LEARNING RESOURCE

The Learning Resource Program is for students who have been identified as having learning difficulties. A variety of service options are available and range from supporting teachers in making adaptations, monitoring students' progress, providing consultative services, as well as regularly scheduled tutorial classes.

## TIMETABLE LOAD

Grade 9 - full timetable  
Grade 10 - full timetable

Grade 11 - minimum of nine credits  
Grade 12 - minimum of eight credits

## TIMETABLE CHANGES

Student timetable changes must be arranged through the office. A transfer from one course to another, or the addition of a class to a student's original selection, is possible only if the timetable permits it and if the request is made in a timely fashion.

Students who wish to repeat classes will be given an opportunity to do so in summer school or the following school year. Circumstances may warrant timetable changes; however, these are limited in number.

**To discontinue a subject**, a student must complete and submit the appropriate form (available at the office), including their request, the parent's written permission and the subject teacher's acknowledgement. **The student's original timetable remains in effect pending the approval of the change.**

## UNASSIGNED PERIODS

Students are encouraged to take as many courses possible. Unassigned times provide a student with an opportunity to use the library or the Student Commons Area for homework or quiet student discussion. Students may also use this time to seek assistance from available teachers. This year, we are asking students to go home during their unassigned period where possible.

## ASSESSMENT

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The Regina Public School division defines assessment as the systematic process of gathering evidence of what students can do in relation to the broad goals of education or the specific goals of an educational program. Assessment includes methods developed at the school, district, provincial (and international) levels. Broadly stated, there are three types of assessment practices used in schools - Assessment FOR Learning (Diagnostic), Assessment AS Learning (Formative), and Assessment OF Learning (Summative).

### Assessment FOR Learning (Diagnostic)

Assessment for learning measures where a student is prior to instruction. The information informs the teacher's instructional practice to enhance student learning. When teachers assess students in an ongoing manner by employing regular or specifically designed techniques (such as conversations,

observations, and collecting products), it is possible to discover what students understand to date and where teachers can take the learning from that point. These assessments are descriptive and give information to teachers about both areas of strengths and areas that need further development. Assessment for learning involves learners receiving feedback during their learning.

### **Assessment AS Learning (Formative)**

Assessment as learning describes how assessment can be understood and internalized by students to think about and refine their learning. When students understand and use criteria independently, they are learning how to think about their own thinking and learning. These assessments are descriptive and have students using well-developed criteria and descriptions to identify their own areas of strength and those that need further development.

### **Assessment OF Learning (Summative)**

Assessment of learning measures what learning has taken place at a particular point in time. When students are demonstrating what they know at the end of a unit, or a term, or in a more formalized test, this is a summary of their learning at that particular time. The most relevant assessment for classroom practices are those designed to match the classroom curriculum. These assessments are evaluative and are a snapshot of learning at a given point.

### **Evaluation Procedures**

Assessment and evaluation are integral components of the teaching-learning cycle. Effectively planned assessment and evaluation promotes learning, builds confidence and develops students' understanding of themselves as learners and also improves and guides future instruction and learning. (Renewed Curricula: Understanding Outcomes, 2010, SK Ministry of Education)

The assessment of student progress in relation to outcomes outlined in programs of study is important for the following reasons:

- Teachers will use this information to inform instruction, intervention plans and to craft learning activities that are appropriate for all students.
- Allows for reporting student progress clearly to students and parents.
- Aids in decision making regarding student placement.
- Program effectiveness can be evaluated and programs revised to improve student learning.

### **Outcome Based Assessment**

All grade 9 teachers will report student progress using the outcomes of each curriculum.

### **Expectations for teacher reporting**

Effective summative assessment strategies are aligned with curricular outcomes, emphasize the most recent and consistent evidence of learning, are respectful of student diversity, and are used to make decisions about students based on a variety of evidence.

- Course outline and mark breakdown must be in the gradebook.
- Assessment should be updated every 10 hours of course study.



Teachers will use the following codes:



- Missing Assignment



- Score is exempt from final grade



- Late



- Collected

The student has not handed in the assignment, is expected to hand it in, and it will be graded once it is received by the teacher.

A '0' (zero) may or may not be present. This symbol means that the student is exempt from the assignment and the task does not count against the final mark. The student is not expected to complete the assignment.

The assignment was collected, but it was handed in later than the due date.

An assignment was collected by the teacher. If a mark of '0' (zero) is present; the teacher has not marked the assignment yet, but will. If there is a mark, it is the recorded mark after being graded by the teacher.

### Minimum number of assessments per reporting period

Assessment is ongoing. Authentic formative and summative assessment enhance the learning environment. A minimum of four assessments per reporting period as determined by the teacher will be reported as feedback to each student. Formative and summative assessment must be represented in every reporting. There will be two formal reporting dates over the course of a quint.

### Responsibilities

A clear understanding and communication of the role of all stakeholders in a school is necessary. When all stakeholders work together from a common understanding the result is an effective educational environment.

### Role of the School

- Introduce the concepts of personal responsibility, honesty and integrity in an age-appropriate manner in keeping with curriculum expectations.
- Teach students accepted conventions for referencing the ideas of others in written work.
- Explain expectations of students in relation to assignments, including how assignments will be evaluated, due dates and implications of submitting work after the due date.
- Ensure that tasks evaluated are reflective of curricular outcomes.
- Adapt assignments to suit learning environment, instruction, assessment, and resources.
- Help students meet their due dates for each course.
- Communicate, in a timely fashion, with the student(s) and parent(s)/guardian(s) to discuss issues related to incomplete work
- Provide marks to students and families on the two established reporting dates.

- Assess, return, and review assignments. This includes submitting marks and indicating the status of assignments as per codes.
- Provide students with an opportunity to complete assignments or alternative assignments, for full credit.
- Offer credit completion to qualifying students.
- Ensure the final week of each semester is free from cumulative assessment.
- No final exam will exceed 20% of the overall mark.
- Schools will develop a plan to ensure that students understand appropriate referencing and avoid common pitfalls every semester.

### **Role of the Parent/Guardian**

- Discuss examples of acceptable and unacceptable academic behavior with their children.
- Support their children to complete assignments by ensuring that school work is a priority, making time and space for school work, discussing due dates and expectations for assignments, and encouraging their child to develop a plan for completing work on time.
- Model respect for school policy and teacher guidelines regarding assignments notice and praise positive behaviours, such as finishing work on time and taking responsibility for one's own work, and offer helpful and constructive feedback to their children to assist them in developing personal responsibility for their school work.
- Encourage their students to assume responsibility for their own learning, including getting to school and class on time, attending school regularly, submitting work on time, and doing their best on tests and assignments.

### **Role of the Student**

- Assume responsibility for their own learning, including getting to school and class on time, attending school regularly, submitting work on time, and doing their best on tests and assignments
- Take personal responsibility to be aware of the short and long-term consequences of submitting late assignments
- Document their sources of information properly by using footnotes or other references, and place a bibliography or list of references at the end of the assignment to indicate the sources used
- Take advantage of the scheduled opportunities to complete missed work, such as demonstrating learning outside of class time in the presence of the subject teacher or in homework rooms
- Be aware and respect due dates and access gradebook to review their marks

### **Communicating Student Achievement**

A schedule of reporting periods, parent/teacher/student conferences, and final examinations will be established and communicated to teachers, students and parents at the beginning of the academic year. Subject teachers and advisory teachers communicate student progress, grades, and achievement to parents through PowerSchool as well as via email, telephone calls, and conferences. Formal parent/teacher/student conferences may occur virtually this year and are planned with direction from the administration and facilitated by advisory teachers. Subject teachers may also schedule such conferences when appropriate.

## **Late Assignments and Zeroes on Assignments**

Teachers need to indicate clear and concise dates and times that they expect assignments to be submitted. All assignment due dates will be displayed on PowerSchool when the assignment is assigned. All students are expected to submit assignments on time. While circumstances do exist that delay the submission of assignments, every effort must be made by students to communicate before any assignment is submitted late. In the event a student submits an assignment late, teachers will indicate on gradebook that an assignment is not submitted on time using the late code (red triangle).

In cases where the teacher and the student disagree about the submission of late work or credit completion opportunities, the student may appeal to school administration. All high schools will provide assignment completion opportunities throughout the semester close to reporting period times. All assignments are due five school days following the assignment completion opportunity. No late assignments can be handed in after the last day of classes other than those needed to attain a passing grade (see Credit Complete guidelines).

Zeroes are placeholders used when reporting an accurate standing at a particular moment in the class; students are always given opportunities to complete assignments. Students who are below 50% at any point and are meeting the credit completion protocols may continue to hand in assignments until they have achieved a passing grade. Students should attend all mandatory assignment completion opportunities to be eligible for consideration. All decisions are subject to review by the administration team of the school.

## **ACADEMIC INTEGRITY**

Students who genuinely engage in the learning process position themselves to achieve results that demonstrate successful attainment of outcomes. Students who engage in academic misconduct do themselves a disservice in terms of contributing to a quality learning experience.

Academic misconduct is the use of the ideas, words, structures, and/or any other type of work of another individual without proper citation or acknowledgement. Students participate in academic misconduct when they share work with another student or use their own work for more than one assignment. One of the most significant forms of academic misconduct is plagiarism.

(Academic Integrity and Student Responsibility Guidelines, Saskatchewan Ministry of Education, 2011)

### **Examples of plagiarism**

- Submitting an essay/assignment written by someone else; e.g. buying an essay online, downloading an essay from a website, having someone else complete one's assignment, or copying or using work, including homework, done by another student.
- Quoting or paraphrasing material without citing the source of that material, including but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form.
- Copying and pasting from the Internet or other electronic sites without citing the source.

### **Suspected plagiarism protocol**

If a teacher suspects that a student is guilty of plagiarism, the teacher will meet with the student. If the issue is unresolved, the following steps will be taken:

1. the teacher will make a written statement indicating the evidence on which the allegation is based
2. the student will make a written statement
3. the parent/guardian of the student will be informed
4. depending on the severity of the allegation, an interview with the teacher, student, parent and an administrator may take place to determine what action should be taken

### **Consequences of confirmed plagiarism**

Most cases of plagiarism will be dealt with the teacher and/or the principal on an individual basis. Plagiarism must not be viewed as a trivial offence with only minor consequences. It must be viewed as a serious academic transgression.

1. be awarded a grade of zero for the assignment/test in question
2. be awarded no grade for the assignment/test in question
3. be required to complete a different assignment
4. lose attendance incentive

A file on the incident will be kept in the main office and communicated to the teachers and parents/guardians of the student concerned. Teachers are asked to submit all instances of plagiarism to the main office whether they result in administration involvement or not through email so that the students' activities can be recorded and logged for future reference. Consequences for plagiarism will be determined through a discussion with the student and teacher. Students are still responsible to demonstrate the outcomes that are plagiarized. School administration will be involved in each case.