

YORKTON REGIONAL HIGH SCHOOL

POLICIES AND PROCEDURES FOR STUDENTS AND PARENTS

September, 2020

We, at the Yorkton Regional High School, believe in excellence. “Striving for Excellence” is our motto. We have high expectations for our students in their academics, in their extra-curricular endeavours, and in the way they conduct themselves as Raiders.

Although we have changed the way that we interact with one another and respond to any issues that may arise as our school is responding to the COVID-19 pandemic, our school policies and practices still stand. Our procedures may look a little different. Any adjustments to our procedures due to our COVID-19 response are highlighted below.

To minimize traffic throughout the school, many of the things that had required an office visit in the past may be dealt with remotely or over the phone. Administrators will be meeting more with students in hallways and classrooms rather than in the Main Office when it is appropriate.

Any adjustments made to the YRHS Policies and Procedures due to COVID-19 have been highlighted in yellow.

As Raiders, we still look out for one another, help one another out, look for the best in one another, and lift each other up. We do the right thing!

This document is meant to guide students and families toward excellence. It is important that all of our stakeholders know what our school’s expectations are as well as the supports and consequences that various actions and choices come with.

Our school’s policies and procedures are outlined below. More detailed Administrative Procedures can be accessed at the Good Spirit School Division website.

1. Student Responsibilities

- Submission of Assignments
- Attendance
- RCR
- Planned Extended Student Absences and Planned Absences from Final Exams
- Academic Integrity and Plagiarism
- Reporting of Student Progress
- RTIme
- Relearning and Reassessing

2. Transportation, Driving and Facility Use

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3. Prohibited Use of Substances

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1. STUDENT RESPONSIBILITIES

Students at the Yorkton Regional High School have many duties to fulfill in order to be diligent in their studies. The following policies and procedures outline the basic student duties associated with classrooms at the YRHS.

SUBMISSION OF ASSIGNMENTS

It is the expectation of the Yorkton Regional High School that when a teacher assigns a core assignment, students will meet the deadline established by the teacher.

Should a student fail to comply with the final deadline, he or she will be excluded from class and deal with the grade-appropriate Vice-Principal. An in-school suspension may be issued. Eventual withdrawal from the class may result and thus a mark of INC (Incomplete) would be recorded.

On-time submission of assignments is especially important now that we have moved to the Penta system. Courses will move at a much quicker pace; therefore, students will need to get work done in a very timely fashion.

ATTENDANCE POLICY

Regular attendance and punctuality are an essential part of every student's obligation and commitment to be successful in school. As it is our desire to see all students succeed, all students are expected to attend all classes each and every day. Regular attendance and promptness are necessary for the continuity of instruction and for the effectiveness of continuous evaluation. Although students are responsible for all work missed, absences from classes often mean lost opportunities and experiences that cannot be made up through homework. Based on an average of 36 instructional days in a Penta, taking time away from school results in missing a considerable amount of a course. For example:

3 days absent = 8% of a course
5 days absent = 14% of a course
10 days absent = 28% of a course

We recognize that good attendance practices are best maintained through the blended efforts of students, parent/guardians, teachers and administration. The students and parent/guardians clearly have the largest role in maintaining regular attendance. The staff's role is to assist the students with their responsibility of regular attendance. There are several resources available to students and families to support regular attendance such as Teacher Counsellors, School Counsellors, our Aboriginal Community Worker, our Indigenous Success Coach, Grad Coaches and Student Support Teachers. By working together, we can promote a positive attitude towards regular attendance.

According to the *Education Act 1995*, regular attendance is the responsibility of the parents and pupil:

"Every parent, guardian, or other person having charge of a pupil who is of compulsory school age shall take the steps that are necessary to ensure regular attendance of that pupil. Every pupil shall attend school regularly and shall promptly provide the principal such information as may be required . . . with respect to any absences from school."

It is understood that an absence from school may be necessary from time to time. However, when a parent gives permission for an absence for sickness or any other circumstances which the family considers to be sufficient, the parent also assumes responsibility for results of absences, such as lower or failing grades, or a much increased homework load. Students at YRHS must assume

full responsibility for maintaining their attendance records, with assistance from their parents and teachers.

Procedures for students who are absent:

- If a student is absent from school, we expect a parent or guardian to phone the school promptly with an explanation (786-5561) in advance where possible or have a signed note that the student can drop off at the attendance desk. Phone calls are best.
- If a phone call is not made or a note is not received, the student will be directed to Student Services until the absence is dealt with.
- **Counsellors will attempt to resolve attendance issues, where possible, over the phone rather than having large numbers of students coming into the Student Services Offices.**

Administrative Action:

Procedures for dealing with Chronic attendance problems defined as missing between 10% (3.5 days) and 20% (7 days):

A Vice Principal will review the student's record. At this time, consequences may include:

- (A) Intensive monitoring of student attendance by Student Services Counsellor, will continue to monitor for improvement.
- (B) An attendance contract which will tolerate no further unexplained absences.
- (C) Beyond 20% inattendance, course reduction may be recommended.
- (D) Declaration of truancy (for students under 16 years of age).
- (E) Removal from the school register.

All rules and regulations apply for any school-sponsored trips and activities.

LATE POLICY

Students have two classes to report to on time in the Penta Block Timetable. The morning class begins at 9am. The afternoon class begins at 12:50. Students are expected to be in their classrooms and ready to learn by the time class starts. Some teachers track student lates and will have students who arrive late sign in using a QR Code.

Students also need to respect break times and return to class on time at the end of breaks to ensure that they will not be occupying the hallway at the same time as another grade grouping of students. Breaks are coordinated by grade to minimize student contact as part of our school's COVID-19 response. The YRHS has an Open Campus which means that students may leave the building during their lunch hour. It does not mean that students may leave during their breaks. For example, on breaks during classes, students may not go to the smoke pit, they may not "go for a Tim's Run, etc.

If students are late to class because they were smoking, they will be suspended (refer to the YRHS smoking policy). Smoking is not an acceptable reason for being late to class.

If a student has an acceptable reason for being late to class, a parent or guardian will be expected to phone in the explanation to the attendance desk (786-5561) on or before the day of the explainable late. Examples of a reasonable explained late may be a medical or dental appointment, traffic accident or unforeseen road conditions.

A student who accumulates an unacceptable number of unexplained lates may be referred to a Student Services Counsellor or the grade-appropriate Vice-Principal. If lates continue to be a problem, contact with home will begin and the situation will be dealt with by counsellors and/or Administration.

RCR

Due to COVID-19 restrictions, RCR will not be part of the YRHS student experience this year.

In a normal school year, RCR (Raiders Connecting Raiders) is an advisory class that meets periodically during RTI time. It is a great opportunity for students to get to know their classmates and teachers and build community and spirit.

When the school hosts a speaker or holds an assembly, we will gather in our RCR classrooms for attendance first and then proceed to the activity. Attendance in all RCR periods is an expectation. Our school's attendance policy applies to RCR.

Occasionally, the day's schedule will be altered to accommodate an assembly that runs longer than the 40-minute RTI time period. Adjusted schedules will be posted in the school in advance. Students are responsible to be aware of the changes and to abide by the adjusted schedule.

PLANNED EXTENDED STUDENT ABSENCES

A Planned Extended Student Absence refers to a significant amount of instructional time that a student chooses to miss to attend a family holiday or similar personal or family event not related to school. Based on an average of 36 instructional days in a Penta, taking time away from school results in missing a considerable amount of a course. For example:
3 days absent = 8% of a course
5 days absent = 14% of a course
10 days absent = 28% of a course

Students who will be away on planned extended absences of 3 or more days must start by filling out the "Student Extended Absence Plans" form and returning it to school administration and then make arrangements with their teachers reasonably well in advance in order to work ahead where possible and to plan to catch up upon return to school.

It should be noted that if a student travels out of the Province, depending upon travel restrictions at the time, they may be required to self-isolate for 14 days upon return. This could have serious implications for a student enrolled in a 36-day course.

Regular attendance at school is paramount to the academic success of our students. As a progressive school, we care deeply about authentic, deep learning, and our teachers employ best instructional practices for student development. Our rich classroom experiences include; debate, dialogic learning, inquiry, peer coaching and assessment, student collaboration, experimentation, resource-based learning, and networking beyond the school building. It is easy to see how missing this type of learning cannot easily be replaced with 'catch-up' book work, nor can it easily be replicated for a student upon his/her return to school.

Quite often families request homework for their child who will be missing school to attend a trip outside of school. Often this homework is not completed by the set due date which results in frustration for both teacher and student.

As a result the YRHS may not be issuing homework for students that are absent from school in advance of their trip. The issuing of student homework prior to a trip will be at the discretion of the teacher, who will take into account the subject area, current content being studied and the amount of coursework being requested.

Final exams are not going to be a part of most courses this year at the YRHS with the exception of Pre-Advanced Placement and Advanced Placement Math and English classes at the 20 and 30 levels. Ongoing assessment throughout the entire Penta will take on more weight. In our two-semester system, we had a formal Study Period and Final Exam Schedule which was a protected time for students and teachers. Up until last year, there was a separate process for students and families to follow if they were

choosing to miss time during the Study Period and Final Exam Schedule. This year, students will submit one form only, the "Student Extended Absence" form.

ACADEMIC INTEGRITY AND PLAGIARISM

All face-to-face classes at the Yorkton Regional High School are supported by teachers through Google Classroom. Depending on the course, many assignments are submitted electronically. While it is natural for students to collaborate and discuss, individual assignments must be created and submitted individually. Students need to personalize their gssdschools user names and passwords to prevent others from accessing their files. Google usernames and passwords should never be shared with anyone, ever.

All coursework that students do at the YRHS must be the result of their own efforts. It is not acceptable to engage in copying or plagiarising in any way.

Students who submit work that is not their own shall be referred to the grade-appropriate Vice-Principal. The plagiarised assignment will be graded as “Incomplete” until the assignment (or similar assignment) is redone honestly. The student may also be required to complete an Academic Integrity Seminar – a short course which educates the student on the proper ways to do research and the negative consequences of plagiarism and cheating.

Students who share their work with others to help them plagiarize are just as much a part of plagiarism as those who submit the work of others as their own.



YORKTON REGIONAL HIGH SCHOOL

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Vice Principal: Mrs. J. McBride Vice Principal: Mr. D. Nesseth



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Progress Reporting Guidelines for Students, Parents and Teachers Yorkton Regional High School – Spring 2021

This year, progress reporting looks much differently than it has in years past. First, the Good Spirit School Division is implementing Edsby, a system for reporting attendance and student achievement, which replaces Maplewood. At the same time, as a major part of our Pandemic Response, the Yorkton Regional High School has moved to a “Penta” schedule. Rather than having two Semesters, we now have 5 Pentas. We are reporting final grades and marks five times throughout the school year. Although we are working amid great change, many of our beliefs and practices around assessment and reporting remain the same.

The Yorkton Regional High School understands that students want to earn complete grades and credits for the classes they are enrolled in. This means completing assignments, exams, homework – providing evidence – that teachers need to assess as they determine students’ grades. Students who choose not to provide evidence for assessment may not be issued a mark, but an “incomplete” grade (at each teacher’s discretion).

At the Yorkton Regional High School, all Grade 9 classes (with the exception of PAA Business 9, Computer Fundamentals 9, Pre-AP Math and Pre-AP English) are assessed and reported using the 4-Point Academic Achievement Scale. Courses at the 10, 20 and 30-level are assessed and reported using the percentage scale.

NOTE: There are three codes in Edsby that teachers may use if no percentage grade or 4-Point Grade is to be entered in a particular reporting period:

IE Insufficient Evidence (formerly INC or Incomplete):

1. A final grade of IE may mean that a student has not provided enough evidence in a course for the teacher to determine a grade.
2. Critical work/assignments may be missing with no reasonable explanation because the student has not taken advantage of opportunities and supports provided by the school. This is reflected in the Comment Box.
3. IE may also be used within the Gradebook to indicate that the student has chosen not to provide evidence on a particular strand, unit or outcome within a course.
4. A student who receives IE as a final grade in a 10, 20 or 30-level course does not qualify for Credit Recovery according to GSSD AP 359 unless specified by the teacher in the Comment Box. See Credit Recovery and Credit Extension, below.

NA Not Applicable (formerly NM or No Mark):

1. Because of the nature of the course, no midterm mark is issued (example: Work Experience, Apprenticeship, etc.)
2. Because of circumstances outside of the control of a student (illness, death in the family, etc.) the student has not been able to provide enough evidence in a course for the teacher to determine a final grade.



3. NA may be used in the Gradebook to indicate that a student was not taught or assessed on a particular strand, unit or outcome within a course.
4. A student who receives NA as a final grade in a 10, 20 or 30-level course does not qualify for Credit Recovery according to GSSD AP 359 unless specified by the teacher in the Comment Box. See Credit Recovery and Credit Extension, below.

IG Individual Goals

1. The student demonstrates understanding of outcomes that are adjusted in number and complexity as discussed with parents/guardians prior to this report.

Percentage Grades:

1. Students who take advantage of supports and keep up with their studies give themselves the best foundation for success in classes. The Relearn and Reassess practice is an example.
2. Occasionally, failing grades in 10, 20 and 30 level classes may be reported on student report cards.
3. A student with a failing grade may have completed all critical work/assignments, but has not been able to meet the outcomes of the course successfully despite taking advantage of supports and opportunities offered by the school.
4. A failing grade may be an indication that program placement (Modified) be considered or the student may be eligible for Credit Recovery or Credit Extension according to GSSD AP 359.

Alternate Edsby Gradebook Assignment Codes:

Within the Gradebook for any courses that are reported using the percentage scale, teachers may choose from several codes which they may use to provide more specific information regarding each gradebook item or assignment. Not every assignment will be accompanied by a code:

Received on Time
Overdue
Received Late
Not Done
Incomplete
Excused
Absent
Rescheduled

Credit Recovery and Credit Extension:

Credit Recovery is an intervention to “recover” a credit for a course which a student has not successfully completed. Credit Extension is an intervention to “extend” time to achieve a credit for a course which a student has not successfully completed.

1. A student in a 10, 20 or 30 level course may have earned a failing grade or NA or IE.
2. A failing grade indicates that a student has completed all outcomes, units and assignments, but has not successfully met the outcomes of the course.

3. The reason(s) for the critical work/assignments to be missing are acceptable and have been addressed.
4. In the comment on the Report Card, the teacher indicates that a student meets the requirements set out in AP 359 and is eligible for Credit Recovery. Typically, a student who qualifies for Credit Recovery has a failing mark greater than 40% and has missed no more than 25% of the Penta. Teachers and Administrators use professional discretion in offering students reasonable opportunities to recover credits or to extend the time they have to earn credits.
5. Credit Recovery and Credit Extension may only be recommended at the end of a Penta. The student will have a finite amount of time in which to recover the credit: 30 calendar days past the last day of the Penta in which the credit to be recovered is scheduled.
6. Credit Extension: Students in extenuating circumstances may be granted more time to complete or improve the mark in a credit. (Examples are Flex student, student in asynchronous Moodle class, students who may have missed significant learning due to Covid response such as illness, awaiting Covid tests, online learning, etc.)
7. Teachers shall consult with Department Heads and Administration to determine if a student is eligible for Credit Recovery or Credit Extension.
8. The Teacher shall reflect the decision to recommend either Credit Recovery or Credit Extension in the student's Comments on the Report Card.

Credit Recovery and Credit Extension Guidelines, excerpt from GSSD AP 359:

1. Each student may recover no more than four high school credits in three years (Grades 10-12)
2. To qualify for credit recovery in any given course, the student must have completed the course and received a final grade of at least 40% in the course. The grade must have been submitted to the Ministry of Education.
3. Students enrolled in credit recovery must have attended the class a minimum of 75% unless it has been determined that extenuating circumstances prevented a student from doing so.
4. The course must have been taken in a Good Spirit School Division school and failed in the past Semester. (We can substitute Penta for Semester here.)
5. The credit recovery must be completed within the first 30 calendar days of the semester following the failure unless the student is scheduled into a credit recovery tutorial or due to extenuating circumstances as determined by school administration.
6. Only basic compulsory graduation requirements may be challenged (eg. A science at the 20-level is compulsory; a 30-level science is not.)

The following is an outline of natural consequences for students who leave themselves with IE as a final grade in one or more classes:

- Until they are submitted, assignments in 10, 20 and 30-level classes reported as IE in Edsby Gradebook count as "zero" and negatively affect the student's grade leading up to the final reporting period.
- IE as a final mark in a 10, 20 or 30-level class on the report card means that no mark for the course will be reported to the Ministry, not even a failing mark, unless the student qualifies for and completes Credit Recovery. The course would not be added to the student's provincial transcript.

- No evidence of the class on the provincial transcript means Grade 12's are not eligible to challenge the Departmental in the 30-level courses in which a Departmental is provided by the Ministry of Education. (This is also the case for NA.)
- If the class is required for graduation, no grad unless they get the class in subsequent Pentas.
- Removal from Distinction and Great Distinction List (Grade 10, 11 and 12).
- Difficult to apply for scholarships.
- Marks from Pentas 1 and 2 are used for early admission to post-secondary institutions as well as in scholarship applications.
- There may be pre-requisite implications, especially for compulsories.

Outcome Based Reporting

Teachers of most Grade 9 classes use the 4-Point Academic Achievement Scale, below, to report student progress.

UNDERSTANDING
OUTCOME BASED REPORTING



The 4-Point Academic Achievement Scale
Outcome based reporting is utilized in Grade K-9 where all Saskatchewan curricula has been renewed to outcomes and indicators.

4 EXEMPLARY
Evidence indicates **in-depth** understanding, demonstration or application of the outcome.

3 MEETING
Evidence indicates **understanding**, demonstration or application of the outcome.

2 APPROACHING
Evidence indicates **progression** towards understanding, demonstration or application of the outcome.

1 BEGINNING
Evidence indicates **initial** understanding, demonstration or application of the outcome.

IE NA IG OTHER SCALE TERMS
Insufficient Evidence (IE): The student has not yet demonstrated enough evidence for reporting purpose.
Not Applicable (NA): The student was not taught or assessed on this strand, unit or outcome this term.
Individualized Goals (IG): The student demonstrates understanding of outcomes that are adjusted in number and complexity as discussed with parents/guardian prior to this report.

Factors that Affect Student Achievement (FASA)

-Teachers report Learning Behaviours separately from Percentage Grades and 4-Point Academic Achievement Grades in the following categories:

FACTORS AFFECTING STUDENT ACHIEVEMENT

These learning behaviours are reported on a 4-point scale for all K-12 students and reflect the frequency of the behaviours.

KEY
(4) Consistently (3) Usually (2) Occasionally (1) Rarely
(IE) Insufficient Evidence (NA) Not Applicable

LIFELONG LEARNER The student is **curious, observant and reflective** as they imagine, explore and construct knowledge.
Indicators:

- Engages in acquiring new skills and knowledge
- Works cooperatively with others
- Sets goals for learning and strives to improve

SENSE OF SELF The student possesses a **positive sense** of who they are and appreciates the diverse beliefs, languages and practices of others.
Indicators:

- Responds to conflicts appropriately
- Accepts responsibility for actions
- Respects their own as well as others' worldview

ENGAGED CITIZEN The student demonstrates **confidence, courage and commitment** in their contribution to the community.
Indicators:

- Participates in class activities
- Follows rules and procedures
- Is considerate, thoughtful and encouraging to others

WORK HABITS The student organizes materials and their time so that they are **effective, independent and dependable** learners.
Indicators:

- Follows directions
- Uses class time effectively
- Manages belongings, materials and assignments

Apr. 28, 2021/DN

2. TRANSPORTATION, DRIVING AND FACILITY USE

The Yorkton Regional High School is home to hundreds of staff and students throughout the day and into the evening. We take pride in our place and our vehicles. We also take the responsibility to ensure that our school is safe for all of those who use it. The Yorkton Regional High School is equipped with a video surveillance system which protects not only the integrity of our facilities, but also the security and safety of all of the people who use our facilities.

PARKING LOT USE

Student use of our parking lot is a privilege. In order to ensure the safety of all of the drivers and pedestrians who use our school as well as to protect our school grounds, students must observe the following rules in our parking lot:

It is very important that students practise social distancing by limiting the number of people they enter vehicles with. We know that students have been spending time with their friends in social settings outside of school of course. Please be responsible and limit your social circles when travelling in vehicles.

1. The speed limit of 15 km/hr must be observed.
2. Vehicles must be parked in an orderly fashion only in the parking spots designated for students.
3. Vehicles must not be driven on school property outside of the boundaries of the parking lot. (The grass lot across from the YRHS on the North West corner of Darlington St. and Gladstone Ave. is GSSD property and is also subject to the rules of the YRHS parking lot.)
4. Stunting and dangerous driving of any kind is not tolerated.

Students disobeying the rules of the YRHS parking lot shall be referred directly to YRHS Administration. Depending upon the nature of the infraction:

1. A warning may be issued and documented.
2. The student may be suspended from using the YRHS parking lot for a period of time. A suspension from the YRHS parking lot may also include disqualification from bringing vehicles into shop spaces as well as from participation in the YRHS Custom Show and Shine.
3. Stunting and dangerous driving may result in the RCMP being contacted and charges being brought.
4. The student may also be suspended from school.

RTIME

RTIME has been an important part of the school day since the 2018-2019 school year. Due to the requirement to limit student cohorts, RTIME will not be offered due to COVID-19 restrictions. Below is a description of RTIME as it operated during normal school years.

RTIME is an additional period built into the day designed for students to take ownership for their learning. RTIME stands for Response to Intervention. It happens almost every day from 10:00 – 10:35. Occasionally it is cancelled due to a special assembly, RCR activity or Teacher Professional Development. During RTIME, students are strongly encouraged to attend a work area of their choice. If they feel the need to receive extra help from one of their subject teachers, they can go directly to that teacher's classroom. If they require a quiet work space, no teacher direction / instruction needed, they can choose a classroom of their choice to work quietly in. All teachers are in their designated classrooms. If students do not have anything specific to catch up on or study, they could choose a free space such as the Cafeteria, Library or Gym. In an entire semester, this equates to over 40 hours of additional time / instruction with individual classroom teachers if a student chooses to use it this way.

RELEARNING AND REASSESSING

Foundational Statement: This policy is part of the Yorkton Regional High School's dedication to providing students opportunities to "strive for excellence". It aligns not only with our daily Response to Intervention (RTI/me), but also with the *GSSD Assessment, Grading and Reporting for Secondary Schools* document:

- "Effective grades must be supportive of learning" and should "reflect and support improved learning." (4)
- "Emphasis should be placed on intrinsic motivation." (4)
- "Formative assessments support students as they seek to develop a deep understanding of curriculum outcomes." (10)
- "Any work which is redone is at 'teacher discretion.' Teachers have the right when allowing re-dos and retakes to give alternate assessments, require students to submit plans of relearning, require students to engage in some form of re-teaching of the outcome, and to require a parent/guardian signature acknowledging that their child is requiring multiple attempts to achieve an outcome...Schools may limit the number of redo attempts which are allowed." (10)

Procedures:

1. Students will have the opportunity to relearn and be re-assessed on summative assessments (tasks that provide measures of student progress). This reassessment may occur throughout the process (essays, skills in the gym, skills in a shop class, etc.), or after a final product has been submitted (exams, in class assignments, quizzes, etc.).
2. When summative assessments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.
3. Due to the nature of some assessments, through consultation between the teacher and administration, it may be determined that some assessments may not qualify to be reassessed.
4. Students will have the opportunity to relearn and be reassessed regardless of the student's grade on the original summative assessment. Additionally, the following conditions must be met in order for the student to be eligible for reassessment:
 - a. The original summative assessment is the result of serious effort and work.

- b. The original summative assessment was completed/submitted on time. (Students must address extenuating circumstances in a direct and timely fashion.)
 - c. All pertinent/required assignments, learning activities and/or formative assessments leading up to the original summative assessment were completed/submitted on time.
 - d. As determined by the teacher, students may be required to complete a Relearning/Reassessment Plan.
 - e. Attendance and engagement in class leading up to the original summative assessment is an important consideration.
5. Students who turn in their original summative assignments on time will have up to **two** instructional days after the graded assignment is returned to them to speak to the teacher and apply for a relearning/reassessment opportunity.
6. Students will have one opportunity to relearn and be reassessed on each qualifying summative assessment.
7. Grading procedures for reassessment are fair, consistent, and must promote achievement of learning outcomes. The higher grade will be reported.
8. The opportunities for relearning and reassessment at the YRHS are communicated consistently to students and parents.
9. Formative relearning and reassessment is done informally in the classroom as part of normal instruction. It does not require a formal application but should occur naturally.
10. Final Exams and Final Projects do not qualify.

GSSD TRANSPORTATION USE (School busses and vans)

Students must conduct themselves at all times in a safe and honourable manner when using GSSD transportation. This includes school busses and school vans. All school rules apply when students are using GSSD transportation.

Under our current COVID-19 restrictions, students must wear masks on GSSD transportation and must follow a seating plan, and must follow all of the GSSD protocols set out by the Good Spirit School Division.

LOCKERS, DESKS AND OTHER SCHOOL PROPERTY

Due to COVID-19 restrictions, lockers will not be issued to students this year. However, any areas of the school used by students to store personal effects are subject to search. Below is a description of the use of lockers, desks and other school property as it would be in a regular school year.

The lockers and spaces that students use here belong to the Good Spirit School Division. As such, if it is suspected that a student has brought something to school that is illegal or has the potential to risk the safety of anyone that uses our school and property, the YRHS Administration has the right and responsibility to search any areas of the school necessary to ensure safety.

Students must use the locks and lockers that have been assigned to them. See school administration for exceptions.

Exterior Door Security

During the COVID-19 Pandemic Response, each Grade will have their own entrance and exit at the YRHS to limit the amount of contact among students. Entrance doors will be open by 8:30 am on school days and will remain open until 4:30 pm.

Grade 9 Entrance/Exit – Main Doors

Grade 10 Entrance/Exit – A Wing North Doors

Grade 11 Entrance/Exit – Band Hallway Doors and North A Wing Stairwell Doors

Grade 12 Entrance/Exit – Band Hallway Doors and North A Wing Stairwell Doors

Loading Dock Doors are for Staff use only.

3. PROHIBITED USE OF SUBSTANCES

SMOKING POLICY for all Schools in the G.S.S.D.

“The Government of Saskatchewan, on August 15, 2010, proclaimed the ban of all tobacco use on school grounds. Tobacco includes both smoked and smokeless tobacco, but will not apply to the sacred or ceremonial use of tobacco (as per the Tobacco Control Act, 2001).”

The GSSD recognizes and accepts its responsibility to provide a safe and comfortable environment for all those who use its buildings. As a result, all buildings and property operated by the Division, including the Parkland College, shall be free from all tobacco products at all times. (*Note: In the YRHS Smoking Policy, “tobacco products” includes smoked and smokeless tobacco, nicotine chew and vapour cigarettes.*) All school activities, whether on Division property or not, shall be smoke free activities.

Students who choose to smoke, must do so off school property (front sidewalk) and only before school, during their lunch hour and after school. Students may not smoke during their scheduled class times or during breaks between classes.

1. Students that are found smoking in-between or during classes will automatically be suspended.
2. Students that are found to be smoking on school property (not during class time) will be subject to the following consequences and supports:
 - a. We have adopted a policy of allowing first time offenders at the Yorkton Regional High School the option of attending a smoking cessation program conducted by our school counselor, in lieu of an out of school suspension. The course includes information on the health risks and hazards associated to smoking tobacco, the expenses incurred while buying tobacco products, the legalities to smoking tobacco products and ways to lead a healthier lifestyle which may include ways to quit smoking. Should a student be interested in quitting their smoking habit, this course is a viable option instead of an out of school suspension.
 - b. If the student chooses the smoking cessation course, a letter will follow stating the date of the course. Should the student not commit to the course, and not attend the session, s/he will automatically endure a one day suspension the day following the set course date.
 - c. If the student does not report to the smoking cessation course, s/he then receives a one day out of school suspension. Should there be a second offence, a three day out of school suspension will result. A third offence, initiates a five day suspension.

DRUG AND ALCOHOL PROCEDURES:

The YRHS follows the outlined procedure (stated below) when students are found under the influence of Drugs and /or Alcohol or in possession of drugs and / or alcohol and paraphernalia related to drugs and / or alcohol.

In collaboration with community agencies we have joined a partnership to educate and address the use of Alcohol and Drugs in our schools. Together with the R.C.M.P., Addiction Services and parents, we have implemented a response for when students are under the influence and/or possession of drugs/alcohol at school. This includes drug paraphernalia, etc.

Our school benefits from the services of an addiction counsellor, Ms. Goulden, in Student Services whose main focus it is to work with students and families as they transition back to school from a related drug/alcohol suspension. Ms. Goulden will ensure that students are following through on all the expectations outlined to them regarding this suspension.

Procedures:

First Offense

1. Student is caught.
2. A suspension (3 days) is the initial punitive response. A Student Services counsellor will work with the student on a home and return to school plan which could include homework. Before the student returns to school, there may be a meeting with the student, parent, school administrator, school counsellor, RCMP and addictions worker to ensure a smooth transition and a plan to address issues the student is facing. Each student suspended for drug and/or alcohol use is reported to the RCMP.
3. At this meeting the RCMP speak about the law and Addictions Services speaks about their program. Each student must participate in Phase 1 program which is to educate about drug/alcohol use. If this is not done, it could/would put the student at risk of not completing their school year. An assessment will be completed by Drug and Alcohol Services and dates for Phase 1 are selected.
4. After completion of Phase 1, students receive a certificate which they will need to bring to student services to verify their completion. This concludes the school's response. It is our hope that the student and their family gain education and insight into programs available about addiction.

Second Offence

1. Five day suspension.
2. Student and family meeting with superintendent of schools.
3. *If* determined that the student returns to school, *he/she* may be required to complete Phase II with Addiction Services, which is a more in-depth look at their use and/or a Detox program.

4. STUDENT CONDUCT

APPROPRIATE DRESS

Students are expected to dress appropriately at all times when in the school. As a school community, we believe that clothing reflects attitude. Students are to demonstrate integrity by dressing appropriately for school. Students should use a standard of dress in line with that of a place of employment where the employee would be required to present him or herself respectfully and appropriately. Inappropriate dress includes:

1. Students wearing bare feet. They will be asked to find footwear or be sent home; shoes must be worn at all times due to fire regulations.
2. Students wearing revealing clothing such as shorts, skirts and tank tops (that may be considered too revealing). Clothing that adequately covers the chest, midriff and back is considered appropriate. The bottoms of shirts and tops must touch the top of the waistline of pants and shorts. Cropped tops are not allowed. Students will be asked to change or cover up.
3. Students wearing shirts (or other clothing) with distasteful logos that promote alcohol, drugs, vulgar language, sexual connotations or other inappropriate content. They will be asked to turn their clothing inside out, change or cover up. The article of clothing is not to be worn again.
4. Non-religious head covering is to be removed upon entering the building. Bandannas, hats, toques, hoods and ball caps are all head covering. In general, hats and head gear are meant for outdoors and when removed shows a sign of respect and makes one more open and humble and on an equal playing level as all others in the building. Hats and bandannas, worn in certain ways, or that display certain colours or prints, have been known to have some association with gang activity.
It is our expectation that when we check our cameras, we will be able to identify individuals without the interference of headwear. Students that need to be told repeatedly to remove their headwear are being defiant and will be dealt with in an appropriate manner.
5. Students not following the dress code will be asked by staff to report to the Office. Students will be asked to change clothing or cover up if dress is deemed inappropriate.
6. Part of our school's dress code this year is that students must properly don masks. Please refer to the Good Spirit School Division's policy on the wearing of masks during the global COVID-19 pandemic response.

APPROPRIATE PUBLIC LANGUAGE & EXPRESSION OF AFFECTION

The YRHS is a public facility which is occupied by employed adults, students, parents, and community members. We must remember that it is connected to the Parkland College which houses adult students as well as Day Care children. We want to have an inviting atmosphere at our school and therefore we ask that respectful and appropriate language and affection be used in our hallways and classrooms at all times. This means that profanity, distasteful comments and inappropriately affectionate actions should not be heard or seen. **Students also need to follow social distancing guidelines.**

If you are unsure whether your language or affection is appropriate, we ask you to follow this guiding principle: Is it something you would be comfortable sharing or doing face to face with your grandma or grandpa at the dinner table? Is it something you would want printed or displayed on the front page of the local newspaper?

DISCIPLINE AND RESPECT

It is our expectation that students conduct themselves with dignity and respect at all times at school. The Education Act states that students “shall cooperate fully with all persons employed by the board of education” (Sec. 150.2).

When a student receives a reasonable request of an adult employed by the GSSD (example: asked to provide their name, asked where they might be going, asked to report to the office, etc.), that student should oblige the request respectfully. To disobey such a request is considered defiant behaviour. A student may be suspended for defiance.

A student who is excluded from a classroom:

- **must wait in the hallway to have a conversation with the classroom teacher.**
- **If the issue being discussed cannot be resolved in the hallway, the Grade-appropriate Vice-Principal or the Principal will come to help resolve the issue.**
- **If the issue cannot be resolved, the student may be escorted to the appropriate exit and asked to go home.**
- **Depending on the situation, a student who has been excluded from class may be directed to report to the main Office to see an Administrator there, but only if necessary.**

CITIZENSHIP: TECHNOLOGY, FIGHTING, BULLYING

USE OF CELL PHONES / OTHER TECHNOLOGY

Students are encouraged to bring and use their own electronic devices to do their school work rather than using school-issued Chromebooks. With this comes a lot of responsibility on the part of the student to use their devices for learning and not for distraction. Students should also practise good device sanitizing. Please disinfect them periodically as personal devices carry many germs.

Individual teachers will state their own classroom rules for all students' personal technology use depending upon the course they teach. Rules for cell phone use outside of the regular instructional setting (such as field trips, band trips, and outdoor education trips) shall be determined by the teacher. Cell phones and other similar forms of technology are not allowed to be used during assessments (unless they are allowed by the teacher and are a part of that assessment).

Teachers follow this procedure when dealing with students who do not adhere to the above policy:

1. The teacher will redirect the student to use their device appropriately and not be distracted by it. The teacher will make a "classroom" entry in R360 for the first three redirections. The teacher may also require the student to place their phone/device on the teacher's desk for the remainder of class. On the 3rd redirection, the teacher will contact home to explain next steps.
2. Upon a 4th redirection, the teacher will confiscate the phone/device, place it in a clearly marked envelope, and deliver it to the Grade-appropriate Vice-Principal's office. The Vice-Principal will call home about the misuse and to explain that the phone/device will be kept in the Vice-Principal's office for a period of 24 hours.
3. If the student misuses their phone/device again, the teacher brings the phone/device to the office in a clearly marked envelope. An administrator will meet with the student and call home. The student may be suspended for not conforming to school rules and parents must pick up the cell phone from administration.
Subsequent infractions shall be dealt with on a case by case basis, by school administration.

Students should be reminded that they have each signed an “Acceptable Use Agreement” Form through which they have agreed to use GSDD technology appropriately and for the purpose of education.

FIGHTING

As a YRHS student, if you witness a fight or have been informed about a fight that is going to happen, the only desirable response would be to inform an adult. Remember, you are a part of the Family of Raiders and safety is number one.

YRHS administration is responsible for the safety of all students throughout the school day, including their journey to school, attendance during school hours and their journey home. Physical altercations that occur during this time, whether they are on property or not, result in out of school suspensions.

Physical fighting is not tolerated at the YRHS. Students that are caught fighting (both parties) will be automatically suspended for 3 days on a first offence. If a student is involved in a physical fight a second time, they are suspended for 5 days. A third offence would be dealt with on a case-by-case basis.

Friendly "Tap Out's" are also considered physical fights. The same consequences will apply to students involved in these types of fights.

YRHS does not condone bystanders to physical altercations. Videotaping and / or posting fights on cellphones, or other electronic devices, is not acceptable behavior. Consequences will prevail for such behavior.

The RCMP will be called upon the report of any physical altercation involving any students(s) of the YRHS.

BULLYING

Bullying behaviours are intentional, persistent, and repetitious and are meant to be hurtful. Bullying behaviours may be verbal, mental or psychological and may be done through many different mediums.

If you believe you are being bullied, you need to inform a trusted adult. It is best that you save the messages you are receiving (if written or electronic), and we suggest that you don't reply to the messages you receive.

Administration and School Counsellors will investigate bullying behaviours and the individuals that they involve. Consequences will prevail.

Cyber-bullying is a form of harassment that may occur at school, during school hours, or away from school. However, once the harmful effects of cyber-bullying become evident in the school environment, the act of cyber-bullying becomes the business of our school. Be good digital citizens at school and away from school. Cyber-bullying is not acceptable in our school community and will be dealt with very seriously. The RCMP may become involved depending upon the circumstances.