

POLICIES AND PROCEDURES FOR STUDENTS AND PARENTS

September, 2022

At the Yorkton Regional High School we 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.

These Policies and Procedures are also posted on our school website.

As Raiders, we 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
- Late Policy
- Academic Integrity and Plagiarism
- Reporting of Student Progress
- RTI/me
- Relearning and Reassessing

2. Transportation, Driving and Facility Use

- Parking Lot Use
- GSSD Transportation Use (School Busses and Vans)
- Lockers, Desks and other School Property
- Exterior Door Security

3. Prohibited Use of Substances

- Smoking/Vaping
- Drug and Alcohol Procedure

4. Student Conduct

- Appropriate Dress
- Appropriate Public Language and Expression of Affection
- Discipline and Respect
- Citizenship: Technology, Fighting, Bullying

1. STUDENT RESPONSIBILITIES

Students at the Yorkton Regional High School have many duties to fulfill 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 may be excluded from class and deal with the grade-appropriate Vice-Principal. A plan to get the work done will be made. This may include an in-school suspension. Eventual withdrawal from the class may result. Should this be a mandatory class for Graduation purposes, it would need to be repeated in an upcoming semester.

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 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 90 instructional days in a semester, taking time away from school results in missing a considerable amount of a course. For example:

5 days absent = 6% of a course
 10 days absent = 11% of a course
 20 days absent = 22% 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 Student Success Lead, 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 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 (306-786-5561) in advance where possible or have a signed note that the student can drop off at the attendance desk. Phone calls are best.
- Parents are also able to contact the Main Office at 306-786-5560 to have themselves connected to Edsby
 - within Edsby, attendance can be reported from their cell phones/computers, and marks may be viewed, and school information obtained
- 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:

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% absenteeism, 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.

RCR

RCR (Raiders Connecting Raiders) is an advisory class that meets periodically during RTTime. 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 30-minute RTTime 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.

Students who will be away on planned extended absences **of 5 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.

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.

If the student's absence happens to fall during the Final Exam and Final Exam Study Period of the semester the student may miss out on the writing of the Final Exam. Final Exams are written in Grades 10, 11 and 12. At each grade the subjects within which there are a Final Exam are English,

Math and Science. The weighting of the finals varies by grade; grade 10 (10%), grade 11 (15%), grade 12 (20%). Potentially missing out on the writing of Final Exams may have negative effects in later schooling, having missed the opportunity to prepare and write a comprehensive final exam in high school.

LATE POLICY

Students are expected to be in their classrooms and ready to learn by the time class starts. Some teachers track student late arrivals to class by having them sign in using a QR Code, or completing an entry in a Late Arrival to Class Log.

Over the course of the school day the breaks between classes are extremely short, only five minutes long. The purpose of the break is to get students from one class to another with the potential to stop for a drink at a fountain, or to take a pit-stop in a washroom. Breaks between classes are not for running out to the Smoke Pit, or for going on a “Tim’s Run,”

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 (306-786-5561) 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 assigned Study Hall by their classroom teacher and/or 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.

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 their work, individual assignments must be created and submitted. Students need to personalize their gssdschools usernames and passwords to prevent others from accessing their files. Google usernames and passwords should never be shared with anyone, **ever**. Google assigned passwords are to be changed at the start of every school year and as needed as the school year progresses.

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 a “zero” until the assignment (or similar assignment) is redone honestly.

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. At the discretion of the teacher and grade appropriate Vice Principal, the student who supplied the work, may also be given a second task to complete.

PROGRESS REPORTING AND REPORT CARD MARKS

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).

Progress for Grade 9 students is reported for each subject using the outcome-based scale of 4. Progress for students Grades 10, 11 and 12 are reported as percentages. (Grade 9 Pre-Advanced Placement Math and Grade 9 Pre-Advanced Placement English as well as Grade 9 Commerce Information Processing will be reported as percentage grades rather than on the 4-Scale.)

In addition to percentage grades and Scale of 4, teachers at the Yorkton Regional High School have other means of reporting progress and achievement of students to better reflect certain situations. The following is an outline of those means:

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.

% Percentage Grade/Scale of 4/FASA

1. This is an indication of how well a student has mastered the outcomes of a course.
2. A student earns a percentage grade once all required work and assignments have been submitted in a timely manner.
3. 50% is the pass mark on the percentage scale.

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

Factors that Affect Student Achievement (FASA)

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

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:

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:

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.

CR Credit Recovery:

1. This means that a student has not provided enough evidence in a course for the teacher to determine a grade.
2. The reason(s) for the core work/assignments to be missing are acceptable and have been addressed.
3. By issuing CR, the teacher indicates that a student is eligible for Credit Recovery.
4. CR is issued by the teacher in consultation with the Principal.

RTIme

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 10:00am to

10:35am. Occasionally it is cancelled due to a special assembly, RCR activity or Teacher Professional Development.

RTTime attendance is mandatory for Grade 9 Students. They attend RTTime for the class they are in that corresponds with the day of the week:

Monday – Period 1, Tuesday – Period 2, Wednesday – Period 3 or 4, Thursday – Period 5 and Friday -Period 6

Attendance is recommended but not required for Grade 10-12 students. Students in Grade 10-12 that are struggling within a specific class may be directed by the teacher/administrator to attend RTTime until such time as they are experiencing success in the class. 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 workspace, 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 or Library. In an entire semester, this equates to over 52.5 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 (RTTime), 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. Each department; Humanities, Math & Science, Physical Education and Practical & Applied Arts have their own criteria for eligibility.
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 a maximum of three opportunities to be reassessed per class per semester.
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.

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:

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.
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.
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.

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.

LOCKERS, DESKS AND OTHER SCHOOL PROPERTY

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

All exterior doors of the Yorkton Regional High School will be accessible from outside in the morning until 9:00 am and then at 3:35 pm and onward. During the school day (9:00 am to 3:35 pm, including lunch hours), all exterior doors except the front door are locked to the outside. The main entrance doors facing Gladstone Avenue is the only access that guests and students have to our school during the school day. Students may not prop any locked exterior doors open nor open the locked exterior doors for other students to enter during the school day. Teachers with classes entering from outside may arrange entry into these locked doors for their students to return to the building without having to walk to the main doors.

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. (*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.
 - a. A first offence will result in 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.
 - b. Students that are caught smoking/vaping within the school are automatically given a three day out of school suspension for a first offence.

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. Lulashnyk, 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. Lulashnyk will ensure that students are following through on all the expectations outlined to them regarding this suspension.

Procedures:

First Offense

1. Student is caught in possession of and/or under the influence of alcohol and/or drugs.
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

The staff of the Yorkton Regional High School believe that it is the primary responsibility of the student and parent/guardian in determining the student's personal attire, hairstyle, jewelry, and personal items. The school itself is responsible for assuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile, discriminatory or intimidating environment for any student.

Core Values

- All students should be able to dress comfortably for school, style their hair in a manner that expresses their individuality and engage in the learning environment without fear of unnecessary discipline or body shaming.
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity.
- Students and staff are responsible for managing their personal distractions.

Universal Dress Code Standards

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank tops, crop tops, etc.)
- Bottom (pants, shorts, skirt, dress, etc.)
- Footwear

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g. Phys. Ed., Practical & Applied Arts, Science courses).

Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, threatening, or that promote illegal or violent conduct such as unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups indicated in the Human Rights Code
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen-through) material
- All non-religious headwear and sunglasses are prohibited.
- Demonstrate gang association/affiliation

Support and Enforcement

Typical consequences for a violation of this policy include:

- The student shall be discreetly asked to report to the office where the dress code concern shall be dealt with by an in-school administrator.
- Parent/guardian contact or conference and the directive to cover, change, or remove the non-complying attire.
- Persistent violations to the dress code will be dealt with as ‘overt opposition to authority’ and subject to progressive discipline.

Sept. 21, 2022 – This policy has been adapted from the Seattle Public School Policy #3224 Student Dress

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.

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 family 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 report to the Main Office to see an administrator but it is up to the teacher to clearly communicate this with the student.

CITIZENSHIP: TECHNOLOGY, FIGHTING, BULLYING

USE OF CELL PHONES / OTHER TECHNOLOGY

Students are encouraged to bring and use their own electronic devices to do their schoolwork 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. Give student a clear warning to put their phone away. If it continues to be an issue, teacher will take cell phone away and put on their desk for the remainder of the class.
2. On the next offense, teacher will give the cell phone to the grade appropriate Vice- Principal. 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 GSSD 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.

Computer Usage Policy

Guiding Principles

1.1 All users of Good Spirit School Division (GSSD) IT infrastructure are expected to use such systems in a legal, ethical, collegial and non-destructive manner consistent with a spirit of respect and in accordance with the policies and procedures of GSSD and with the laws of Canada and Saskatchewan.

1.2 GSSD staff will provide instruction to students about acceptable use of IT infrastructure.

1.3 Access to GSSD IT infrastructure shall focus on appropriate instructional materials linked to the curriculum content being studied.

1.4 All users will complete an Acceptable Use Agreement (Form 140-1 or Form 140-2) based on these guiding principles. If the user is a minor the agreement will contain the signature of the user as well as the signature of the parent or guardian.

NO FOOD or DRINK ALLOWED IN COMPUTER LABS

Library Usage

If you send a student(s) to the library to work please call ext 324 to let them know you have done so. Classes may not be unsupervised in the Library.

Anne Portnuff Theatre Usage

No food or drink is allowed in the Anne Portnuff Theatre.

The Anne Portnuff Theatre is an instructional setting, unless otherwise noted, cell phone usage is not allowed.