

# Big River Public High School

2016-2017



School Handbook

## **Welcome**

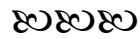
Welcome to Big River Public High School. We, at Big River Public High School, believe in values of caring, respect and hard work as essential cornerstones to a long and fulfilling life. We also believe that the path to success lies in accepting challenges as opportunities for growth and self-empowerment. We are committed to working to provide a safe learning environment and quality education for every child.

At Big River Public High School we are guided by *The Education Act, 1995* and the *Saskatchewan Rivers Public School Division No. 119 Administrative Procedures*. The school handbook outlines the Big River Public High School procedures that are specific to our school but are superseded by both provincial legislature and division procedures.



## **Why is it important to follow guiding principles?**

- THEY PROMOTE A SAFER SCHOOL.
- THEY REDUCE DISTRACTIONS KEEPING THE FOCUS ON LEARNING.
- THEY PROVIDE STRUCTURE AND INSTILL A SENSE OF RESPONSIBILITY.
- THEY HELP TO ENSURE EVERYONE IS TREATED FAIRLY.



**AT BRPHS WE RESPECT THE RULES!**

**Big River Public High School Staff for 2016/2017**

Mr. R. Croshaw	Principal
Ms. C. Crashley	School Secretary
Mrs. J. Kennedy	Student Support Services
Mrs. R. Dunn-Smith	Teacher
Mrs. E. Callaghan-Gunderson	Teacher
Mr. J. Kaufhold	Teacher
Ms. C. Dziurzynski	Teacher
Ms. J. Lueken	Teacher
Mrs. K. Sullivan	Teacher
Ms. C. S	Teacher
Mrs. L. Banks	Educational Associate
Mrs. B. Thiessen	Educational Associate
Mrs. S. Meyers	Educational Associate
Mrs. L. Scott	Educational Associate
Mrs. K. Lindskog	Library Clerk
Mr. D. Neufeld	Head Caretaker
Ms. L. Lyons	Caretaker
Mrs. N. Pederson	School Outreach Worker
Ms. M. Wall	Intern

***Big River Public High School***  
**2015-2016 School Year at a Glance**

<b>AUGUST</b>	Monday, August 29 Tuesday, August 30 Wednesday, August 31	School Opening – Staff Day School Open – Staff PLC Conventions – No Classes
<b>SEPTEMBER</b>	Thursday, September 1 Monday, September 5 Monday, September 19	First Day of Classes Labour Day – No School Driver Education Week
<b>OCTOBER</b>	Friday, October 7 Monday, October 10 Friday, October 28	PLC – No Classes Thanksgiving Day – School Closed Picture Day
<b>NOVEMBER</b>	Thursday, November 3 Monday, November 7 Friday, November 11 Monday, November 14 Friday, November 18 Monday, November 28	Report Cards School Closed – Start of November Break Remembrance Day – No School Classes Resume Picture Retakes PLC Day – No Classes
<b>DECEMBER</b>	Monday, December 5 Wednesday, December 21	Toy Bingo Last Day of School before Christmas Vacation
<b>JANUARY</b>	Tuesday, January 3 Tuesday, January 24 Monday, January 30 Tuesday, January 31 Tuesday, January 31	Classes Resume Semester 1 Exams Begin PLC Day – No Classes Report Cards Semester II Begins
<b>FEBRUARY</b>	Monday, February 20 Monday, February 27	Family Day – Start of February Break Classes Resume
<b>MARCH</b>	Friday, March 24	PLC Day – No Classes
<b>APRIL</b>	Wednesday, April 12 Friday, April 14 Monday, April 24	Report Cards Good Friday – No Classes – Start of Spring Break Classes Resume
<b>MAY</b>	Friday, May 19 Monday, May 22	School Closed – No Classes Victoria Day – School Closed
<b>JUNE</b>	Friday, June 9 Friday, June 16 Friday, June 23 Thursday, June 29 Friday, June 30	Graduation PLC Day – No Classes Final Exams Begin Report Cards School End – No Classes

### **Base to Developing the School Handbook**

- To encourage responsible behavior and good choices.
  - To cultivate respect for self, others, and property by all members of the school community.
  - To focus on developing and acknowledging positive social behaviors.
  - To develop strong personal relationships between, and among, staff, students and parents/guardians.
  - To make students aware of consequences for behaviors through a step-by-step approach to discipline.
  - To deal with situations involving violence and harassment using a proactive, systematic approach.
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# Academic Intervention Protocol

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We believe that all teachers can teach to high standards and that all kids can achieve at high standards. We also recognize that intervention maybe necessary to ensure that all students achieve success. The Big River Public High School Academic Intervention Protocol has been created to support the academic programming needs of all students. This protocol is intended as a guide to find positive interventions, but is not intended as an exclusive resource.

## **Phase ONE: Classroom Based Interventions**

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1. *Plan for success for all students:*
  - Careful, curriculum based and differentiated planning using UbD.
  - Apply best practices in instruction and assessment
  - Teacher reflects on current teaching practices (formative assessment of students)
2. *Adapt: document and implement adaptations in instruction and assessment*
  - Adjust instruction, activities and assessment to individual needs
  - Teacher uses adaptations from the Record of Adaptations Checklist
  - Review Cumulative folder and talk with other teachers, administrators or support staff to identify possible adaptations
3. *Personal Discussion with student*
  - Identify concerns and discuss perceptions
  - Identify potential problems and potential solutions
4. *Communicate with parent*
  - Identify concerns and outcome of efforts to date
  - Gather more information and consider medical/health/vision/nutrition
  - Develop joint plan for action
  - Request information from parent regarding positive strategies that have worked in the past or that work at home
5. *Repeat steps 1-4 as needed if progress is evident.*  
(If concerns persist 3-4 weeks proceed to Phase 2)

## **Phase TWO: School Based Interventions**

1. *Teacher meets with school-based team - Principal/Vice Principal and Ed. Support Teacher*
  - Clarify problem and define success
  - review of file and other documentation or assessments
  - brainstorm strategies/interventions including assistive technology
  - Identify other individuals or agencies that may provide assistance
    - Counselor, social worker, EA, etc.
  - Assessment may be completed by the EST
2. *Meet with parent and school-based team*
  - Include student as appropriate
  - Review data/documentation of outcomes and efforts to date
  - Consider further assessments
    - medical, academic, psychological, OT, SLP
  - Develop plan for team-based intervention

(If concerns persist 3-4 weeks proceed to Phase 3)

**Phase THREE: Inclusion of Division-wide staff**

1. *Principal/Vice Principal or EST to initiate contact with Division supports most relevant to student needs*
    - Identify most appropriate division based staff
  2. *Meet with Division based staff and school-based team and parent*
    - Review documentation and outcomes or previous efforts in Phase 1 & 2
    - Consider further assessments and referrals
      - Addictions Counselor, Mental Health Counselor, Social Services, HUB/COR
    - Develop action plans and follow-up plans for key team members.
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# Assessment and Evaluation

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*"Not everything that counts can be counted and not everything that can be counted counts." Albert Einstein*

Big River Public High School is committed to helping students reach high levels of achievement. Assessment and evaluation are essential components of teaching and learning that together provide a basis to communicate student learning as well as to validate or inform instruction and programs.

The assessment, evaluation and communication of student learning at Big River Public High School will comply with the Saskatchewan Rivers Public School Division Policy 8120 – Students Assessment, Evaluation and Promotion.

## **A. POLICY FRAMEWORK**

### **Classroom Assessment**

While students are the most important users of all assessment information, BRPHS recognizes that classroom assessment has a variety of audiences. For each of these audiences, classroom assessment will serve the following primary purposes:

- Students: To enhance the learning, motivation, and confidence of students, helping them develop skills and strategies as self-assessors who are responsible for their own learning.
- Teachers: To identify individual student strengths and areas of concern in relation to the defined curriculum outcomes in order to inform next steps for instruction.
- Parents/Guardians: To provide information about their children's strengths and areas of concern in relation to the defined curriculum outcomes, as well as information about how student progress and achievement can be supported.
- School Administrators: To inform school targets for improvement and the allocation of resources.

Classroom assessment will:

- Align with curriculum and instruction;
- Inform instructional decisions;
- Include a balance of formative and summative purposes;
- Have a clear purpose which includes criteria for evaluation that is communicated to students in advance;
- Provide equitable opportunities for students to demonstrate their achievement of the expected learning outcomes.

### **Classroom Assignments**

- Students will be provided with multiple opportunities to demonstrate their progress toward achievement of outcomes.

### **Assessment, Evaluation and Communication Of**

- Students, in consultation with their teachers, are responsible for completing all assignments.
- All assignments will have reasonable due dates.
- In the event that a due date for an assignment is missed, it will be at the discretion of the teacher and principal to extend the deadline.
- Students who do not adhere to the extended deadline will have missed that opportunity to demonstrate achievement towards the outcomes addressed in that assignment.
- In the event that a student is absent on a due date, the student is allowed one day plus the number of days absent to complete the assignment. For example, if a student only misses one day, they have 2 days upon return to complete the missed assignment.

### **Formal Individual Assessments and External Large scale Assignments**

- BRPHS will participate in divisional, provincial, national and international external large-scale assessments as required by the Ministry of Education and Saskatchewan Rivers Public School Division.
- Results from external large-scale assessments will not be used to determine student placement or grading.
- Formal individual assessments will be conducted:
  - Only by qualified professionals;
  - Only after informed written consent is obtained from parents/guardians.
- Schools will ensure the confidentiality of individual results from external large-scale and formal individual assessments (as required by the Freedom of Information and Protection of Privacy Act).
- BRCHS will participate in all Saskatchewan Rivers Public School Division Assessments.
- Results from all SRPSD #119 assessments will be used to determine the student placement or grading.

### **Grading and Report Cards**

- While grades and report cards serve many functions, their primary purpose is to communicate student achievement to a variety of audiences.
- Grading and reporting will be conducted in a fair manner.
- Grades and report cards will be based solely upon individual learning and will accurately reflect achievement of the outcomes as defined by the provincial curriculum and/or individual program plan. As such, individual student achievement will:
  - Be measured against defined curriculum outcomes rather than compared to other students or measures of individual academic growth;
  - Not be based on measures such as students' social development and work habits, bonus points, student absence, missed/late assignments, group scores, neatness, etc.
- Report card grades will emphasize evidence collected from students' summative assessments.
- Schools will use only board-authorized report cards.
- Report cards will be distributed by predetermined deadlines set out the previous year. Division IV Report Cards will be delivered quarterly whereas Division III Report Cards will be delivered 3 times per year.

## **B. PROCEDURES:**

### **Classroom Assessment:**

#### **School Administrators are responsible for:**

- Ensuring that appropriate classroom assessment and evaluation practices are being utilized by the teachers in their school.

#### **Teachers are responsible for:**

- Ensuring the assessment, evaluation, and communication of student learning is aligned with the Ministry of Education's programs and expected learning outcomes;
- Designing assessment tools and strategies to ensure that all students are given equitable opportunities to demonstrate their achievement of the expected learning outcomes as per Saskatchewan Curriculum Guides and the Treaty Essential Learnings.
- Interpreting assessment results with a student's personal and social context in mind (e.g., age, ability, gender, language, opportunity to learn, self-esteem, socio-economic background, special interests, special needs, "test-taking" skills);
- If a student performs poorly on an assessment, teachers will consider the possibility that one or more of these contextual factors interfered with this performance. If appropriate, the student will be given other opportunities to learn the skills or information involved and to demonstrate this learning.
- Providing students and parents/guardians with a written syllabus of expected learning outcomes, assessment and evaluation strategies and grading criteria early in the school year.

- This will be communicated in a language students and parents can understand and will indicate how summative assessment will be used to determine course grades (grades 7-8) or percentage grades (grades 9-12);
- Collaborating with colleagues responsible for the same grade or course within a school to establish common expectations for student achievement of learning outcomes. Student learning will be evaluated based on these expectations;
  - Evaluating student learning by:
    - Developing clear criteria for marking student work;
    - Communicating criteria for evaluation with students before the process of learning, assessing, evaluating and reporting occurs. The criteria and guidelines can be teacher-generated, student-generated, or developed collaboratively and, where possible, will be accompanied by examples of quality performance or product for each level of proficiency;
    - Analyzing evidence of learning from multiple sources and methods.
    - Focusing on students' growth and achievements in relation to expected learning outcomes, rather than on students' characteristics and/or non-academic achievement. For example, behavior, class participation, and meeting deadlines are not curriculum outcomes and will not cause the student to gain or lose marks or value;
    - Considering students' most recent work when making professional judgments and/or assigning value to their work.
  - Involve students in the assessment and evaluation process by:
    - Discussing achievement targets and classroom assessment practices with students, in an age appropriate manner, at the beginning of instruction and continuing this conversation on an ongoing basis;
    - Ensuring that students have a range of opportunities and ways to demonstrate their knowledge, skills and attitudes pertaining to expected learning outcomes by using multiple assessment strategies;
    - Using multiple assessment strategies which include, but are not limited to: presentations, portfolios, work samples, models; oral and/or written reports, journals, logs, performances, graphic/visual representations, experiments, concept maps, quizzes, tests;], debates, projects, checklists; anecdotal records, conferences, surveys, or observations;
    - Articulating expectations to students before the learning or before any form of assessment or evaluation, except when using diagnostic assessments prior to instruction to determine what students already know and what they need to know to achieve the expected learning outcomes;
    - Helping students to understand and communicate the expected learning outcomes for which they are responsible, as well as the criteria that will be used to evaluate their work. Whenever possible students should be involved in creating the criteria;
    - Giving students a variety of samples of student work (exemplars) to help them understand what quality looks like and what is required to achieve the expected learning outcomes;
    - Providing timely, descriptive feedback of what each student knows and is able to do in relation to the expected learning outcomes, and how the student can improve in relation to those outcomes.
    - Providing opportunities for students to give descriptive feedback to each other.

**Students are responsible for:**

- Accepting responsibility and ownership for their own learning through active involvement in the assessment and evaluation process in order to discover how they learn best and to understand exactly where they are in relation to the defined curriculum outcomes.

**Classroom Assignments**

**School Administrators are responsible for:**

- Ensuring that information regarding procedures for completion of late or missed assignments are communicated to students and parents/guardians early in the school year;
- Consulting with teachers when necessary to determine a final deadline for late or missed assignments.

**Teachers are responsible for:**

- Communicating the purpose(s) of the assignment and the criteria for evaluating the work to the students when it is assigned;
- Providing timely, descriptive feedback when a product is involved;
- Ensuring that the marks students receive are a pure reflection of the student's achievement of the outcomes;
- Ensuring that assignments have clearly stated due dates that are communicated to students and parents/guardians where appropriate;
- Setting due dates for assignments which:
  - Are reasonable and involve students where appropriate;
  - Provide support and checkpoints;
  - Encourage self-monitoring and the seeking of assistance;
  - Involve consultation with other teachers within the school to avoid overlap;
  - Can be extended at their discretion, in consultation with the principal.
- Determining an extended deadline and plan for successful completion of incomplete assignments with the student, as well as the principal. When deciding how much extra time to provide before the extended deadline, teachers will consider:
  - The nature of the assignment and the amount of time needed for completion;
  - The time needed for additional instruction;
  - The need to return assignments to students for meaningful feedback;
  - The need to maintain the logical progression of the course as prescribed by the Ministry of Education;
- Ensuring that marks are not reduced as a penalty for late assignments when extended deadlines are provided;
- Providing students with multiple opportunities to demonstrate their progress toward achievement of the outcomes. If an extended deadline is missed for assignments, the student's grade may be affected.

**Students are responsible for:**

- Seeking assistance with assignments when required
- Requesting an extension for assignments in a timely manner when required;
- Completing assignments by specified due dates so that teachers can provide timely feedback. Assignments that are late and extensions have not been granted by the classroom teacher will be marked only as formative feedback for the student. Students will have other opportunities to demonstrate their understanding of the outcome.
- Completing all assignments to provide adequate data for a teacher to assess the understanding of each curriculum outcome.

**Grading and Report Cards**

**School Administrators are responsible for:**

- Establishing school-wide early intervention systems for students requiring additional time and support before grading occurs;
- Ensuring use of board-authorized report cards;
- Ensuring distribution of report cards by predetermined deadlines;
- Establishing school-based deadlines for submission of report cards;
- Providing direction and feedback to individual teachers on report cards as required;
- Facilitating discussions between teachers, parents/guardians and/or students on report cards when concerns arise that cannot be resolved at the classroom level;
- Reviewing recommendations and supporting documentation regarding the grade-level placements of students for the following school year. The best interest of the student will

guide this decision. In all cases, careful consideration will be given to possible disadvantages of placement and additional support required by the student.

- In cases when the grade-level placement for the following year is in question, the principal will make the final decision after consultation with others, including teacher(s), parents/guardians, Program Planning Team, and the student when appropriate.
- If the student is transitioning from one school to another, the principal at the originating school will make the decision regarding grade placement.

**Teachers are responsible for:**

- Employing early intervention for students requiring additional time and support before grading occurs;
- Explaining to students and parents/guardians how report card grades will be determined for the course(s) they teach;
- Using methods other than report cards to regularly inform students and parents/guardians about student progress toward the expected learning outcomes. Examples of these methods include notes, phone calls, meetings, web pages, newsletters, assessments, curriculum nights, student-led conferences, and teacher interviews;
- Providing clear and well-supported feedback about student progress toward, and achievement of, the expected learning outcomes;
- Using language that is based on provincial curriculum outcomes and is easily understood by parents/guardians;
- Identifying the student's strengths, areas needing improvement, and what the individual student, parents/guardians and teacher can do to support learning in relation to the expected outcomes;
- Developing accurate report cards by:
  - Always relating grading and reporting to expected learning outcomes;
  - Excluding characteristics that are not linked to curriculum outcomes (such as effort, behavior and attendance);
  - Ensuring that the grade each student receives is a fair reflection of what he/she knows and can do, emphasizing the most recent summative assessment information. This information will be documented in a way that ensures its accuracy over time.
- Basing report card grades and comments upon evidence gathered through classroom assessments;

### **C. EXTERNAL LARGE-SCALE ASSESSMENTS**

**School Administrators are responsible for:**

- Working with the school division assessment coordinator and teachers to oversee the administration of all external large-scale assessments;
- Developing, in conjunction with program staff, a communication plan to report assessment results to parents/guardians and the broader school community;
- Communicating assessment results to the school community in a timely manner;
- Using external large-scale assessment data, along with other relevant data (e.g., classroom assessment information, school surveys, etc.), to plan for improvement. For example, the data may help in:
  - Identifying strengths and areas of concern;
  - Identifying what additional information is needed and how to collect the information;
  - Determining next steps for improving student achievement;
  - Setting school and classroom targets;
  - Aligning resources with identified needs.

**Teachers are responsible for:**

- Participating in developing, training for, administering, scoring and communicating the results of external large-scale assessments, as required by the Ministry of Education.

**Students are responsible for:**

- Participating in external large-scale assessments as required by the Ministry of Education to the best of their ability.

## **D. COMMUNICATION OF STUDENT LEARNING**

**Administrators are responsible for:**

- Involving parents/guardians in developing and implementing procedures that promote effective communication between the home and school;
- Using a variety of methods to communicate student achievement throughout the school year including, but not limited to:
  - Scheduling at least two curriculum-related events each year to inform the school community about curriculum, expected learning outcomes, and assessment and evaluation practices and procedures;
  - Scheduling at least two interviews each year for parents/guardians to meet with teachers in order to review the progress and achievement of their children,
- Developing a school plan for communicating student learning each year. This plan must be in a language that the school community can understand and will include the following components:
  - Definitions (e.g., formative assessment, summative assessment, external large scale assessments);
  - A clear statement about the alignment between assessment and evaluation of student learning and provincial curriculum outcomes;
  - A general description of the strategies and tools used to assess student achievement, highlighting the importance of using multiple assessment and evaluation strategies to meet the learning styles of all students;
  - Expectations for informing parents/guardians about a student's progress and achievement, including when concerns may arise;
  - Provisions to help parents/guardians when concerns arise, making reference to the Parent Concern Protocol;
  - A school year calendar that includes dates for curriculum nights, parent/teacher interviews, release of report cards, as well as when external large scale assessments will take place;
  - A clear but brief user's guide to the school report card;
  - A statement outlining provisions for students who miss deadlines for classroom assignments, indicating that students will be provided with multiple opportunities to demonstrate their learning;
  - Information about identification, assessment, referral and program planning for students with special needs.

**Teachers are responsible for:**

- Adhering to the School Plan for Communicating Student Learning, recognizing the instrumental role they play in ensuring the successful implementation of the Plan;
- Developing a communication plan that is aligned with the School Plan for Communicating Student Learning. This plan will contain:
  - An outline of assessment and evaluation strategies, practices and procedures;
  - An explanation of the purpose of assessment and evaluation;
  - Multiple assessment and evaluation strategies that meet the learning styles of students and are aligned with the written curriculum outcomes.
- Having comments for all students on report cards that follow the format of: Strengths/ Areas of Improvement/Next Steps.

## **E. STUDENT ASSESSMENT, EVALUATION AND PROMOTION**

### **Assessments:**

- Student Assessment will include, but is not limited to, in class summative assessments, midterm assessments for Grade 7, 8 and 9 and final assessments that are conducted in January and June.
- All students are expected to write all of the assessments on the assessment date. Students who must be away from class (illness, appointment, etc.) must have the absence excused prior to the assessment period.
- Students that do not have prior clearance will be given an incomplete (INC) for that assessment.
- Students that have clearance prior to the assessment but do not complete the assessment by the approved extended deadline, the student will be given an INC for that assessment.
- Students that have clearance prior to the assessment will be given an extended deadline. This deadline will be set out by the classroom teacher with consultation of school administration.

### **Reassessments:**

- Students that have two or more INC entered for the same outcome will be determined as insufficient evidence and will need to reassess that outcome.
- Students that wish to improve their level of understanding may also take part in a reassessment.
- All reassessments must be completed on the date, time and location outlined by the subject teacher. All instruction or additional practice must be completed prior to the reassessment.

### **Outcome Recovery:**

- The Outcome Recovery must be completed within the following semester after the course was attempted or completed (in case of upgrading).
- Outcome Recovery allows students to re-do specific outcomes to attain academic success instead of having to re-do the entire course.
- Outcome Recovery is only available for only the English, Math, Science and Social at the Division III level and all compulsory subjects or pre-requisites required to take an upper level credit at the Division IV level.
- Application Process:
  - Student must contact subject teacher. The subject teacher will provide the student with a print out of their marks by outcome or a list of assignments that they feel need to be complete before an upgrade can be made to the student's mark.
  - The materials provided to the student will be brought by the student to the school administration. The school administration will interview the student as to the purpose of recovering the outcome and why the outcome needs to be improved.
  - School administration has the right to deny a student Outcome Recovery based on the interview conducted. Outcome Recovery is meant for students that have demonstrated hard work and effort in the course but for some reason was still unsuccessful.
  - School administration and the applicant will complete a contract outlining dates and expectations.
  - The contract will be signed by the student and the parent regardless of the student's age. The contract will then be returned to school administration before materials are provided.
  - The student must complete all the work for each outcome before the assessment is done.
  - The assessment will be written on the date, time and location as determined by the school administration.
  - The classroom teacher will be given the assessment to evaluate and will make any adjustments to the students grades. All grade changes will be reported to school administration on the Marks Change Form.

- Students must complete all work outlined in the contract before any marks are readjusted.
- Students can only apply for Outcome Recovery or Upgrading once per course. If a student still wished to improve on that course, they must take the entire course over again.
- School administration will insure that marks changes are registered at the appropriate levels and agencies.
- Placement and Promotion:
  - At the end of each school year the teaching staff of BRPHS will conduct annual meetings in regards to academic placement for the upcoming year.
  - For students in Division III:
    - Any students not achieving at levels that the teaching staff feel the student needs to be at to be successful at the next grade level will be reported to school administration.
    - The reasons will be outlined and a "Refusal of Placement" form will be completed and communicated to the parent.
    - If the parent does not agree with the placement, they can sign the form and return it to the school administration and the child will be promoted to the next grade level.
    - If the parent agrees with the placement, the student will be expected to complete the entire grade again.
    - The "Refusal of Placement" will be filed in the student's Cumulative File.
  - For Division IV students:
    - For all students in Division IV placement will be based on whether or not the student has met the requirements for that grade level. For example; for a student to be placed in Grade 11, they must have met ALL requirements as per the Ministry of Education for a complete Grade 10.
    - Upon successful completion of the credits, the student will be moved into the appropriate homeroom and grade level.
- Credit Shortage:
  - Students in Division IV that are short credits will have three options to retrieve that credit:
    - First – they can apply for Outcome Recovery as outlined above.
    - Second – they can re-take the course in class. This will take precedence over any other courses at higher grade levels.
    - Third – they can re-take the course through an extension option. (Please refer to BRPHS Extension Policy)
  - Students may also take a summer course offered through Carlton Comprehensive Public High School. Please see school administration for registration and costs.

## **F. ADDITIONAL PROCEDURES**

### **Students with Special Needs**

#### **Ed. Support Teachers are responsible for:**

- Ensuring that parents/guardians are aware of the board's policies and procedures for identification, referral and assessment of students with special needs at the time of registration or early in the school year;
- Ensuring that informed written consent is obtained from parents/guardians, using the Consent for Service Form, before any formal individual assessment and/or consultation is carried out by school board personnel;
- Ensuring that the results of formal individual assessments are clearly communicated to parents/guardians in a timely manner;
- Ensuring that parents/guardians are provided with a copy of the written results of the formal individual assessments when the school receives them;
- Receiving, disseminating, documenting and storing reports based on formal individual assessments from school board personnel and/or outside agencies.
- Formal individual assessment reports must be:



- Made known to members of the student's program planning team;
  - Documented in the student's Cumulative Record Folder and stored in the Folder or, in the case of confidential records, in the Special Documents Envelope located in the Cumulative Record Folder.
- Ensuring a standard board-authorized Individual Program Plan report card is used for students following Individual Program Plans. These report cards will be distributed at the same time as regular program report cards.

#### **Teachers are responsible for:**

##### **Adaptations:**

- Determining appropriate adaptations for students with moderate needs and making them available to students as part of any assessment and evaluation process;
- Engaging parents/guardians and, if appropriate, the student, in development of programming adaptations recommended to assess and evaluate the students' progress toward the expected learning outcomes;
- Ensuring assessment and evaluation adaptations are not recorded on the student's report card (adaptations to instructional or assessment/evaluation strategies are designed to enable students to meet grade-level Public School Program learning outcomes);
- Recording adaptations on the Programming Adaptations Form;
- Providing a copy of the Programming Adaptations Form to parents/guardians;
- Storing a copy of the Programming Adaptations Form in the student's Cumulative Record Folder;

#### **Individual Program Plans:**

- Aligning assessment and evaluation with outcomes identified on the student's Individual Program Plan, and focusing primarily on the student's progress toward those outcomes;
- Reviewing results from individual formal assessments and using this information, along with classroom assessments, to inform program planning for the student.

#### **Professional support staff is responsible for:**

- Collaborating with classroom teachers in the writing of report cards for students when appropriate;

## **APPENDIX A**

### **Definitions**

- **Academic Integrity** is providing evidence of one's own learning through demonstration of responsibility, trust and respect. Actions such as cheating; plagiarism; having others complete the work; buying paper from the internet or resubmission of previously submitted work indicate a lack of academic integrity.
- **Assessment** is the act of collecting information on student progress and achievement using a variety of tasks designed to monitor and improve student learning.
- **Assessment as learning** is assessment used as a metacognitive process involving students setting their own learning goals and reflecting on and adjusting their own learning.
- **Formative Assessments (Assessment for Learning)** are ongoing assessments that take place during the teaching and learning process *for the purpose of* showing growth over time, determining student needs, planning next steps in instruction, and providing students with descriptive feedback. Assessments become formative when teachers use the information gathered to adapt their teaching in order to meet the needs of students.
- **Summative Assessments (Assessment of Learning)** are assessments that take place at the end of a period of learning *for the purpose of* determining the extent to which learning has occurred. In **assessment of learning**, the teacher assesses students' achievement of the outcomes. These assessments are used to make statements about student learning to those outside the classroom.

- **Evaluation** is the act of analyzing, judging and/or making decisions about assessment information for the purpose of providing descriptive feedback (formative) or evaluative feedback (summative).
- **Descriptive Feedback** is specific oral or written information that helps students understand what they are doing well and what they need to do next in order to improve.
- **Evaluative Feedback** is a summary of how well students have performed on a particular task or during a term/semester. It often involves symbols, such as letters, numbers or check marks, as well as phrases such as "excellent", "well done", "try harder next time". Evaluative feedback lets students know whether or not they need to improve, but it does not provide them with information about how to improve.
- **Grading** is the process of using summative assessment evidence of student achievement of the outcomes to determine the report card grade (number or letter). This is distinct from **marking**, which is the process of assigning a number or letter to a piece of student work throughout the term.
- **Reporting** is the process of communicating student progress toward achievement of the expected learning outcomes.
- **External Large-Scale Assessments** are assessments and evaluations that are designed by a group outside the school in order to collect data for use at the national, provincial, regional, and school and classroom levels.
- **Expected Learning Outcomes** are the goal statements prescribed by the Ministry of Education that indicate what teachers are required to teach and students are expected to know and be able to do for each grade level and program/course. These goal statements are the general and specific outcomes that make up the written curriculum.
- **Plagiarism** is the unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental; it is the process of taking another person's work, ideas or words, and using them as if they were one's own.
- **Student Responsibility** is assuming responsibility for one's learning, including getting to school/class on time; attending regularly; submitting work on time; doing one's best on exams and assignments.

# Assessment – Deadlines and Zero Days

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The duties of a student includes completing and handing in ALL assessments that the teacher feels are important to help the student learn the specific outcome or to assess the student properly on that outcome. Deadlines as to when the assessments are due are set by the teacher for a number of reasons. To enhance student learning the teacher requires the information gained to the next logical instruction so the students have the greatest academic success. The student also requires this assessment as part of their final mark. Handing in assessments that are complete, done at the best of the student's ability and on time are expected in all classes.

Every year there are a number of students that do not complete the assignments properly or do not complete them on time. In all aspects of life, meeting deadlines are critical. Zero Days is a policy that was implemented to help encourage the students to meet the deadlines on time without any repercussions to the students mark.

Zero Days – for each assessment the teacher will set a deadline for completion. This deadline may be set at the time the assessment is assigned or at a later date once the teacher has an indication of the time the students are required to complete it. Once the deadline has been met, all assessments turned in at that time will be assessed and returned to the student as soon as possible to provide feedback for both the teacher and the student. Any assessments not completed by that time will still be received but may not be assessed as timely as those that met the deadline.

The teacher will set Zero Days for each subject area. All outstanding assignments must be completed and turned into the subject teacher on or before Zero Days. ***All assignments not turned in on or before the Zero Day will receive a “ZERO” for a grade and the student will be expected to complete the assessment prior to writing the final examination.*** All assessments will be graded and marks will be updated at that time.

# Attendance

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Big River Public High School believes that attendance is critical in academic success. Together with the rights that students have to access and benefit from educational services, they also have duties. Section 150(2) of the Education Acts list one of the duties of the student is to attend school punctually and regularly.

There is a strong correlation between student achievement and attendance. Students are expected to demonstrate responsibility for their own attendance behavior. Good attendance usually leads to higher academic grades and regular accumulation of class credit in order to graduate on schedule. Good attendance is also a positive habit that will allow for more success in college and in the workplace. Ensuring good attendance is the responsibility of students, parents, teachers, administrators and staff members. We need to work together to help each student demonstrate good attendance. It is important to be in each class on time each day. The beneficial class discussions and presentations that occur during the period cannot be repeated on an individual basis. The staff implemented a school wide policy that will affect the student's citizenship grades. In addition, homework is an integral part of each lesson and must be done on a daily basis if maximum learning is to take place. Therefore, regular attendance is vital to the student's success in school. Missing classes for any reason does not excuse the student from learning the material covered and discussed during the absence.

An absence is defined as being not present in class for any reason, including field trips, SRC meetings and athletic or club participation. If a student is not present in class the teacher will mark that student absent. The school office will record all absences that are communicated to the school. All absences will be reported as one of the following: Absent, Suspended, School Activity, Non-School Activity, Illness, Explained, Doctor/Dental, No Buses. An absence does not excuse the student from the homework assigned during an absence. If possible the student should learn prior to the absence what is going to be taught and complete the work before returning to class.

In case of illness, the student should begin to work on the homework missed as soon as it becomes feasible to do so and certainly at the time he/she returns to school. When a student is absent because of illness, he/she is allowed one day more than the number of days absent to complete the responsibilities. For example, if the absence last two days, the student has three days to complete the homework, learn the concepts, and to make up any tests. Failure to make up tests according to this schedule will result in an incomplete grade on each quiz or test, and failure to complete missed homework on this schedule will result in an incomplete to reflect that the homework was not turned in.

Family trips and vacations should occur when Big River Public High School is not in session. Families should avoid planning trips during the school year if at all possible. If a family does plan within the school year, they are expected to accumulate all homework, material, concepts and outcomes prior to leaving for the trip. The schedule for completion will be the same as any other absence.

It is important to be in classes every day of the school year. Each class period contains important material for which students will be held accountable on final evaluations and in future courses. The teaching staff wants students to be successful. This means succeeding at the level they are capable of succeeding at. Being in class is a definite and positive step in making success an obtainable goal.

Big River Public High School has an attendance plan in place which will provide positive attendance and correct student behavior. NOTE: There are not a set number of absences for each step. The teachers will use their professional judgment in deciding if the student's absences are affecting his/her academic achievement. This will put the ownership onto the student. Whether they miss for athletics, doctors, skipping, suspension, etc., it will be up to the student to make sure the absences are not affecting their academics. They need to make sure that homework is complete and handed in after an absence.

Big River Public High School has an attendance plan in place which will promote positive attendance and correct student behavior.

- Steps 1 - Once a teacher believes that a student attendance *may* become a factor in the academic achievement of the student; the teacher will meet with the students to discuss circumstances of the absences as well as steps to improve the attendance. The conversation shall be documented including details of the discussion.

- Step 2 – After discussing the issue with the student, if no improvement is made and the teacher still feels that the attendance of the student is affecting the academic achievement of the student the teacher will contact the school administration. The teacher will update the school administration on the student's achievement, assessments, missed assignments, etc. that are affected directly or indirectly by the attendance issue. The school administration will meet with the student and contact the parent by letter informing them of the concern.
- Step 3 – If still no improvement to the attendance patterns, the teacher will update the school administration. At this point, the school administration will meet with the parent and the student in person. After meeting with the student and parent, school administration will communicate the outcome of the meeting to all teachers of that student. The student may be placed on an Attendance Contract at this time and may also be added to the "No Go" list. The meeting will set out the criteria of the contract and as well as the criteria regarding time and conditions so the student can be removed from the "No Go" list. For Division IV students, a set number of absences will be identified for the student to be placed on Step 4 at this meeting. The student may also be assigned another form of discipline.
- Step 4 – Once a Division IV student reaches the set number of absences identified in Step 3, the student will be removed from the classroom. They will remain in the class but the expectation will be placed onto the student to insure that they complete all the academic expectations of the class. They will be expected to write the final assessment at the same time as the regular class. The student may also be assigned another form of discipline. Any student on step 4 will be placed on the "No Go List" and will be ineligible for any extra-curricular activities until such time deemed appropriate by the school administration.
- All student athletes must attend at least 4 classes on game day including the last class prior to leaving for the activity. The only exception to this rule is if the team is leaving earlier in the day. In this case, the student athlete must be in attendance to all classes prior to departure. The coach will notify the school administration and school secretary of when the team shall be excused from classes. If an athlete is found in violation of this policy, he or she will not be able to participate in the game. If the violation is discovered after the game, the athlete will be removed from the following game. This expectation is also in place for any student that is leaving on any extra-curricular or co-curricular trip.
- For the purpose of the attendance policy, parents are expected to communicate to the school any absences that excused. Absences cleared by the parent include all professional services (doctors, dentists, etc.) as well sick days. If the parent does not explain the absence, it will be left as an un-cleared absence. All absences that do not fall into this list will be left as absent. Whether an absent is cleared or not, as soon as attendance is affecting the academic achievement of that child the process will begin.
- For the purpose of the attendance policy, 3 lates = 1 absence. At student more than 15 minutes late for a class will be marked as absent but the time of arrival will be reported in classroom late book.

#### *"No Go List"*

- A student can be placed on the "No Go List" for poor attendance, defiant attitude, poor grades or as part of the consequence for a student's actions.
- Any student that is placed on the "No Go List" will be exempt from participating in any extra-curricular events whether they happen during the school hours or after the regular school hours. Ex. Sports, drama, art club, SRC pep rallies, etc
- Any student that is placed on the "No Go List" may participate in co-curricular activities as long as the majority of the time is during the regular school hours. Overnight trips or events where most

of the time is outside regular school hours (including travel time) will be exempt for them to participate in. If this event requires a summative assessment, the teacher will find another form of assessment to assess the curriculum outcome.

- When a student is on the “No Go List” and the rest of the class is leaving the building, the student will be expected to work in the library or designated area inside the school as set out by school administration.

#### *Contract Conditions:*

- When developing an attendance contract with a student, the conditions placed in the contract will take into account academics, attitude, and reasons for absences.
- Conditions may include but are not limited to:
  - Attendance contracts developed with the parent and student.
  - Student Success Room Roster (in library)
  - In-School Suspensions
  - Denied participation into all school activities outside the classroom setting.
  - Placed on the “No Go List”
  - Removed from the classroom setting.
- Conditions can be arranged for a set period of time or they can be set until the student has a certain percentage of attendance. For example, Student X has missed 14 of the first 26 classes in Math. Conditions can be put into place for a period of 1 month, or can be put into place until Student X has reached a 95% attendance rate.

#### *Clearing Absences*

- When a student is absent for any reason, except a school activity, it is the parent or guardian's responsibility to call the school at 306-469-2288. This number can be called 24 hours a day and if no one answers please leave a message. Please share student's name, your name and the reason for the absence. Only parents or guardians may verify absences or have students released from school. In case of split families, the student may only be released to the parent that has custody of the child unless the school has been notified otherwise. If a parent goes out of town on a business trip or emergency, the school must have in writing information stating who is authorized to act on your behalf for attendance issues.
- Big River Public High School communicates daily each absence and late that is not communicated to the school through an automated phone system. The automated phone system reports to the school if the calls have been answered as well as the number of attempts at that number.
- All absences must be cleared within 72 hours after the student has returned to school or the absence will be left as absent.
- When your child is leaving the school for any reason they are required to sign out at the office. This includes doctor appointments, dentist appointments, work, etc. All students must be accountable during the school day. The sign out book is in the main office of the school and must be initialed by a staff member. The student must provide a reason for leaving early if the school has not been previously contacted. This reason must be verified by the parent or it will be reported as an un-cleared absence and the parent will receive an automated phone call.
- If your child is scheduled to be out of the school for part of a day, we ask that you contact the school prior to the student leaving the building. This contact can be done by phone, email or sending a note with the child. Please outline the time you would like us to dismiss your child.

# BBQ Use

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Big River Public High School a large propane BBQ.

Any group or organization that wished to use the propane BBQ must complete the following checklist:

- Book the BBQ through the School Administration.
  - The group using the BBQ will assign one person responsible for the BBQ. This person will need to complete and sign the BBQ usage form.
  - A \$50 cash deposit is required at time of taking the BBQ with \$30 being returned to the designate upon return of the BBQ in the same condition that it was taken.
  - The BBQ must be cleaned prior to returning the BBQ or the entire \$50 deposit will be kept for cleaning expenses.
  - The propane tanks must be refilled upon return of the BBQ or the entire \$50 deposit will be kept for refilling expenses.
  - If the BBQ is returned unclean and without propane, the total deposit will be kept as well as that designate and/or group will not be allowed access to the BBQ again.
  - The school administration or designate will sign-off on the BBQ usage form before the BBQ is taken and after the BBQ is returned.
  - The school has first rights to the use of the BBQ at all times.
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# Behavior Expectation

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All students are expected to behave in a manner appropriate to a high school student and within the expectations of the school and the school division. All students have the responsibility to keep the high school a place of which they are proud to be part of. Behavior which distracts from the standard will result in disciplinary deemed appropriate to the offense and circumstance. Major rules are listed below:

- Caused, attempted to cause, or threatened to cause physical harm to another person.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence, or been around others that have been using any controlled substance, an alcoholic beverage, or an intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage, or an intoxicant of any kind and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused damage or attempted to damage school property or private property. (STUDENTS ARE RESPONSIBLE FOR REIMBURSEMENT)
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this does not prohibit use or possession by a pupil of his or her prescription drugs. A student should notify the office if using any prescription drugs under this category.
- Committed an obscene act or gesture or engaged in habitual profanity or vulgarity.
- Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen property or private property.
- Possessed an imitation firearm, real firearm or ammunition. Imitation firearm means a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. Or carry any object in a manner that can be perceived a hidden firearm or weapon of any kind.
- Committed or attempted to commit a sexual assault.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness, or retaliating against that pupil from being a witness, or both.
- Hazing, harassing or in any way demeaning any other person in the school or on school property or is in care of the school or school personnel.
- Setting fires or any other action endangering the school or other persons.
- Wandering or loitering in hallways, parking areas, or on the school grounds during regular periods. When a student is not in a class, they need to be either off school property after signing out at the office or in the library or other area as arranged through the school administration.



- Violations of the Acceptable Use of Technology Contract.
- Not following Big River Public High School Policies or Administrative Procedures of Saskatchewan Rivers Public School Division.

\*\*\*NOTE: These rules apply while students are at school, on a school activity, or while coming to or from school a school sponsored activity, on the school bus and during lunch period whether on or off campus.

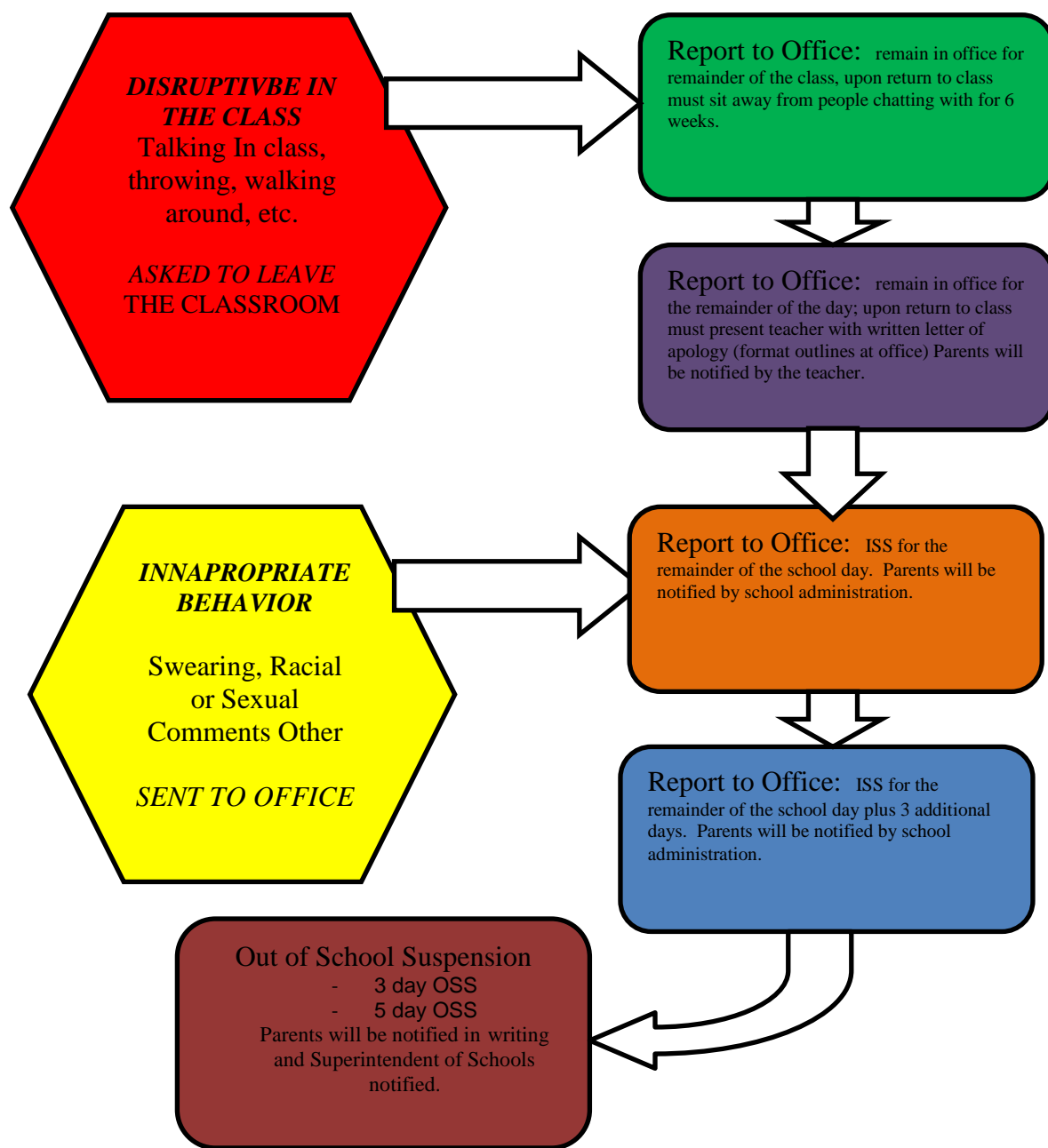
***Consequences for Infractions to School Expectations:*** Depending on the behavior, the severity of the action, and how the student responds to correction will affect the consequence the student shall receive. With ongoing issues or repeated offences, the severity of the consequence increases. Consequences for infractions to school expectations include but are not limited to:

- Problem solving session
- Restitution
- Verbal or Written Apology
- Detention
- In School Suspension
- Out of School Suspension
- Referral to Outreach Worker
- Student Contract
- Placed on “No Go” list
- Removal of privileges

Each incident will be looked at individually. Consequences will also follow the SRPSD Policy Manual guidelines.

***Please refer to the BRPHS Classroom Behavior Flowchart for daily issues.***

# BRPHS Classroom Behavior Flow Chart



# Big River Public High School Extension Courses

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Big River Public High School can offer a number of credits outside of the classroom setting. These credits can be used to obtain an extra credit or to complete a credit that is a pre-requisite for a course that the student is wishing to enroll in.

Big River Public High School Extension courses are limited each year depending on the staff members available. For example, BRPHS cannot offer ELA A30 as an extension course if we do not have an accredited English teacher in the building.

BRPHS extension courses can be taken simultaneously as a pre-requisite course with a course offered in the classroom if this course is required for graduation purposes only. In events that this is happening, the extension course must be completed before December 15<sup>th</sup> for First Semester courses and by May 15<sup>th</sup> for Second Semester courses.

- Anyone accessing the program through B.R.P.H.S. will be expected to adhere to the following guideline:
    - Pay \$25 fee prior to course registration. This fee will be refunded upon completion of the course. This money can also be transferred to the next course.
    - Can only take one course at a time. If a student is successful in that course, there *may* be an option to take two courses simultaneously. This will be dependent on the success of the previous course as well as the duration of time that it took compared to the time remaining in the school year.
    - All materials, lessons and assignments will be distributed and collected at the school office.
    - The final exam will be written at B.R.P.H.S. as arranged with the student, the school and C.E.C.
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# Cell Phone Usage

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Big River Public High School allows students to bring and use their cell phones within the school, except during class time. During class time, students are asked to have the cell phones turned off or in silent mode.

If a student has an emergent situation where contact must occur immediately, the student must first communicate this with the classroom teacher. After consultation with the school administration, the classroom teacher may grant special permission for the student to receive communication during that time. If at all possible, communication is expected to go through the school office. At Big River Public High School, all rooms are equipped with phones so there is quick access for both staff and students in the event an emergent situation.

If a student is using a cell phone for any purpose *without prior consent* of the classroom teacher, the following procedures will take place:

- |                         |   |  |
|-------------------------|---|--|
| 1 <sup>st</sup> Offence | - | The teacher warns student and outlines school policy   |
| 2 <sup>nd</sup> Offence | - | The teacher shall seize the phone from the student. The phone can be returned to the student at the end of class or turned over to school administration under the discretion of the classroom teacher. Teacher will contact the parent.   |
| 3 <sup>rd</sup> Offence | - | The teacher shall seize the phone from the student and turn the phone over to school administration. The student can make arrangements with the school administration to have the phone returned to them at the end of the school day. School administration will contact the parent.  |
| 4 <sup>th</sup> Offence | - | The teacher shall seize the phone from the student and turn the phone over to school administration. The phone will be returned to the parent no sooner than the end of the school day. School administration will contact the parent. The Superintendent of Schools will be notified. |
| 5 <sup>th</sup> Offence | - | Actions of the student will be classified as Outright Defiance and will be dealt with in that manner.  |

If suspicious behavior occurs when the phone is seized from the student, it will immediately be turned over to school administration. With the consent and presence of the student, school administration may question the student about the content of the phone and/or search the contents of the phone for illegal or inappropriate material that may put the safety of students or staff in jeopardy. If the student does not consent, parents will be notified and asked for consent. The RCMP may also be notified by school administration.

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# Drug / Alcohol / Illegal Substances

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Big River Public High School believes it has an educational and societal responsibility to prohibit the student use or possession of alcohol or drugs on school premises, at other locations while involved as a participant or spectator in a school-sponsored activity, or while in transport to or from school or a school-sponsored activity.

Any students that are or are assumed under the influence of an illegal drug, alcohol or illegal substance will be suspended from school based on the following guidelines.

- If the student, upon interview, admits to being under the influence of an illegal drug, alcohol or illegal substance will:
  - Be suspended Out-of-School for the remainder of that day plus 7 school days. OR
  - Be suspended Out-of- School for the remainder of that day plus 3 school days AND participate willingly and openly in a Drug and Alcohol Screening Assessment Process with the School Outreach Addictions Counselor. Upon completion of the Drug Screening and Assessment Process, the student must comply with all recommendations set out by the School Outreach Addictions Councilor.
  - Refusal to comply with the Drug and Alcohol Screening and Assessment Process will result in a 5 day Out-of-School suspension.
- If the student, upon interview, admits to being under the influence of an illegal drug, alcohol or an illegal substance for the **second time** will:
  - Be suspended Out-of-School for the remainder of that day plus 10 school days. OR
  - Be suspended out-of- School for the remainder of that day plus 5 school days AND participate willingly and openly in a Drug and Alcohol Screening Assessment Process with the School Outreach Addictions Counselor. Upon completion of the Drug Screening and Assessment Process, the student must comply with all recommendations set out by the School Outreach Addictions Councilor.
  - Must comply with all recommendations set out by the School Outreach Worker.
- If the student, upon interview, admits to being under the influence of an illegal drug, alcohol or an illegal substance for the **third time** will:
  - Be suspended Out-of-School for the remainder of that day plus 10 school days. AND
  - MUST participate willingly and openly in the Drug and Alcohol Screening Assessment Process with the School Outreach Addictions Counselor. Upon completion of the Drug Screening and Assessment Process, the student must comply with all recommendations set out by the School Outreach Addictions Councilor. This process will also include mandatory participation of the parent.
  - Must comply with all recommendations set out by the School Outreach Worker.
- If the student, upon interview, does not admit to being under the influence of an illegal drug, alcohol or an illegal substance but the school administration believes that the students is under the influence, based on smell, signs, change of behaviors, etc. the student will be:
  - Suspended Out-of-School for the remainder of that day plus 5 to 10 school days.
  - If during the time of the suspension, the student admits to the wrong doing, the suspension can be reduced based on the above criteria.
- If any student found or believed to be under the influence of an illegal drug, alcohol or illegal substance at or during an extra or co-curricular event, the student will be:
  - Suspended as the above criteria (admission, etc.)
  - Be ineligible for any extra or co-curricular participation for a period of 3 months.
- Any student that is found in possession of drugs, alcohol or illegal substance will be:
  - Suspended indefinitely
  - Referred to the Superintendent and Board of Education for discipline.
- Any student that is found in possession of drugs, alcohol or illegal substances and results in an intent to traffic charge will be:
  - Suspended indefinitely

- Reported to the RCMP to investigate and/or charge.
  - Referred to the Superintendent and Board of Education to be expelled from school.
- Big River Public High School is a SMOKE and TOBACCO SCHOOL. This includes all school grounds and while in the care of the school off the school property. This policy relates to all tobacco and tobacco/nicotine related products. This prohibition does not apply to the use of tobacco for ceremonial events.
  - Students that violate this policy will be:
    - 1<sup>st</sup> Offence - Warned and the policy will be explained to them and the student will be reported to the school administration.
    - 2<sup>nd</sup> Offence – Suspended In-School for a period of 1 to 3 school days.
    - 3<sup>rd</sup> Offence – Suspended Out-of-School for a period of 1 to 3 school days
    - 4<sup>th</sup> Offence – Suspended Out-of-School for a period of 3-5 school days, reported to the Superintendent of Schools.
    - 5<sup>th</sup> Offence - Suspended Out-of School for a period of 5-10 school days, reported to the Superintendent of Schools.
  - BRPHS does recognize the addiction to the use of tobacco and during trips outside of the community or overnight trips and arrangements can be made prior to the consumption of the tobacco. These arrangements will include the time and place when the tobacco can be consumed as well as turning the tobacco product over to the staff member in charge until such a time the student is allowed to consume the tobacco.
- For a student to participate in the Drug and Alcohol Assessment and Evaluation, the parent must sign and return the form indicating they will allow their child to participate in the assessment. This form must be returned when the student returns to school. If they return to school on the shortened suspension without the signed form, they will be placed on In-School Suspension until such time the form is returned or the entire suspension has been filled.

# Extra-Curricular and Co-Curricular Participation

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For the purposes of this policy, Extra-Curricular activities include but are not limited to sports trips, field trips, etc. that do not fall within the curricular objectives as set out by the Ministry of Education. Co-Curricular activities include but are not limited to school sponsored trips that meet the curricular objectives as set out by the Ministry of Education. These trips are sponsored by Big River Public High School and may fall within school hours, after school hours or a combination of both.

Big River Public High School believes that in order to attain a proper balance in education, a student needs to have the opportunity to learn within the classroom as well as have opportunities for success outside the classroom. However, we believe that the main focus of the school for all students is curriculum-based education.

ALL extra-curricular and co-curricular trips that occur within the school day and within Big River and surrounding area that occur off school property are expected to adhere to the following guidelines:

- Teacher must obtain school administration approval 1 week minimum prior to the trip.
- Teacher must complete a Team/Group Travel Form and turn into the school administration.
- School administration will complete Out-of-School Consent Forms and return them to the teacher.
- School administration may ask that a note be sent home prior to the trip.
- The note will explain the trip and have an opt-out opportunity for the student.
- Students that opt-out are expected to be in attendance at the school during that time.
- If more than 20% of the students opt-out, the trip may be cancelled.
- All students will have the opportunity to participate in these trips

All extra-curricular and co-curricular trips that occur outside the school day or outside of Big River and surrounding area are expected to adhere to the following guidelines:

- Teacher must obtain school administration and/or director of education approval 1 week prior to the trip.
- Teacher must complete a Team/Group Travel Form and turn into the school administration.
- School administration will complete Out-of-School Consent Forms and return them to the teacher.
- Students must return the school forms to the school office prior to attending the event. For day trips, the form must be in 2 hours prior to the trip. For overnight trips, the form must be in 24 hours prior to the trip.
- School administration will communicate with the supervising teacher ALL students that have been cleared to participate in that event. This information will also be shared with the school secretary and entered into Maplewood Attendance system.

BEFORE any student is allowed to go on an extra-curricular trip outside Big River and surrounding area or after school hours, they must have clearance from the school administration.

A student may be kept from participating in school trips for the following reasons:

- i. The student is not in good standing academically. This means the student is failing more than one subject or achieving well below the expected level.
- ii. The student has been suspended from school for that day or any of that duration of time.
- iii. The student is not in good standing within the classrooms: attitude, behavior, late, etc.
- iv. The student has not been in regular attendance within the last three weeks leading up to that event.
- v. The student has skipped school within the last three days leading up to that event.

- vi. The student has missed 2 or more days leading up to the event, for any reason.
- vii. The student has created issues on previous trips that are sponsored by the school.

For the purposes of long term events, such as a school sport team, each trip will be looked at separately. For example, if a player is not cleared for one football trip, they need to show improvement in the area of concern and they may be cleared to participate in future trips during the season. They will not be expected to be removed from the team.

If the behavior of the student does not show improvement, they may be removed from participating for the entire season or school year.

If a student has not been cleared to participate in a single trip, the teacher or coach will communicate this with the parent/guardian.

If a student has been removed from an activity for the entire season or from participating in such events for the entire year, the parents will be informed, in writing, from the school administration.

Drivers: All drivers that transport students MUST have a valid driver's license and registration. Drivers are also recommended to have liability insurance with a minimum value of \$2 000 000.00

All drivers of the 15 passenger van must be a present employee with Saskatchewan Rivers Public School Division. This person must have also completed the online course and drive along before driving the van.

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# Food Restrictions

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Due to food allergies, all SRPSD buildings are NUT FREE. **No products that contain nuts are allowed in the school.**

BRPHS also reserves the right to add other food restrictions to the list if it is deemed necessary to accommodate a student, staff member or a community member that volunteers within the school.

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# Frosh

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Big River Public High School does not sanction Frosh Activities. We encourage all those that are considering frosh like activities to check the legal implications of such activities.

# Graduation

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At Big River Public High School we believe that Graduation Exercises should reflect the hard work and successes of the Grade 12 students. In saying this, BRPHS has specific guidelines in regards to people eligible to graduate, the steps leading to graduation as well as the graduation exercises.

- To take part in the graduation exercises a student must be meeting the requirements to attain a Grade 12 diploma as set out by the Ministry of Education. All the students on this list must have completed or are enrolled in all the courses required.
- Students that are taking Extension Courses or any courses through the Carlton Extension Campus must have completed 75% of the course material and maintaining a passing grade to be placed on the Final Grad List.
- Students must be regular students (part-time or full-time) at Big River Public High School and cannot have gone through Grade 12 graduation exercises or events before at BRPHS or any other school.
- To assist in planning an initial list of Graduates will be posted on or before February 15<sup>th</sup>. This list will include all BRPHS students that have completed and are enrolled in all the courses that are required to meet the requirements to attain a Grade 12 diploma as set out by the Ministry of Education. Also on this list will be any students that have communicated that they will be transferring to BRPHS before the end of the school year and are meeting the same requirements.
- Any parents of students that are not eligible to be on the list but are in the Grade 12 homeroom will receive a letter communicating the reason(s) that their child is not on the list. This letter will also outline what needs to be completed to be placed on the Final Grad List.
- The Final Grad List will be posted on or before May 7<sup>th</sup>. This list will include all students that are enrolled and passing all requirements set out by the Ministry of Education to obtain a Grade 12 diploma.
- This list will be used for Graduation Exercise Programs, advertising, invitations and planning of the Graduation Exercises.
- ***If a student does not keep in good standing with the school after this date, the student will NOT be allowed to participate in the Graduation Exercises.***
  - ***Less than 75% attendance***
  - ***Suspended***
- Any parents of students that are not eligible to be on this list but are in Grade 12 or have been on the Initial Grad List will receive a letter communicating the reason(s) their child is not on the list. This letter will also outline what the child needs to complete to be eligible to participate in the BRCHS Graduation Exercise Program. These students will have up to the Friday before graduation to complete all the requirements outlined to them as well as maintain good standing in all courses that they are taking. These students may not appear on the Graduation Exercise Programs, on invitations sent out by the graduates or in any advertising or promotion of the graduating class.
- Graduation exercises will be held annually on the Friday following the Saskatchewan High Schools provincial Track and Field meet.
- Graduation exercises will start between the times of 4:30 and 6:00. The time will be decided by the graduation committee in agreement with the school administration.
- The final program for the graduation exercises will be approved by school administration. The program may include but not limited to the following:
  - Introduction of Graduates (Cap and Gown)
  - Principal's Message
  - Presentation of Graduate Scrolls
  - Academic Medals and Honor Cords
  - Subject Awards
  - Presentation of all awards and scholarships
  - Future Plans

- Valedictorian's Address
    - Salutatorian Address
    - Slideshow Presentation
    - Introduction of Graduates and Escorts
  - The Graduation Exercises is the only out of school activity sponsored or sanctioned by Big River Public High School. Any other activities are the sole responsibility of the parents and the graduates.
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# Homework

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During the 2012/2013 school year, the students at BRPHS were surveyed and it reinforced what the teachers were expected, a large number of students at BRPHS do not work or do not complete homework assignments. Homework is required for a various number of reasons: missed class, further understanding of a concept, time required in class for instruction, curriculum demands, etc.

When a student does not complete homework it has a direct effect not just on their mark, but also on the understanding of the concept for further application. The Student Success Room will operate in the school library from 11:55am – 12:30pm each day and after school from 3:20pm to 4:20pm.

- Any student that is not completing homework assignments may be placed in the Student Success Room. They will remain on the Student Success Room roster until such time all outstanding assignments are complete.
  - Students that are on the Student Success Room roster will be expected to attend during the time scheduled by the teacher in consultation with the student.
  - For the Student Success Room teachers will communicate the missed assignments through “One Note” which is an online device that is accessible only to the staff members.
  - Any student that is placed on a suspension is responsible for completing all work that is assigned in class during the time of the suspension. If a student does not complete the work required during the suspension, they will be placed on the Student Success Room roster.
  - Any student that is refusing to participate in the Student Success Room will be treated as Outright Defiance.
  - Any student may also be placed on the “No Go List” if they are not completing their homework assignment.
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# Personal Electronic Devices

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For the purposes of this policy, Personal Electronic Devices, include but are not limited to electronic devices that play music, capture pictures, play games, record audio or cell phones used for any other purpose than communicating. Examples of such devices include but are not limited to include iPods, MP3 players, cameras, PSPs, Nintendo DS, voice or audio recorders.

Big River Public High School allows students to bring and use their personal electronic devices within the school, except during class time. Big River Public High School does not take responsibility for any personal electronic devices that are broke, stolen, lost or damaged while at school or on their way to or from school. At no time shall any individual record the voice, actions or image of another individual without permission from that person. **At no time are any of these devices to be used within the class room without prior consent from the classroom teacher AND school administration.**

If a student is using an electronic device for any purpose without prior consent of the classroom teacher, the following procedures will take place:

## **iPod/MP3 players:**

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|-------------------------|---|--|
| 1 <sup>st</sup> Offence | - | The teacher shall warn the student and outline school policy to the student.   |
| 2 <sup>nd</sup> Offence | - | The teacher shall seize the device from the student. The device will be returned to the student at the end of the class. The class room teacher shall notify the parents.  |
| 3 <sup>rd</sup> Offence | - | The teacher shall seize the device from the student and turn the device over to school administration. The device will be returned to the student after meeting with the school administration. The school administration will notify the parents. |
| 4 <sup>th</sup> Offence | - | The teacher shall seize the device from the student and turn the device over to school administration. The device will be turned over to the parent no sooner than the end of the school day. The school administration will notify the parents.   |
| 5 <sup>th</sup> Offence | - | Actions of the student will be classified as Outright Defiance and will be dealt with in that manner.  |

## **Cameras, audio recorders, video recorders, etc.:**

- |                         |   |   |
|-------------------------|---|---|
| 1 <sup>st</sup> Offence | - | The teacher shall seize the device and return it back to the student at the end of the class once the student has removed any recordings or media from the device. The teacher shall notify the parents and school administration.  |
| 2 <sup>nd</sup> Offence | - | The teacher shall seize the device and turn the device over to school administration. The student will also be referred to the office and a Behavior Referral form will be filled in by the teacher. The device will be returned to the student at the end of day once the student has removed any recordings or media from the device. School administration shall notify the parents and the Superintendent of Schools. |
| 3 <sup>rd</sup> Offence | - | The teacher shall seize the device and turn the device over to school administration. The actions of the student will be classified as Outright Defiance and will be dealt with in that manner.   |

If suspicious behavior occurs when the device is seized from the student, it will immediately be turned over to school administration. With the consent and presence of the student, school administration may question the student about the contents of the device and/or search the content of the device for illegal or inappropriate material that may put the safety of students or staff in jeopardy. If the student does not consent parents will be notified and asked for consent. The RCMP may also be notified by school administration.

# Registering and Dropping Course

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Big River Public High School believes that the students need to make informed decisions about the classes that they register in. Students also need to spend the time possible in each of the classes to receive the best education and give themselves the best chance for academic success.

Big River Public High School pre-registers the Division IV students in the spring of each year. This is to help with the scheduling of classes to best meet the needs of the students. Students that wish to change this initial registration must refer to the following guidelines:

1. If a student wishes to add a class to their existing schedule they must do so within 2 weeks of the start date of the course. After the 2 week deadline, the student will have to take the course through distant learning.
2. To add a class to an existing schedule the student must meet with the school administration within the first two weeks of the class. School administration will register them in the Maplewood Data System.
3. If a student wishes to drop a class from their existing schedule, they must do so within 2 weeks after the midterm report period. If a student does not drop before this time frame, the class will be recorded as incomplete.
4. To drop a class, the student must complete a "Drop Slip" that is available at the main office. Students must get signatures from their parent, the classroom teacher, the guidance counselor and school administration. A reason for dropping the class should be recorded on the back of the slip and signed by the student. The student will remain as part of the class until all the paperwork is complete.

## ***Course Challenges:***

In the case when a student wishes to challenge a final exam, the following procedure must be followed:

- The student must have taken the course before and was unsuccessful.
  - The student and parent/guardian must complete and sign a course challenge form.
  - The challenge will be for 100% of the mark.
  - The challenge will take place during the scheduled exam timetable in January or June.
  - The student is responsible for gathering course materials that cover the curricular outcomes.
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# Posters and Notices

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School administration must approve all material before being posted in BRPHS. This includes all material placed on any bulletin board unless it is part of the presentation that the staff member is putting on the bulletin board.

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# School Dances

Big River Public High School encourages student dances. School dances will be organized through the SRC in consultation with school administration.

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The following guidelines shall be used in planning a dance:

1. Chaperones – You need a minimum of 5 chaperones at all times. Of the chaperones, there must be a school administrator or designate present at all times. There must also be a mix of reliable male and female chaperones on at all times.
2. Advertise – Posters need to be out at least one week in advance. If other schools are going to be invited please confirm with SRC advisor before sending posters. Intercom announcements and reminders can be made the week leading up to the dance.
3. Decorations – If decorations are going up for the dance, please remember not to use tape. Everything that goes up must come down.
4. Music – music must be organized and planned ahead of time. If a DJ is being used from within the school or community, they must ensure that all music is appropriate for school. All DJ's are encouraged to take requests but in doing so, we do not want large gatherings on the stage. A request board is recommended.
5. Canteen - this should be organized with the Fundraiser. Suggested items to sell include but are not limited to water, pop, treats, glow sticks, etc. There will need to be a table or location set-up to sell these items and a float and cash box will have to be arranged with the SRC advisor.
6. Prizes – If you are handing out prizes please make sure that the organization of this is done before the dance.
7. Set-up – students are responsible for the set-up and take-down of any chairs, stage, tables etc. to host the dance. This includes sweeping the floors and taking out the garbage. Please make arrangements with the custodians so they are aware of what is happening and can leave the required supplies out.
8. Clean-up – must be done immediately after the dance. This needs to include a sound person to put away the sound system if they are using the SRC system.
9. Door- two workers will be at the door until 10:00pm. Cash box, float and stamp are required. Set the admission ahead of time and make sure it is included on the posters.
10. Students – only students in good standing with a school will be allowed to attend the dance. All students in attendance must have fees up to date.
11. Sign In Sheet – all out of town guests must be signed in by a BRCHS student. This student is responsible for the actions of any guests that sign in and must be present at the dance. Sign INS must be completed by 3:00pm the day before the dance. Individuals that do not attend any school will not be allowed in the dance.
12. Late Arrivals – anyone who has a valid reason for arriving after the doors are locked at 10:00pm must have approval to arrive late by 3:00pm the day of the dance.
13. Dance Times – dances are from 9:00 until 12:00. Doors are locked at 10:00pm. Anyone that leaves the dance after the doors are locked is not allowed to return to the dance.
14. ZERO tolerance – BRCHS has 0 tolerance for drugs or alcohol use before or during a dance. Any student that comes under suspicion of drugs or alcohol will be denied access to the dance. Any student that consumes drugs or alcohol during the dance or consumes drugs or alcohol before the dance and gets past the door workers will be removed from the dance. These students may face further consequences including suspension. School administration

will contact the parents before allowing them to leave the building. If student refuses to stay and leaves, parents and the RCMP will be notified.

15. RCMP must be notified of the date and time of the dance.

16. SecureTek must be notified of the date and time of the dance so arrangement scan be made so the alarm system will not be set.

# School Pictures

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Each fall individual school photos will be taken for the yearbook, school records and personal reasons. Hats, sun-glasses, silly poses or inappropriate clothing will not be allowed for these pictures. In the case that a student does get a picture taken with a hat, sunglasses, etc. this picture will not be used in any school documentation including but not limited to the school year book. The school will not process orders that are deemed in conflict with this policy.

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# Student and Staff Dress

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Good taste, simplicity, cleanliness, and tidiness are the main concerns for student clothing. Anyone wearing clothing that is deemed inappropriate or disruptive to the learning process will be asked to change.

Refusal to change will be treated as Outright Defiance and will result in suspension as deemed appropriate by the school administration.

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# Use of Facility

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Big River Public High school recognizes that the need for school usage for non-school events will occur from time to time. In considering each usage proposal, the school will consider the following questions:

- Do the students benefit from the activity?
- Does the community of Big River and area benefit from this activity?
- Is it a positive lifestyle opportunity?
- Is this the best facility in the community that this event can be hosted?

Any group or individual that wishes to use the facility will need to apply for usage through the School Administration. The School Administration will determine if the area of the facility is available during that time. Final approval of usage will be made school administration with consultation with the Superintendent of Schools if required. Upon application, the group/individual must outline the purpose of the usage, the date and time, area(s) to be used, equipment to be used, cost to participants, who is in charge as well as people that will be in attendance. The cost of rental as well as approval of rental will be based on this information.

For ongoing activities, keys and alarm codes will be temporarily handed out to the individual in charge. All *individuals in charge* must be at least 19 years of age and has out of school for a minimum of two years.

All individuals in charge must also provide a Criminal Record Check clearance prior to being approved.

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# Valedictorian/Salutatorian Address

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Big River Public High School believes that the Valedictorian should be made by a Grade 12 student that best represents the interests of the entire Grade 12 class in both the social and academic capacity. Therefore, the student with the highest academic average will become the Valedictorian. This is calculated using the following marks:

- *English Language Arts A30*
- *English Language Arts B30*
- *History 30 or Social Studies 30 or Native Studies 30*
- *Level 30 Math – if no level 30, then a level 20 Math*
- *Level 30 Science – if no level 30, then a level 20 Science*
- *Top Two (2) level 30 electives*

The Valedictorian will be announced at the Graduation exercises and will be expected to do a short thank-you speech and words of encouragement to their fellow graduates.

The Salutatorian will be nominated and voted on by the Grade 12 class. The Salutatorian Address will be made during the Graduation Exercises. The speech may include but is not limited to thanking the parents, grandparents, classmates, teachers, etc.

1. *The Valedictorian will be notified upon calculation of the marks as of May 31<sup>st</sup> of the school year.*
2. *The Salutatorian will be voted on by the classmates by April 15<sup>th</sup> of the school year.*
3. *During the Graduation Exercises there will be one person that introduces both the Valedictorian and the Salutatorian. This individual will also present both of the students with their respective stole.*
4. *Since the valedictorian is the top academic student, the medals for bronze and silver will also be at this time.*
5. *During all presentations, the principal shall present all three academic award winners with their respective medal.*

# Visitors to BRPHS

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All visitors must enter through the front doors of the school and report to the office. Visitors will be issued a "Visitor Pass" which must be clipped to their clothing and be visible at all times.

Students from other schools are not allowed to visit classes unless arrangements have been made ahead of time with school administration.

Visitors that do not report to the office will be reported to school administration. Each individual will be dealt with based on the situation.

# **Big River Public High School**

*“Home of the Rebels”*

**B – Believe** in yourself.

**R – Respect** for everyone

**P – Persistence** in all challenges that you face.

**H – Honesty** with everyone including yourself, and this will lead to

**S – Success** for ALL.

*The staff at BRPHS would like to wish each and every student all the best in the school year and encourage everyone to get involved in the many activities that are offered in our great school. If you have any questions or concerns, please do not hesitate to contact the school.*