

Martin Collegiate Handbook



Martin Collegiate is a two-semester Community High School encompassing grades nine through twelve. Our course offerings include a full complement of academics and modified programs, accompanied by an extra-curricular program that includes service clubs, the arts, and athletics. Martin Collegiate is dedicated to providing “Learning for All”. Our commitment is to provide a learning environment in which each student can acquire feelings of self-worth, an attitude of disciplined self-direction, a realization of individual potential, and skills and knowledge for life-long learning in the student’s quest for self-fulfillment.

Martin Collegiate will provide a comprehensive classroom, guidance, and extra-curricular program in accordance with student needs and interests. Our programming is designed to meet our diverse population which includes English as an Additional Language learners, Vocational Alternative Program learners, Sports Academy Athletes, learners that require Learning Resource Support, and many Transitions learners.

Martin Collegiate embraces the Shared Values of the Regina Public Schools- I Belong. I Want to Know. I Respect. I am Responsible. As well, Martin Collegiate’s staff and students have adopted The Circle of Courage philosophy.

“The Circle of Courage, is a model of youth empowerment supported by contemporary research, the heritage of early youth work pioneers and Native philosophies of child care. The model is encompassed in four core values: belonging, mastery, independence, and generosity. The central theme of this model is that a set of shared values must exist in any community to create environments that ultimately benefit all.
(<http://www.reclaiming.com/content/about-circle-of-courage>)



Martin Collegiate Advisory Program (PRIDE)

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

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

Teachers at **Martin** will act as an Advisor to a small group of students in a specific grade. All students in grades 9-12 will meet with their teacher advisor for fifteen minutes each day. This approach will allow every student to become very well known to at least one adult in the building. The PRIDE teacher also becomes a sustained contact point and conduit of information for parents.

Student Expectations

Regina Public High School Attendance Strategy and Intervention Plan

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

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

The entire Regina Public High Schools Attendance Strategy and Intervention Plan is available for review at www.rbe.sk.ca.

RPS High School Attendance Protocols

Students who are aged 16 and older

- After 5 unexcused course absences, the Advisory teacher will contact home to inform the parents/guardians. The student will meet with the Advisory teacher to discuss attendance.
- After 10 unexcused course absences, a designated administrator/ guidance counsellor/ aboriginal advocate from the attendance team will contact the parents/guardians to discuss the student's attendance. The student and his/her parents will meet with the attendance team to discuss attendance.
- After 15 unexcused course absences, a designated administrator/ guidance counsellor/ aboriginal advocate from the attendance team will contact the parents/guardians to discuss the student's attendance. The student and his/her parents will meet with the attendance team to discuss attendance. A formal letter will be sent to the parents/guardians as a follow up to the attendance team meeting to indicate that the student is at risk of being withdrawn from the class.
- After 20 unexcused course absences, the student will be withdrawn from the course. A standard letter of notification will be sent to the parents/guardians informing them that the student has been withdrawn from the course.
- After 20 **CONSECUTIVE** unexcused **DAYS** of school, the student will be withdrawn as per the Ministry of Education guidelines (refer to Appendix E).
- A student who has been withdrawn from a course may re-enrol in that course the next semester.

Students Who Are Under 16

- After 5 unexcused course absences, the Advisory teacher will contact home to inform the parents/guardians. The student will meet with the Advisory teacher to discuss attendance.
- After 10 unexcused course absences, a designated administrator/guidance counsellor/ aboriginal advocate from the attendance team will contact the parents/guardians to discuss the student's attendance and the possibility of referral to the @HERE Centre the Attendance Support Program, if the attendance issues persist or reach 20 days.
- After 15 unexcused course absences, a designated member of the attendance team will meet with the student and will contact the parents by phone or e-mail. A formal letter will be sent to the parents/guardians as a follow up to the attendance team meeting to indicate that the student is at risk of being withdrawn from the class.
- After 20 unexcused days in a course or 120 classes in all courses the student will be referred to the @HERE Centre. A standard letter of notification will be sent to the parents/guardians informing them that the student will be referred to the @HERE Centre.
- After 20 **CONSECUTIVE** unexcused **DAYS** of school, the student will be withdrawn as per the Ministry of Education guidelines and the student will be referred to the Regina Public Schools HERE Centre (priority will be given to Grade 9 students).

@HERE, Attendance Support Program

When a student does not meet the requirements of Regina Public Schools attendance protocols, neighbourhood high school administrative teams may apply for a student to attend HERE. The goal of the @HERE Centre is to support students to learn and embody school ready behaviours. The goal for the program is for students to transition back to their neighborhood high school the following semester.

Student Attendance Incentive

Attendance Incentives are designed to recognize those students who have made efforts to attend classes regularly and punctually. The incentive that may be earned is as follows:

- The mark attained on the final assessment will not negatively impact the grade earned for that class.

Attendance Incentives are earned by students if the following criteria are satisfied:

- Students that have a total of seven or fewer absences in each individual class, per semester.
 - A student is deemed to be **present** when he or she physically attends his or her regularly scheduled course. (Absences include excused.)
 - All curricular activities, as approved by the school administration, will be marked “school” and will not be considered one of the absences that would negatively impact the Attendance Incentive. These would include any transition activities with post-secondary institutions.
 - All students who qualify for a national level event, and represent the province of Saskatchewan, will be marked “office” and will not be considered one of the absences that would negatively impact the Attendance Incentive.
- Students who participate in school organized extra-curricular activities (sports, music, SRC, etc.) will be marked “extra-curricular” and will be permitted an additional three absences in each individual class, per semester. These absences would not negatively impact the Attendance Incentive.
- Students may have a total of three or fewer lates in each individual class, per semester.
 - A **late** is defined as any time a student is not present in his or her scheduled course before the bell sounds signifying the beginning of class.
- Students must have all assignments completed in a satisfactory manner (no zeros) with a maximum of three late assignments over the entire semester.
- Students must have a minimum of 50% in the selected course one week from the end of classes.
- Unexcused absences from Advisory will result in review by School Administration and possible suspension.

Any unexcused absence or a school suspension (for current semester only) will lead to loss of Incentive. In addition, it is important that parents/guardians maintain accurate attendance records. Attendance should be reviewed on a weekly basis and any corrections must be made within five school days.

Academic Integrity

Academic Integrity is evidence of one’s own learning through demonstration of responsibility, honesty, trust and respect. Actions such as cheating, plagiarizing, having others complete the work (e.g. parents/guardians), buying/using papers from the Internet, or re-submitting previous work indicates a lack of academic integrity.

Academic Misconduct

Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for oneself or an unfair academic advantage or disadvantage for any other individual(s) of the academic community. This includes a wide variety of behaviours such as cheating, plagiarizing, and altering academic documents, gaining access to materials before they are intended to be available, and helping an individual to gain an unfair academic advantage. The most common forms of Academic Misconduct are:

Cheating

Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment, cheating would be defined as the deviation from the behaviour expected in an assessment situation. Examples include but are not limited to-

- Copying another student's homework
- Using another student's work on a test or any other assessment
- Bringing unauthorized notes or notations into an assessment
- Asking for or giving someone an answer during an assessment
- Unauthorized use of electronic media to obtain answers during an assessment
- Presenting assignments that have been completed by someone else as one's own

Plagiarism

Plagiarism is the unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental. It can take many forms, including the following-

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

Assessment

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

Assessment FOR Learning (Diagnostic)

Assessment for learning measures where a student is prior to instruction. The information informs the teacher's instructional practice to enhance student learning. When teachers assess students in an ongoing manner by employing regular or specifically designed techniques (such as conversations, observations, and collecting products), it is possible to discover what students understand to date and where teachers can take the leaning from that point. These assessments are descriptive and give information to teachers about both areas of strengths and areas that need further development. Assessment for learning involves learners receiving feedback during their learning.

Assessment AS Learning (Formative)

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

Assessment OF Learning (Summative)

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

Philosophy and Principles of Assessment

The main purpose of assessment and evaluation at Martin Collegiate is to inform instruction and support student learning and achievement of curricular outcomes. Attitudes and actions about assessment reflect the belief that all students are capable of learning and should be allowed to demonstrate the full range of this learning. Assessment should be varied in nature, formative and summative, concrete and meaningful.

Effective formative assessment strategies allow students to have a clear understanding of what they are expected to learn, to engage in strategies for self and peer evaluation, to develop critical thinking abilities, to reflect on their progress, and to set goals for their own learning.

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

To be successful, students are expected to:

- Attend school regularly and arrive to classes punctually. Regular attendance is key to academic success. Students who are absent are responsible for missed content and completing required assessments.
- Prepare for evaluations and complete assignments in a timely manner and to the best of their ability.
- Complete homework regularly to be prepared for subsequent lessons and consolidate their learning.
- Inform teachers in advance of expected absences or requests of due date extensions.
- Complete assignments in a principled manner, observing guidelines of ethical practice and academic honesty.

Late and Missing Assessments

Late Assignments

- Teachers will indicate on PowerSchool Gradebook when an assignment is not submitted using the codes below.
- Learning is most effective and efficient when assignments are completed and returned in a timely manner, by both the student and the teacher. This ensures that students are gaining the requisite knowledge and skills to continue to be successful and that the teacher provides meaningful feedback that will enable the student to improve. For this reason, several checks are in place to discourage late assignments and to provide timely opportunities for missing work to be completed.
- Students are expected to be aware of due dates, to submit assignments on the due date, and to access PowerSchool to review their marks. Students are also expected to access opportunities to complete missed work, such as demonstrating learning outside of class time in the presence of the subject teacher or in homework rooms.

- Teachers are expected to mark, return, and review assignments in a timely manner. This includes submitting marks via Power School and indicating the status of assignments (see PowerSchool Codes). Teachers are also expected to provide students with an opportunity to complete assignments for full credit, either with the teacher or in homework rooms.
- Because teachers assign work that is meaningful and reflects learning as directed by the provincial curriculum, evidence of learning should be valid regardless of when a student has shown the learning. As a school we offer the opportunity to complete late and incomplete assignments through Catch-Up-Days and Credit Completion. After Catch-Up-Day students have a final due date to hand in any missing materials. Credit completion is a contract made with students and teachers to be completed during final assessment week and potentially one month after.

Missing Assessments

- When students have missing assignments they will be asked to attend school during 3-way conferences in order to complete them. As well, students may be asked to complete assignments before participating in school wide events.
- When students fail to submit a sufficient number of tasks for grading and every effort to obtain the assignment has been made, teachers use their professional judgment as to when to enter zeros.
- Students unable to write a final examination because of serious illness, injury, bereavement or for other valid reasons, for which sufficient cause is demonstrated, should apply to the administration. In consultation with the subject teacher, an administrator will determine whether accommodation may be granted, and the appropriate time for an alternative assessment.

Communication through Parent Portal

Teachers use **Gradebook** to document student achievement. There is also software known as **PowerSchool Parent Portal** for parents/guardians, which allows viewing of the teachers' *Gradebook* and provides opportunity to review marks and attendance at any time. At three-way conferences, each family is given information on how to access the PowerSchool Parent Portal with a username/password and how to set up an account for each student. For those families who cannot attend three-way conferences, they are welcome to pick up login information through the office.

Communication and Reporting

- A schedule of reporting periods, parent/teacher/student conferences, and final examinations is established and communicated to teachers, students and parents at the beginning of the academic year.
- Subject teachers and advisory teachers communicate student progress, grades, and achievement to parents through Power School Gradebook and when appropriate via email, telephone calls, and conferences.
- Formal parent/teacher/student conferences may occur once per semester, and are planned with direction from the administration and facilitated by advisory teachers. Subject teachers may also schedule such conferences when appropriate.

- Report Card marks are submitted to the Ministry at the conclusion of courses. Paper transcripts of final marks are provided to students at the end of each semester, and to parents upon request. Parents and students are encouraged to follow the “real-time” reporting of academic progress through the Student/Parent Portal of Power School.
- Teachers use PowerSchool Gradebook codes as follows:

 - Missing Assignment

 - Score is exempt from final grade

 - Late

 - Collected

The student has not handed in the assignment, is expected to hand it in, and it will be graded once it is received by the teacher.
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A ‘0’ (zero) may or may not be present. This symbol means that the student is exempt from the assignment and the task does not count against the final mark. The student is not expected to complete the assignment.
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The assignment was collected, but it was handed in later than the due date.

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

Technology and Learning

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

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

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

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

Important:

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

Personal Technology Usage

Cell phones - A cell phone or PDA is a disruption to the educational process. Accordingly no cell phones or PDAs are allowed during class time. Cell phones may be used during non-scheduled instructional times however phones with camera capability are not permitted for use at any time in the school.

Electronic devices – PDAs, MP3s, iPods, etc. - at the discretion of the teacher; these devices may be allowed for use during class time pending the class activity. During any evaluation session all devices must be turned off and secured out of sight and out of reach.

Approved Dress

Students demonstrate integrity by dressing appropriately for school, as they would for work in an informal service business. Clothing should be suitable for modesty, and must not be decorated with images or lettering that would be offensive to students, staff, or the public. Clothing that covers all undergarments (including when bending down) is considered appropriate.

Visitors

All visitors to the school are to report to the office.

Smoking

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

Parking Lot

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

Property

The school and school equipment should be treated with the same care as your own valued possessions. The property of others should be treated with respect. All personal property should be labelled with your name and address.

Do not carry large sums of money to school. Cellular devices, electronics, money, and other valuable articles should not be left in lockers. It is preferable that the office staff be asked to provide safekeeping for these articles when necessary. The School Division does not insure personal property.

Students should come to class prepared with paper, notebooks, pens, pencils, etc. The school neither supplies nor sells these articles.

Cap & Gown

Regina Public Schools supports and acknowledges that the high school graduation ceremony is as an important milestone and celebration of students' successful completion of their high school education. All Regina Public high schools with grade twelve students will conduct a graduation ceremony. This ceremony is for students who have completed, or are eligible to complete, the requirements for graduation in accordance with the Ministry of Education and school-based criteria. This ceremony has traditionally been referred to as our Cap and Gown Ceremony.

Timetable Changes

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

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

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

Lockers

Each student will be assigned a hall locker. Keep it locked, and, for your own protection, do not share the combination with anyone. Avoid visits to the locker during or between classes as this creates "lates". Report defective locks or lockers to the office. Students are not permitted to use key locks and are encouraged to use Dudley combination locks which can be purchased in the main office. **Students are reminded that lockers are school property and are subject to search given reasonable grounds.**

School Services

Advanced Placement

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

Campus Regina Public

Campus Regina Public is a career-centred program available to all Grade 11 and Grade 12 students registered with Regina School Division. Campus Regina offers two-credit courses that are occupation specific, taught by experienced teachers and industry professionals using state-of-the-art equipment. CAMPUS REGINA PUBLIC has 19 programs, all of which include academic credits, apprenticeship hours, and varied technological certificates. Students from Martin who attend Campus Regina are transported each day to their classes at the Campus Regina facilities.

Guidance

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

- individual counseling aimed at meeting the educational, personal, social and career planning needs of students;
- referral to various outside agencies as needed;
- current information on post-secondary programs as well as vocational materials;
- financial assistance by way of scholarship and bursary information as well as various loan and grant information.
- Anyone wishing to book an appointment with a Guidance Counsellor can do so by contacting the school.

Indigenous Advocate

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

Learning Resource

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

English as an Additional Language

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

Drug and Alcohol Counselling

The Regina Qu'Appelle Health District drug and alcohol counselor is available to support students and family. Please contact the Guidance Office.

Transition Program

This program is designed to support students who are struggling to meet the demands of a regular timetable. Students who are selected for this program work in an intensively supportive environment where the restrictions of the timetable and school year are altered or removed. Attendance and work ethic are also criteria for acceptance and continued enrollment in the program.

Extra-Curricular Activities Policy

Rationale

Martin Collegiate strives to instill our shared values. We have always believed that success in academic studies is our primary goal and focus. In addition, we recognize that student participation in athletics, the arts and other activities and clubs is an essential part of their high school experience. The term "Extra-curricular" describes those activities that provide opportunities for students to explore and expand their skills or interests in the fine arts, athletic, cultural/social, leadership or technical areas. It is understood that these experiences take place outside of the regular class time.

This policy was developed to provide consistent guidelines for all involved in the extra-curricular program. It outlines realistic expectations and logical consequences for students and clarifies the school's position for staff, students and parent/guardians. The purpose of the policy is to be educative and proactive rather than restrictive, punitive and reactive. The primary focus is for students to remain successful in their studies and enjoy a high degree of success in the activity. All students have access to a wide selection of activities that require varying commitments of the time. Students are expected to meet the time commitment expectations of the activity they participate in, maintain focus on their studies and be a positive representative of Martin Collegiate at all times.

Requirements and Responsibilities

Attendance:

1. Students must maintain regular attendance at all of their scheduled classes.
 - a) Students are ineligible to participate in extra-curricular activities on days in which they do not attend **all** of their scheduled classes. In order for an exemption to apply, a parent/guardian must make contact with a school-based administrator on the day of the activity to authorize the absence.

- b) Except in the case of actual injury, students do not require recuperation or recovery time following participation in extra-curricular activities. Missing classes the day after an activity may result in suspension of that student's eligibility to participate in that extra-curricular activity.

Academic:

- 2. Students must maintain satisfactory academic progress.
 - a) The teacher responsible for the activity or a designate will monitor each student's academic progress. The monitoring process should be completed by September 30th, mid-term of semester one, January 28th and mid-term of semester two.
 - b) At any time during a semester, a student who is failing a class will be asked to complete outstanding work before participating any extra-curricular activity.

Commitment:

- 3. Students must fulfill their commitments to extra-curricular activities.
 - a) A student and the teacher advisor/coach of an activity may mutually agree to the withdrawal of a student from the activity without affecting the student's eligibility to participate in other activities.
 - b) If a student withdraws from an activity without consultation with the teacher advisor/coach, he/she may not be permitted to participate in an activity concurrent with the one discontinued. Furthermore, that student may be ruled ineligible to participate in another activity.

Behavioural:

- 4. Students of Martin Collegiate must demonstrate behaviour consistent with the values of the school within the classroom and at any school-related activity.
 - a) A student who behaves in a manner inconsistent with the values of Martin Collegiate or who brings discredit to the school will be reported to the administration. Such behaviour may result in suspension from participation in activities.
 - b) The use or possession of drugs or alcohol while on school premises or at any school-related function will result in a review by the administration of the involved student's eligibility to participate in activities including suspension from activities.