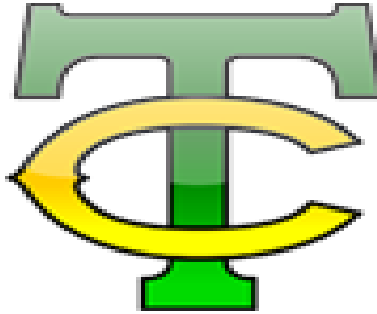


Campbell Collegiate

2017 – 2018



Welcome back! Hope you had a great summer.

To those of you returning to Campbell, “Welcome Back”. To those new to Campbell, you are about to embark on the journey of a lifetime. Those returning are well aware of the vibrant, exciting atmosphere that exists in our school. To those of you new to the school you will quickly become caught up in the “Spirit of Campbell”.

It is important that you become involved in your school. Participate, Participate, Participate! Don’t let your high school years pass by without enjoying the high school life. Get involved both academically and in extra-curricular activities. Setting goals for yourself is very important and keep in mind that academics is our priority. You can be assured that each and every member of the Campbell staff will do everything in their power to help you reach your goals. We promise to provide you with a wide range of educational opportunities that will position you well for post-secondary education or entering the work force. The success of our school must be measured by you. It will be measured by your achievement and your enjoyment in high school. Our dedicated, conscientious staff will work closely with you to achieve the desired outcomes for all.

Have a great year, and remember “it’s great to be a “Tartan”!

Ms. C Hock
Principal

Mrs. Kelsey Panko
Vice –Principal

Mr. Lance Elder
Vice- Principal

SLC WELCOME

On behalf of the Student Leadership Council 2017-2018, we would like to extend a warm welcome to everyone attending Campbell Collegiate this year. For those of you walking the halls for the first time, welcome to Campbell. We know you will love your high school experience. For those of you returning to Campbell Collegiate, we send greetings to your familiar faces. As your SLC, we hope to make the following year at Campbell superb for everyone. It is our duty to represent the students' interests and we believe that this year will be a true success. We urge you to get involved in some of the numerous activities provided by our school. Your school spirit and participation is essential in order to maintain our Tartan pride! The SLC is a team of determined, hard-working individuals who – with the help of you as students – will make the upcoming year an unforgettable experience.

Quality, Values & Caring Schools

Core Values

Our values drive our conduct and our actions. They are commitments we all make to each other. At Campbell Collegiate, we have adopted the *Shared Values* of the school division. They are expressed below in the form of empowering “I” statements to maintain a focus on students.

I Belong

A sense of belonging is important to educational success. In an educational setting, a sense of belonging is created by recognizing and utilizing each individual's unique contributions. At Campbell Collegiate, we work to ensure that our school is a comfortable and safe place for everyone to work and learn.

I Want to Know

The value of knowledge is fundamental to education. It is within this context that Regina Public Schools develop policies, deliver curriculum, and create appropriate and challenging learning environments. The staff at Campbell believes it is important to encourage and to nurture a commitment to excellence in learning, with an emphasis on academic achievement and personal, moral and ethical development.

I Respect

The value of respect is critical for living and learning within a diverse community. Respect provides the basis for all interactions at Campbell Collegiate. It is based upon acceptance and understanding of the similarities and differences among people. Respect is an essential component of our program and its inclusion ensures that all students reach their highest potential.

I am Responsible

The value of responsibility is a cornerstone of a healthy society and essential for quality education. Campbell Collegiate is committed to the development of personal, social and community responsibility. The exercise of these responsibilities extends to human interactions, the learning environment, and curriculum development and delivery.

Campbell Collegiate serves people and communities from diverse backgrounds and belief systems. We believe that we provide a high quality education for all students in an environment that reflects the diverse community that we serve.

CAMPBELL COLLEGIATE

102 Massey Road, Regina, Saskatchewan S4S 4M9

Phone (306) 523-3250 Fax (306) 584-5995

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Webpage: campbellcollegiate.rbe.sk.ca

SCHOOL CALENDAR 2017 - 2018

Sept.	4	Labour Day Holiday - NO School for Students or Staff
	5	STUDENTS RETURN TO SCHOOL - SEMESTER I BEGINS
	7	Student Pictures Gr. 9, 12
	7	Tartan Football Game vs O'Neill – 7:30 PM Mosaic
	8	Student Pictures Gr. 10, 11
	8	Welcome Grade 9 BBQ - Lunch
	8	Grade 9 Gym Riots
	12-13	Grade Assemblies
	14	Carnival – 12:00 – 4:00 PM
	14	Tartan Football Game vs Riffel – 7:30 PM Mosaic
	15-16	CRUSH Volleyball Tournament
	19	CAMPA Welcome Back BBQ and AGM – 6:00 PM
	20	Grade 12 IB Assembly
	20	Campbell Homecoming Football Game vs Leboldus – 5:15 PM Leibel Field
	20-22	SSLC Conference
	21	Semester I Open House 7:00 PM
	27	Grade 11/12 Music Retreat
	28	Grade 9 Music Retreat
	28	Tartan Football Game vs Riffel – 7:30 PM Mosaic
	29	Grade 10 Music Retreat

Oct.	6	No School for Students - PD Day/Staff Meeting for Staff
	6	Tartan Football Game vs Knoll – 5:15 PM Leibel
	9	Thanksgiving Day Holiday – NO School for Students or Staff
	11	Tartan Football Game vs O'Neill – 7:30 PM Mosaic
	12-14	CIVT - Senior Boys' Volleyball Tournament
	17	Student Picture Retakes – AM Start (not guaranteed all day)
	19	3-Way Conferences – Student attend with parent(s) – No Classes
	19	Associated Schools - Volleyball Tournament – 2:30 – 7:30 PM
	19 - 21	Chamber Choir Retreat
	20	Tartan Football Game vs Miller – 5:15 PM Leibel Field
	24-25	Fall Music Concert - 7:00 PM
	26	Tartan Football Playoffs – Schwann Semi-Final
	27	Regina Public Day of We Assemblies (AM & PM)

Nov.	3	Tartan Football Playoff - Schwann Final – 6:00 PM
	9	Campbell Remembrance Day Program – AM
	11	Tartan Football Provincial Final
	13	Remembrance Day Holiday - NO School for Students or Staff
	14	SLC Local Fundraiser Kickoff Assembly
	20	Basketball Tryouts Begin
	29-Dec 2	Campbell Fall Musical - 7:30 PM

Dec.	1	No School for Students - PD Day/Staff Meeting for Staff	
	1-2	Campbell Fall Musical – 7:30 PM	
	10	Holiday Concerts - First Nation’s University at 3:00 & 7:00 PM	
	12	Winter Band Concert - 7:00 PM	
	14-16	Hardwood Classic Junior Girls’/Boys’ Basketball Tournament	
	17	Caroling in the Community	
	23-Jan7	Winter Vacation – NO School for Students or Staff	
Jan.	8	SCHOOL RE-OPENS - CLASSES RESUME	
	22-25	Semester I Final Exams (P1 – 22 nd # P2 – 23 rd 8:30 A.M. & P3 – 23 rd 1:00 P.M. # P4 – 24 th # P5 – 25 th)	
	24	Associated Schools - Basketball Tournament – 2:30 – 7:30 PM	
	26	Teacher Prep Day - NO CLASSES ALL DAY	27
	29	End of Semester I (Turnaround Day) - NO CLASSES ALL DAY	
	30	Semester II Begins	
Feb.	4	Chamber Choir Winter Retreat	
	8-9	Campbell Choral Festival	
	11-13	Jazz Band Clinics	
	16	Teachers’ Convention - No School for Students	
	19-23	Family Day Holiday Week - NO School for Students or Staff	
	26	Return to Classes	
Mar.	1	March Madness Jazz Concert – 7:00 PM	
	2	Campbell Global Initiative Assemblies - AM	
	6	Tartan N’ Training Day 1- Transition Day	
	9	No School for Students – PD Day/Staff Meeting for staff	
	13	Tartan N” Training Day 2 – Transition Day	
	13	March Band Concert – 7:00 PM - Living Hope Alliance	
	21	Campbell Multicultural Day	
	22	3-Way Conferences – Student attend with parent(s)	
	22-24	Intermediate Music Tour – Winnipeg, MB	
	30	Good Friday Holiday - NO School for Students or Staff	
Apr.	2-6	Spring Vacation – NO School for Students or Staff	
	9	Return to Classes	
	12-17	Senior Music Tour – Anaheim, CA	
	18	Grade 12 IB Assembly	
	19	Spring Dance – 6:00 – 10:00 PM	
May	2-18	Grade 12 IB Exams	
	3-5	Grade 9 Music Tour – Lethbridge, AB	
	15-16	Spring Music Concert - 7:00 PM	
	18	No School Students – PD Day/Staff Meeting for staff	
	21	Victoria Day Holiday - NO School for Students or Staff	
	23	Grade 12 IB Celebration - 7:00 PM (Auditorium)	
	25	MS Youth Bike Tour	
	27	Spring Chamber Concert @ Westminster United Church	
June	1	SLC Election Assembly	
	1	“Swing Into Spring” Jazz Concert/Silent Auction - 7:00 PM	
	6	Campbell Business Celebration Night – 7:00 PM	
	7	Wind Ensemble Concert – 7:00 PM	
	7-8	Campbell Alumni Basketball Tournament	
	8	Campbell Orchestra Concert – 7:00 PM	
	19-22	Semester II Final Exams (P1 - 19 th # P2 - 20 th 8:30 A.M. & P3 – 20 th 1:00 P.M. # P4 – 21 st # P5 – 22 nd)	
	27	Grade 12 Graduation - Cap & Gown Ceremony – 1:00 PM - Graduation Prom – 7:00 PM	
	28	Closing Exercises for Gr. 9 @ 6:00 PM, Gr. 10 @ 7:15 PM, Gr. 11 @ 8:15 PM	

**STAFF LIST
2017 - 2018**

**CAMPBELL COLLEGIATE
102 MASSEY ROAD
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Hock, Ms Cindy
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Panko, Mrs.
Kelsey

Adams, Mr. Kelly
Adelman, Mr. Scott
Aitken, Mr. Justin
Anders, Mrs. Sheri-
Lynn

Anderson, Mr.
Aaron

Anderson, Ms Kathy
Baete, Mme
Monique

Baird, Mrs. Deidre

Baird, Mr. Russ

Belle, Mr. James
Brander, Ms Beverley
Brandt, Mr. Jared
Braun, Mr.
Luke

Buisson, Mr. Rene
Bussiere, Mr. Darryl
Carignan, Ms
Darla

Christoffel, Mr.
Rob

Clark, Mr.
Dale

Cook, Mrs. Lacey
Cross, Mme
Jamie

Foreman, Mr. Dallas
Gaboury, Mr.
Jeremy

Gates, Mme Krista
Grasdal, Mr.
Peter

Haacke, Mr. Brian
Hack, Mrs.
Karen

Hagman, Ms Amanda
Hall, Mr. Ryan
Harrison, Mr. Justin
Harrison, Ms Tania
Hayduk, Mrs. Hilary
Hillbom, Ms
Carolyn

Holcomb, Mr. Chris
Howell, Mrs. Maureen
Ingenthron, Mrs. Lacey
Johnson, Mr. Scott
Josephson, Ms Corby

Keil, Ms Trudy
Kohler, Mme
Gisela

Kuster-Vancise, Mrs. Pam
LaBar-Ahmed, Mme
Laurel

Labas, Ms Jill
Lauzon, Mme
Amanda

Lenihan, Ms Kelsie
LePage, Mr.
Roger

Lloyd, Mr. Darren
Lynch, Ms
Jessica

MacDonald, Mrs. Karen
Marchtaler, Mrs.
Shaune

McConkey, Mrs. Taylor
McFadden, Mr.
Tim

McFarlen, Mr.
Jordan

McLeod, Mme Erin

Meier, Mrs. Sherry
Miller, Mr. Todd

Montague, Ms Nicolle
Moroz, Ms Amy
Munro, Mr. Jason
Nagel, Mr.
Bill

Neithercut, Mr.
Lorne

Ostapovitch, Ms Loretta
Pelletier, Mr. Justin
Peters, Mr.
Darren

Peters, Mr.
Scott

Potvin, Mr. Sébastien
Proud, Mrs.
Karen

Ransom, Mr. Brian
Redant, Ms Yvonne
Repski, Mrs.
Denee

Rogers, Mrs. Cyndi
Sandomirsky, Mrs. Jessica
Schoenroth, Mrs.
Christine

Sebastian, Ms Danielle
Sentés, Ms Jolene
Sexon, Mme Rochelle-Ann
Sirois, Mrs. Andrea
Sprungala, Mrs. Alisa
Stevens, Mr.
Brendan

Stinson, Mr. Craig
Sundeen, Mrs. Joni
Tazzioli, Ms. Tanya
Therrien, Ms Elizabeth

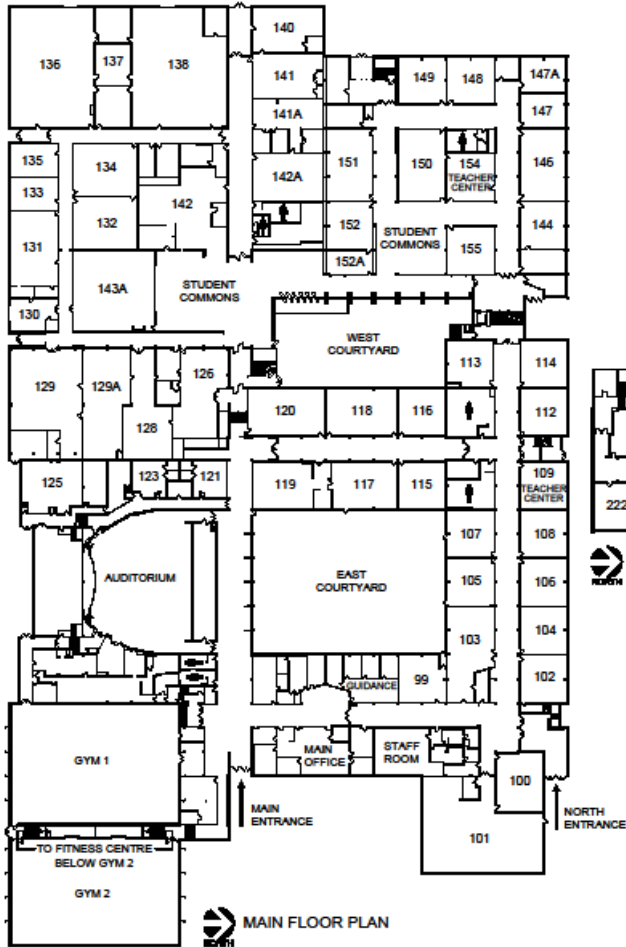
Thomas, Mr.
Jonathan

Toffan, Mr. Calvin
Turner, Mrs. Shelly
Valiaho, Ms Brenda
Watts, Ms Wendy
Weir, Mr.
Ted

Wilkinson, Mr. Travis
Wood, Ms Tanis

CAMPBELL COLLEGIATE

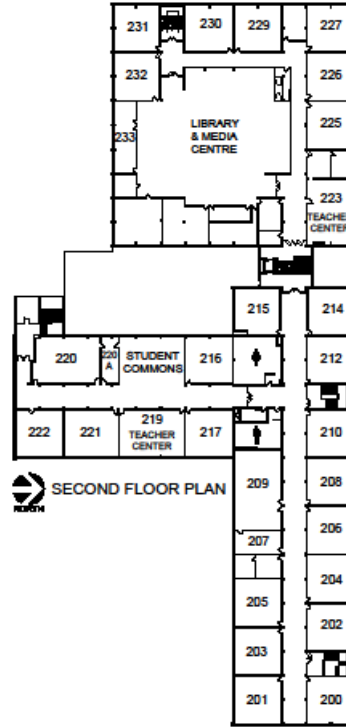
102 MASSEY ROAD
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MAIN FLOOR PLAN



THIRD FLOOR PLAN



SECOND FLOOR PLAN

Period 1	8:30 a.m. – 9:31 a.m.
Advisory	9:36 a.m. – 9:51 a.m.
Period 2	9:56 a.m. – 10:57 a.m.
Period 3	11:02 a.m. – 12:03 p.m.
Lunch	12:03 p.m. – 1:13 p.m.
Period 4	1:18 p.m. – 2:19 p.m.
Period 5	2:24 p.m. – 3:25 p.m.

CAP: Campbell Advisory Program

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 CAP, 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 Campbell Collegiate 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 CAP 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.

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 at campbellcollegiate@rbe.sk.ca.

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 “office” 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.
 - 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.
 - 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 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.

Note: 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**.

There may be rare instances when a student has not received the attendance incentive due to extenuating circumstances. Students and parents may choose to appeal the decision by writing an email or letter to the home school principal explaining the situation. The information will be reviewed by a team of high school principals and a decision will be communicated to the home school principal.

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. 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 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. 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 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.

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 learning from that point. These assessments are descriptive and give information to teachers about both areas of strengths and areas that need further development. Assessment for learning involves learners receiving feedback during their learning.

Assessment AS Learning (Formative)

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

Assessment OF Learning (Summative)

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

Philosophy and Principles of Assessment

The main purpose of assessment and evaluation at Campbell 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. Finally, teachers are expected to offer credit completion to qualifying students (see Credit Completion).

- There are times when it is no longer appropriate for an assignment to be accepted for grading. For example, some assignments are tied directly to a specific point in the learning process and completing these assignments at a later date may not be a valid assessment of the outcome. In these cases, a teacher may use student work from a summative evaluation (ie, a unit exam) as the measure of the outcome, or the teacher may measure that outcome through a different assignment. In cases where the teacher and the student disagree about the submission of late work or credit completion opportunities, the student may appeal to school administration.
- Each semester is divided into three reporting periods.
 - After each reporting period, students have one week to complete missing assignments. There will be a homework blitz day after each report card is issued.
 - Students who are below 50% and still meeting the criteria of the attendance protocols may continue to hand in assignments until they have achieved a passing grade.
 - No late assignments can be handed in after the last day of classes other than those needed to attain a passing grade.

Missing Assessments


- 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.
--

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

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

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

Ethical Practice and Academic Honesty

Campbell Collegiate promotes the principles of ethical practice and academic honesty

Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modeling and taught skills. Although it is probably easier to explain to [students] what constitutes academic dishonesty, with direct reference to plagiarism, collusion and cheating in examinations, whenever possible the topic must be treated in a positive way, stressing the benefits of properly conducted academic research and a respect for the integrity of all forms of assessment. An authentic piece of work is one that is based on the student's individual and original ideas with the ideas and work of others fully acknowledged. Therefore, all assignments for assessment, regardless of their format, must wholly and authentically use that student's own language, expression and ideas. Where the ideas of work of another person are represented within a student's work, whether in the form of direct quotation or paraphrase, the source(s) of those ideas or the work must be fully and appropriately acknowledged.

Malpractice

Malpractice is a behaviour that results in, or may result in, the student or any other student gaining an unfair advantage in one or more assessment components. Malpractice includes:

1. plagiarism: this is defined as the representation of the ideas or work of another person as the student's own
2. collusion: this is defined as supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another
3. duplication of work: this is defined as the presentation of the same work for different assessment components ...
4. any other behaviour that gains an unfair advantage for a student or that affects the results of another student ...

It is the responsibility of subject and advisory teachers and the administration to promote good academic practice and a school culture that actively encourages academic honesty. The emphasis should be on prevention, not detection and penalties. Teachers and administrators must ensure that students:

1. understand what constitutes academic honesty, an authentic piece of work and intellectual property

2. receive guidance on study skills, academic writing, how to conduct research and how to acknowledge sources
3. understand what constitutes malpractice (particularly plagiarism, collusion and misconduct during an examination)
4. know the consequences of being found guilty of malpractice.

Suspected Malpractice Protocol

If a teacher suspects that a student is guilty of malpractice (most commonly, plagiarism or collusion), an investigation must occur. The following steps will be taken:

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

Consequences of confirmed malpractice

Most cases of malpractice will be dealt with the teacher and/or the principal on an individual basis. Plagiarism must not be viewed as a trivial offence with only minor consequences. It must be viewed as a serious academic transgression with a community attitude that shows no tolerance and imposes severe penalties when it is discovered. The student MAY:

1. be awarded a grade of zero for the assignment/test in question;
2. be awarded no grade for the assignment/test in question;
3. be required to complete a different assignment;
4. be required to discontinue in a class if a component of assessment has not been authenticated by both the student and teacher.

A file on the incident will be kept in the main office and communicated to the teachers and parents/guardians of the student concerned. Teachers are asked to submit all

instances of malpractice to the main office whether they result in administration involvement or not through email so that the students' activities can be recorded and logged for future reference.

Educational Technology

Shared Vision

The foundation of a successful educational technology strategy is a thoughtfully developed and clearly articulated shared vision regarding the role technology can and should play in teaching and learning. The development of this shared vision is a critical step towards aligning Regina Public Schools' organizational goals and values with specific uses of technologies. A shared vision regarding technology also creates consistency across the division and helps to ensure equitable access of opportunities to use technology in teaching and learning.

Regina Public Schools strongly believes that the division is responsible for preparing, engaging and inspiring its students to prosper in a rapidly changing and information rich society. This division is committed to attaining high levels of achievement and equitable opportunities for all students. The strategic provision of and effective use of technology fully supports these priorities.

We believe:

- technology can enrich, enhance, and transform teaching and learning.
- the development of the skills, strategies and supports necessary to ethically and responsibly explore, connect, communicate, evaluate, curate and create knowledge is a continuing process and must be fostered at all grade levels
- all stakeholders (students, staff, caregivers, community members) play an active role in providing equitable access to current, reliable and efficient technology resources and experiences
- in being leaders in educational technology and will continue to investigate, ensure and develop innovative instructional approaches using technology
- being digitally fluent is vital to the personal, social and economic success of students and 21st-century citizens

For more information about the use of educational technology, please go to educationaltechnology.rbe.sk.ca

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*.

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. Please be respectful of the rules; students do not park in the staff parking lot or fire lane at any time.

Property

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

Do not carry large sums of money to school. 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.

Lockers

CAP teachers will assign a locker to each student in his/her CAP class. Please complete the “Locker 2017 – 2018” assignment sheet and return to the office completed. **Students are reminded that lockers are school property and are subject to search given reasonable grounds.**

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.**

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 Campbell Collegiate 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 guidance office.

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.

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. The program is mastery based and a student cannot move on until they meet a minimum basic achievement requirement of 65 percent. Attendance and work ethic are also criteria for acceptance and continued enrollment in the program.

Extra-Curricular Activities Policy

Rationale

Campbell Collegiate strives to instill the values of Honor, Respect and Responsibility. 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 Campbell 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 has failed or is failing two classes can be placed on extra-curricular probation for ten school days. During this time, a student's academic progress will be monitored and he/she will be allowed to continue to participate fully in the activity. It is hoped that the student will use these days to re-focus and renew their commitment to their studies.
 - c) If at the end of the probationary period, the student is still failing two classes, then the student will be placed on extra-curricular suspension for 10 school days. The time for suspension can be reduced only if the student is passing **all** classes. During extra-curricular suspension, a student cannot participate in any aspect of the activity.
 - d) The Eligibility Committee will meet to discuss every extra-curricular suspension.
 - e) If at the end of extra-curricular suspension, the student is still failing two or more classes, then the student may be removed from the activity.
 - f) If a student is placed on extra-curricular probation twice in the same school year, the Eligibility Committee will review the student's situation.

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 Campbell 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 Campbell Collegiate or who brings discredit to the school will be reported to the Eligibility Committee. 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 Eligibility Committee of the involved student's eligibility to participate in activities including suspension from activities.

Monitoring and Consequences:

5. The Eligibility Committee consists of the principal (chair), vice-principal, guidance counsellor, athletic director, SRC advisor and coach/supervisor. They will meet to discuss:
 - a) Every extra-curricular suspension.
 - b) If a student is still failing two classes at the end of extra-curricular suspension.
 - c) If a student is placed on extra-curricular probation twice in the same school year.
 - d) At the discretion of the teacher advisor/coach, classroom teacher, and/or school-based administrator.