

# Scott Collegiate **WOLVES**

SCOTT COLLEGIATE  
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## 2021 - 2022 Handbook

BELIEVE • ACHIEVE • INSPIRE  
Together in Treaty 4 Territory



# Scott Collegiate

On behalf of the staff at Scott Collegiate, we would like to welcome you to the 2021-2022 academic year.

Scott Collegiate is located within māmawēyatitân centre. We are wolves. Our logo uses the colour blue to honour and respect the 94-year history our school has within the Regina community. The mascot of a wolf was developed through consultation with students and staff. Wolves represent strength, family and good communication. No two wolves are alike; at Scott Collegiate, we celebrate diversity, culture and achievement.

Scott students worked with staff to co-create the set of shared beliefs listed below, which we embody in the school community:

We believe that:

Each person is accountable for his/her actions and conflict is resolved in an honourable and respectful manner.

Each person is entitled to a safe and positive environment.

Our education is responsive to the interests and needs of each individual.

Each student has a voice in collective decision making in the school community.

We encourage families to use this **Handbook** that has been provided for them. This handbook outlines basic information and established guidelines that the success of all who attend Scott Collegiate or māmawēyatitân centre.

## māmawēyatitân centre

māmawēyatitân, a Cree word meaning “let’s all be together,” accurately describes the integrated approach to programming that is used within the facility.

**Our Vision:** to contribute to the North Central community’s vision for a safe, healthy, and caring community.

**Our Mission:** to provide services from a shared facility focused on youth and families within a vibrant thriving neighbourhood in North Central Regina that is a partnership between community, schools and service providers working collaboratively to improve outcomes in the determinants of health and social well-being.

Please check out the website for more information at <http://mamaweyatitan.ca>

## wîcihitowin

(Meaning: helping one another in Cree)  
Student 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 Advisory, 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 Scott 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 Advisory teacher also becomes a sustained contact point and conduit of information for parents.



## 2021-2022 STAFF



*S. Neuls - Principal*  
*T. Mitchell - Vice Principal*

### Administrative Assistants

Barb Kozack Administrative Assistant to the Principal  
Stephanie Lowe Administrative Assistant to the Vice-Principal

### Student Services

Jori Cachene Guidance Counsellor  
Dawne Cassell Guidance Counsellor  
Ceane Dusyk Indigenous Advocate

### Teaching Staff

Quinn Anderson  
Jill Back  
Kam Bahia  
Jannae Bridgeman  
Kelley Christopherson  
Jason Church  
Megan Clake  
Connie Dennis  
Michael Duck  
Ashley Enion  
Taylor Frei  
Corby Josephson  
Brett Kannenberg  
Mardi-Jane Kretschmer  
Andrea Leier  
Brian Lewis  
Jeffrey Looyesen  
Marin Shiplack  
Melodie Smith  
Jodie Sonntag  
Daniel Stonechild  
Lisa Sykes  
Jana Wlock

### Support Staff

Jamie Deis Chef  
Hillary Lam Educational Assistant

### Resource Officer

Constable T. Weir

### Maintenance

Dale Riche

### Elders In Residence

Rod Belanger  
Joely Bigeagle

### Scott Infant and Toddler Care Centre

Tamara Humenny

## Strive to be on time!

<b>Warning Bell</b>	8:25	<b>Campus Regina Public Pick Up Times:</b>
<b>Period 1</b>	8:30 - 9:31 (61 min)	AM Pick Up: 9:55
<b>Wicihitowin</b>	9:36 - 9:51 (15 min)	PM Pick Up: 12:40
<b>Break</b>	9:51 - 9:56 (5 min)	
<b>Period 2</b>	9:56 - 10:57 (61 min)	
<b>Break</b>	10:57 - 11:02 (5 min)	
<b>Period 3</b>	11:02 - 12:03 (61 min)	
<b>Lunch</b>	12:03 - 1:03 (60 min)	
<b>Period 4</b>	1:03 - 2:05 (61 min)	
<b>Break</b>	2:05 - 2:10 (5 min)	
<b>Period 5</b>	2:10 - 3:11 (61 min)	

# RPS High School Attendance Protocols

## 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

[https://www.reginapublicschools.ca/high\\_school\\_strategy](https://www.reginapublicschools.ca/high_school_strategy)

### 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. Students who have earned the incentive will have the option to attend the final assessment.

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

- Students that have a total of nine 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 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 (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 Con't

## 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 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. Attendance teams may also encourage the student/parent/guardian to apply to the Learning and Re- Engagement Ctr. if the student is in grade 10.
- 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/ guidancecounsellor/ Indigenous 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 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 not completing the class and that other options may be pursued ex. (transitions room, Vic Campus placement, Summer School, repeat the course the following semester)
- After 20 **CONSECUTIVE** unexcused **DAYS** of school, the student will be withdrawn as per the Ministry of Education guidelines.

Make Your Attendance Goal **Green!**

Chronic Absence:  
**18+ days**

Warning Signs:  
**10-17 days**

Good Attendance:  
**9 or fewer days**

Every School Day Counts!

#dontmissaday

# Assessment and Evaluation

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.

## Evaluation Procedures

Assessment and evaluation are integral components of the teaching-learning cycle. Effectively planned assessment and evaluation promotes learning, builds confidence and develops students' understanding of themselves as learners and also improves and guides future instruction and learning. (Renewed Curricula: Understanding Outcomes, 2010, SK Ministry of Education)

The assessment of student progress in relation to outcomes outlined in programs of study is important for the following reasons:

- Teachers will use this information to inform instruction, intervention plans and to craft learning activities that are appropriate for all students.
- Allows for reporting student progress clearly to students and parents.
- Aids in decision making regarding student placement.
- Program effectiveness can be evaluated and programs revised to improve student learning.

## Outcome Based Assessment

All grade 9 teachers will report student progress using the outcomes of each curriculum. By the 2019-20 school year, all outcome based curriculums grade 10 – 12 will be reported as such.

## Expectations for teacher reporting

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.

- Course outline and mark breakdown must be in the gradebook.
- Assessment is updated every two weeks or every 10 hours of course study.

# Assessment and Evaluation Con't

## Minimum number of assessments per reporting period

Assessment is ongoing. Authentic formative and summative assessment enhance the learning environment. A minimum of four assessments per reporting period as determined by the teacher will be reported as feedback to each student. Formative and summative assessment must be represented in every reporting. There will be three formal reporting dates over the course of a semester.

## Responsibilities

A clear understanding and communication of the role of all stakeholders in a school is necessary. When all stakeholders work together from a common understanding the result is an effective educational environment.

## Role of the School

- Introduce the concepts of personal responsibility, honesty and integrity in an age-appropriate manner in keeping with curriculum expectations.
- Teach students accepted conventions for referencing the ideas of others in written work.
- Explain expectations of students in relation to assignments, including how assignments will be evaluated, due dates and implications of submitting work after the due date.
- Ensure that tasks evaluated are reflective of curricular outcomes.
- Adapt assignments to suit learning environment, instruction, assessment, and resources.
- Help students meet their due dates for each course.
- Communicate, in a timely fashion, with the student(s) and parent(s)/guardian(s) to discuss issues related to incomplete work
- Provide marks to students and families on the three established reporting dates.
- Assess, return, and review assignments. This includes submitting marks and indicating the status of assignments as per codes.
- Provide students with an opportunity to complete assignments or alternative assignments, for full credit.
- Offer credit completion to qualifying students.
- Ensure the final week of each semester is free from cumulative assessment.
- No final exam will exceed 20% of the overall mark.
- Schools will develop a plan to ensure that students understand appropriate referencing and avoid common pitfalls every semester.

# Assessment and Evaluation Con't

## Role of the Parent/Guardian

- Discuss examples of acceptable and unacceptable academic behavior with their children.
- Support their children to complete assignments by ensuring that school work is a priority, making time and space for school work, discussing due dates and expectations for assignments, and encouraging their child to develop a plan for completing work on time.
- Model respect for school policy and teacher guidelines regarding assignments notice and praise positive behaviours, such as finishing work on time and taking responsibility for one's own work, and offer helpful and constructive feedback to their children to assist them in developing personal responsibility for their school work.
- Encourage their students to assume responsibility for their own learning, including getting to school and class on time, attending school regularly, submitting work on time, and doing their best on tests and assignments.

## Role of the Student

- Assume responsibility for their own learning, including getting to school and class on time, attending school regularly, submitting work on time, and doing their best on tests and assignments
- Take personal responsibility to be aware of the short and long-term consequences of submitting late assignments
- Document their sources of information properly by using footnotes or other references, and place a bibliography or list of references at the end of the assignment to indicate the sources used
- Take advantage of the scheduled opportunities to complete missed work, such as demonstrating learning outside of class time in the presence of the subject teacher or in homework rooms
- Be aware and respect due dates and access gradebook to review their marks

## Communicating Student Achievement

A schedule of reporting periods, parent/teacher/student conferences, and final examinations will be 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 PowerSchool as well as via email, telephone calls, and conferences. Formal parent/teacher/student conferences will 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.

## Late Assignments and Zeroes on Assignments

Teachers need to indicate clear and concise dates and times that they expect assignments to be submitted. All assignment due dates will be displayed on PowerSchool when the assignment is assigned. All students are expected to submit assignments on time. While circumstances do exist that delay the submission of assignments, every effort must be made by students to communicate before any assignment is submitted late.

In the event a student submits an assignment late, teachers will indicate on gradebook that an assignment is not submitted on time using the late code (red triangle).

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. All high schools will provide assignment completion opportunities throughout the semester close to reporting period times. All assignments are due five school days following the assignment completion opportunity. No late assignments can be handed in after the last day of classes other than those needed to attain a passing grade (see Credit Complete guidelines).

Zeroes are placeholders used when reporting an accurate standing at a particular moment in the class; students are always given opportunities to complete assignments. Students who are below 50% at any point and are meeting the credit completion protocols may continue to hand in assignments until they have achieved a passing grade. Students should attend all mandatory assignment completion opportunities to be eligible for consideration. All decisions are subject to review by the administration team of the school.



# Academic Integrity

Students who genuinely engage in the learning process position themselves to achieve results that demonstrate successful attainment of outcomes. Students who engage in academic misconduct do themselves a disservice in terms of contributing to a quality learning experience.

Academic misconduct is the use of the ideas, words, structures, and/or any other type of work of another individual without proper citation or acknowledgement. Students participate in academic misconduct when they share work with another student or use their own work for more than one assignment. One of the most significant forms of academic misconduct is plagiarism.

(Academic Integrity and Student Responsibility Guidelines, Saskatchewan Ministry of Education, 2011)

## Examples of plagiarism

- 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.

## Suspected plagiarism protocol

If a teacher suspects that a student is guilty of plagiarism, the teacher will meet with the student. If the issue is unresolved, 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 plagiarism

Most cases of plagiarism 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.

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. lose attendance incentive

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 plagiarism 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.

Consequences for plagiarism will be determined through a discussion with the student and teacher. Students are still responsible to demonstrate the outcomes that are plagiarized. School administration will be involved in each case.

# Student Expectations

## Dress Code

Scott Collegiate has a dress code for all students. All students are required to wear a blue shirt during the school day or while attending classes at/with Scott Collegiate. This promotes school spirit and pride, creating a sense of family, support, and common identity of who we are as a school community. This dress code applies to all students in Grades 9 to 12.

Students may wear blue Scott Collegiate gear or their own blue shirts as long as the clothing also adheres to our Clothing Etiquette Guidelines as listed below:

Items specifically not permitted at Scott Collegiate include, but are NOT limited to:

- Clothing that advertises gang life—bandanas, bandana print, covered faces, gang-related apparel
- Clothing that advertises violence –guns, weapons
- Clothing that advertises alcoholic or tobacco products—alcoholic bottles, cigarettes, drug paraphernalia, marijuana leaves, alcohol/tobacco brands
- Clothing that contains profane language or gestures
- Clothing that contains sexual images or language
- Clothing that reveals an inappropriate amount of skin or undergarments

If a student arrives to school without a blue shirt on, she or he will be given a shirt to wear that day and will be reminded of the dress code expectation. Scott Collegiate gear will also be available for purchase during the school year.

## Technology and Learning

Regina Public School Division values the use of Information and Communications Technology (ICT) that supports student learning. While Scott Collegiate 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**

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.

### **Technology and Privacy Expectations**

The Regina Public School Division recognizes that technology may contribute positively in a number of ways to the school climate when used appropriately. Use of an electronic communication device (i.e. cell phone) equipped with a digital camera to record video, still shots or sound may only be done with the expressed permission of a supervising staff member and with full advance knowledge and permission of any individual or group being recorded. Sharing, distribution, broadcasting or posting to the Internet must comply with privacy and LAFOIP regulations. Recordings and/or photos made secretly and/or used maliciously will result in disciplinary action and may include police involvement.

# Student Expectations Con't

## Visitors

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

## Smoking/Vaping

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

## Drugs and Alcohol

Students possessing or selling drugs/alcohol, possessing paraphernalia, exhibiting behaviours, or having the odour of illegal drugs/alcohol will be referred to the principal and/or the vice-principal. Both the student and the student's locker may be searched by the administrator. If a drug/alcohol issue is confirmed, the student's parent/guardian will be informed of the issue and consequence. The student may be suspended for 3 to 10 days and/or face possible removal from Scott Collegiate. The student will only be readmitted through the office after a meeting that includes admin, parent/guardian, and student. Students suspended for drugs/ alcohol may be referred to a session called, *It's Your Call* (an informational session about drugs/alcohol), and given a formal introduction to both our Addictions Services Counsellor and our Regina City Police Resource Officer. Any student caught in possession of drugs/alcohol will be referred to the School Resource Officer, who will determine if criminal charges are to be laid. Students charged by the Regina City Police will be under review in regard to their eligibility to remain at Scott Collegiate.

## 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. The School Division does not insure personal property. Cellular devices, electronics, money, and other valuable articles are the responsibility of students.

## Timetable Changes

Student timetable changes must be arranged through the office. A transfer from one course to another, or the addition of a class 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 their 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

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

# School Support Services

## 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.

## 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.

## Resource Officer

You are welcome to visit our Resource Officer. The Resource Officer is here to assist students with concerns and problems, as well as help them to understand the role of a police officer and the individual's responsibility to the community, the law and its enforcement.

## Indigenous Advocate

The advocate assists with creating a sense of belonging, builds rapport with family, and connects to the community through providing advocacy to ensure student success. To speak with the Indigenous advocate, call 306-523-3500.

## Elder and Knowledge Keeper

Our Elders and Knowledge Keeper support students and staff by sharing cultural knowledge, leading ceremonies and providing guidance and counselling. This support takes place in the classroom as well as on an individual basis. To speak with an Elder, call the main office at 306-523-3500.



# Extra-Curricular Activities Policy

## *Rationale*

Scott Collegiate strives to instill the shared values of Regina Public Schools. 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 Scott Collegiate at all times.



## 4 A'S

**Student athletes who play for any Scott Wolves team are part of the 4A Club and need to follow these basic guidelines.**

### **Attendance**

**You need to attend 75% or more of your classes, including advisory.**

### **Academics**

**You need to be passing all your classes.**

### **Attitude**

**You need to be respectful to yourself and others.**

### **Ambassador of Blue**

**You need to wear your blue, on the outside layer, showing your school spirit and pride.**

**Ahroooooo! Welcome to the Pack!**

# Pathway Programming

Designed to motivate students to gain an enhanced learning experience tailored to their interests and strengths. This individualized learning approach will unlock students' passions for learning and empower them to take charge of their future by becoming responsible citizens and lifelong learners. No matter what direction students wish to pursue after high-school - apprenticeship training, college, university or the workplace - Scott Pathways will allow them to customize their secondary school education to suit their skills and interests.

Individual learning plans that consist of dual credit offerings (project-based learning), certifications, work experience or leadership training that relate to post high school plans. Wicahitowin teachers guide students to build a personalized experience centered around the student's interests, searching out professionals in the community to pursue those interests in the real-world (work experience).

## A Pathway Experience looks like:

### Pathway Foundations 10

In grade 10, students will participate in the Pathway Foundations course which answers the questions of Who Am I? What Do I Want? & How Do I Get It? Students will begin to develop their 10 year plan and start a Pathway portfolio. Upon completion of this course students will enroll in a Pathway of their choosing.

### Bundled Credits

Each Pathway program offers a bundle of 8 credits including:

- Pathway Foundations 10
- 6 required and/or complementary courses
- Pathway Community Experience

\*students are also required to take their core classes to fulfill graduation requirements.

### Pathway Community Experience

A core component of the learning experience of a pathway is work-based learning. Work-based learning allows students to apply their classroom learning in professional settings and gain real-world experience in the process. In grade 12, students learn what it takes to thrive in the professional world through partnerships with local employers that offer internships, mentoring, job shadows and similar opportunities. This adds depth and meaning to students' education, as classroom learning becomes more meaningful and relevant to students when paired with opportunities to experience the subject matter firsthand. Students become more engaged and excited about their education and future prospects because they are able to answer the question: "Why do I need to learn this?". As well, students will refine their 10 year plan and fine-tune their Pathway portfolio.

### Certification and Training

Students complete certification and training courses and programs (ie. WHMIS, First Aid, CPR, Saskatchewan Youth Apprenticeship, Food Safety etc...) specific to their Pathway of choice.

**BELIEVE•ACHIEVE•INSPIRE**  
**Together in Treaty 4 Territory**

# Pathway Programming Con't

## Communication Media Arts Pathway

Learn the skills and literacies for the numerous roles involved with film making, music recording, online/interactive media.

- **Communication Media 10**
- **Music 10**
- **Communication Media 20**
- **PAA A20**
- **Communication Media 30**
- **Photography 30**
- **Graphic Arts 30**
- **Pathway Internship (Career & Work A30)**

## Construction & Design Pathway

Explore the basic woodworking skills and those required for residential construction. They will learn both design and hands-on skills while exploring potential career directions.

- **Construction 10**
- **Construction 20**
- **PAA A20**
- **PAA B20**
- **Construction 30**
- **PAA A30**
- **PAA B30**
- **Pathway Internship (Career & Work A30)**

## Leadership Pathway

Works from a strength-based approach creating opportunity for our students to develop their leadership skills while gaining various certification and earning school credits. This Pathway is partnered with GYM.

- **Cultural Arts 10L**
- **Leadership 20L**
- **Physical Education 20**
- **Outdoor Leadership 20L**
- **Leadership 30L**
- **Life Transitions 30**
- **Physical Education 30**
- **Outdoor Education 30**

## Tourism & Hospitality Pathway

Will prepare you to work in an entry level position in an array of venues and will also prepare you to excel in post-secondary options in this industry.

- **Commercial Cooking 10 & Tourism 10**
- **Commercial Cooking 20 & Tourism 20**
- **Commercial Cooking 30 & Tourism 30**
- **PAA A20**
- **Pathway Internship (Career & Work A30)**

# School Programming

## 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 a variety of programs, all of which include academic credits, apprenticeship hours, and varied technological certificates. Students from Scott Collegiate who attend Campus Regina are transported each day to their classes at the Campus Regina facilities.

## Learning and Re-Engagement Centre

Enables students to achieve success and independence through personalized learning experiences. At the Learning and Re-Engagement Centre, we take a holistic approach to education, which accounts for the whole individual. Flexible, one-on-one or small group learning sessions replace traditional classroom structures. Emphasis on relationship building and high academic performance cultivates responsibility, ownership, and active learning. Individual attention and an open concept work environment create an inclusive learning community.

## Vocational Alternative Program

The Vocational Alternative Program (VAP) is designed for students who are unable to meet the learning outcomes of a regular education program (including modified courses). The VAP program places emphasis on work-/community-based experiences and life skills that will be required once high school is complete.

# Partners

mâdawêyatitân centre offers integrated services in one central place to build and enhance the community. mâdawêyatitân centre brings people together to connect, learn, play, develop skills and to celebrate culture. The building includes Scott Collegiate High School, Albert Branch Library, Community Policing Centre, Scott Infant and Toddler Centre (SITC), recreational complex and gymnasium, community centre, multipurpose room, and Elder's room. The outdoor plan for mâdawêyatitân centre includes a garden, basketball court, soccer pitch and a cultural space with elements drawn from Indigenous traditions. Many of the indoor rooms and facilities are available for rental/use by all residents of Regina.

**The following 7 organizations are located within the mâdawêyatitân centre**

## **City of Regina**

Offers a wide variety of services out of the mâdawêyatitân centre. For a detailed description and/or booking information please visit <http://mamaweyatitan.ca/> or call 306-777-7033.

## **Regina Police Service**

The RPS has 3 different units that are located out of the mâdawêyatitân centre each provide different roles within the community.

**School Resource Unit** - The Regina Police Service School Resource Program utilizes the concept of community policing with officers acting as a resource to faculty, students, parents and community within a school environment. SRO's provides education on safety, substance abuse, life skills and the justice system to Elementary and High School students. SRO's also investigate complaints to police involving schools.

**Cultural Relations Unit** - The Cultural Relations Unit has been expanded to include three sworn members and one civilian member. Their Mandate is to develop and communities for the purpose of building a closer relationship.

**Community Engagement Unit** - Our mandate is to pursue community safety and well-being through community engagement. We do this by engaging in community outreach, educating the public and participating in community activities. You can report police incidents to us, request our presence at events, or just come for a visit

## **Regina Public Library**

Focuses on what our customers want and need, we are working to ensure the library continues to play an important role in your life, and in the lives of all our customers. After all, we are here to serve you, and the community.

## **Scott Infant & Toddler Centre (SITC)**

The SITC program supports parenting Scott students by providing childcare at the school. Children from 2 weeks to 5 years can participate in a stimulating infant and/or toddler program while their parents complete high school credits. On-site trained support staff, literacy and nutrition programs are also available to assist parents while completing their graduation requirements. Register with the SITC Executive Director at 306-525-2344.

## **North Central Community Association (NCCA)**

To enhance, engage and represent our diverse neighbourhood, where we live, work and play, by facilitating partnerships, programs and services.

## **Chili For Children**

Offers basic services such as, fine option program, Thanksgiving and Christmas suppers for children and their families. To date, Chili for Children is working to expand into other essential services to help families; areas such as parenting skills, life skills training, and employment placement. Today Chili for Children feeds well over 800 children per day from several locations three times per week

## **REACH**

REACH food security initiatives include; The Good Food Box, Family Baskets, Convenience Meals, Mobile Stores, Adult and kids Cooking Programs. REACH also supports 18 schools and organizations with breakfast, lunch and supper programs. Regular REACH programs at the mâdawêyatitân centre include: Mobile Store every Monday from 11am - 1pm, Family Basket Pick-Up every Wednesday from 1pm - 3pm, and Periodic cooking programs in conjunction with Library and other partners.



# Parents/Guardians Information

## Parent Engagement

At Scott Collegiate, we want to see your kids be their best and do their best. We know we can make the greatest difference in their lives when we work together with you. You have knowledge as a parent that will help us be better teachers. We want to learn from you. What are your hopes and dreams for you son or daughter? What can we do as a school to better meet your teen's needs and interests?

Please keep in touch and stay tuned for opportunities for you to be involved at the school.

## Student Attendance

If your child(ren) are away from school for any reason please call the main office (306-523-3500) to excuse this absence. Thank you in advance for helping to get your child to school daily. Regular attendance really does matter! \*Please review the attendance section earlier in this handbook to learn specifics about class removal and school withdrawal.

## Edsby

Edsby is a comprehensive digital learning platform that will begin to be implemented in August 2021, just in time for the 2021-2022 school year. As a parent/guardian, you will be able to use Edsby to keep up with what's happening with your child at school, and help you continue to be an active participant in your child/ren's education.

## Regina Public Schools Website

<https://www.reginapublicschools.ca/>

## Scott Collegiate Website

<https://scottcollegiate.rbe.sk.ca/>

## mamawi Café

The mamawi café is a community driven food program that trains Scott Collegiate youth to work in the food industry. We offer a variety of menu items and encourage you to visit or call the café to see what's cooking! Students are responsible for the day to day operations of the café as well as catering events, an a la carte menu for staff and adults only and ready made meals to purchase for supper. We encourage our families to come enjoy a meal in the commons Monday – Friday from 11:45 – 12:45. Please note, we accept cash only! Student lunch cards may be purchased at the café or in the office for \$20. To find out more about the café and our menu offerings call 306.523.3510 or visit <https://scottcollegiate.rbe.sk.ca/>

## 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.

# from your SCHOOL BOARD

HIGH SCHOOL

April 13, 2021

## The 2021-22 School Year

The Regina Board of Education, at its meeting held on April 13, 2021, set the calendar for the 2021-22 school year. Statutory holidays and the minimum number of days allowed for the winter and spring vacation periods are set by legislation. The 2021-22 school year calendar is established on the assumption of 195 school days.

		<u>Recognized School Days</u>
<b>2021</b>		
<b>AUGUST</b>	<b>Thursday, August 26, Friday, August 27, Monday, August 30 and Tuesday, August 31:</b> Teacher Planning, Orientation and PD Days	4
<b>SEPTEMBER</b>	<b>Wednesday, September 1:</b> Students return to school <b>Monday, September 6:</b> Labour Day Holiday	21
<b>OCTOBER</b>	<b>Monday, October 11:</b> Thanksgiving Day Holiday <b>Friday, October 15:</b> Teachers' Convention	20
<b>NOVEMBER</b>	<b>Thursday, November 11:</b> Remembrance Day Holiday	21
<b>DECEMBER</b>	<b>Friday, December 17:</b> Last teaching day before winter vacation ( <i>Early dismissal: 2:30 p.m.</i> ) <b>December 20 to January 3 inclusive:</b> Winter Vacation	13
<b>2022</b>		
<b>JANUARY</b>	<b>Tuesday, January 4:</b> School re-opens	20
<b>FEBRUARY</b>	<b>Monday, February 21:</b> Family Day Holiday <b>February 22 to 25 inclusive:</b> No school for students and teachers	15
<b>MARCH</b>	N/A	23
<b>APRIL</b>	<b>Friday, April 15:</b> Good Friday Holiday <b>April 18 to 22 inclusive:</b> Spring Vacation	15
<b>MAY</b>	<b>Monday, May 23:</b> Victoria Day Holiday	21
<b>JUNE</b>	<b>Tuesday, June 28:</b> Last day of classes for students ( <i>Early dismissal: 2:30 p.m.</i> ) Progress Reports issued <b>Thursday, June 30:</b> Last day of school for teachers	22
	<b>Total School Days:</b>	<b>195</b>



**REGINA PUBLIC  
SCHOOLS**

Regina Public  
School Division Office  
1600 4<sup>th</sup> Avenue  
Regina, SK S4R 8C8  
Ph: (306) 523-3000  
Fax: (306) 523-3031  
Email: [info@rbe.sk.ca](mailto:info@rbe.sk.ca)  
Website:  
[www.reginapublicschools.ca](http://www.reginapublicschools.ca)

Please note calendar on reverse.

## Regina Public Schools 2021-2022 High School Calendar

### August 2021










S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### September 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

### February 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

-  Planning/Orientation/In-service
-  Holiday (No school for all students and RPS staff)
-  Institute and Staff Meetings/PD Days
-  No school for students and staff
-  Final Assessment and Credit Recovery
-  Teachers' Convention (No school for all students)
-  First and last day of school for students
-  Last day for staff
-  Prep Day/Turn-around

### October 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### March 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

### November 2021

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

### April 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### December 2021

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

### May 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### January 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### June 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

To view this calendar online, please go to [www.reginapublicschools.ca](http://www.reginapublicschools.ca) and click on the "Calendars" tab.