

Sheldon-Williams Collegiate

Student Handbook

2022 – 2023



Administration Message

Dear Student:

Welcome to Sheldon-Williams Collegiate. We would like to wish you a happy and successful school year. We are proud to have you with us and encourage you give your best effort in everything you do. It is our hope that you will achieve your highest potential in all your endeavors.

We encourage you to set high academic goals and to participate in a variety of school and extracurricular activities. Have a great year.

Go Spartans!

Dale Girodat
Principal

Angela Mallory
Vice Principal

School Philosophy

Ad Vitam Paramus: Preparing for Life – is the statement shared by teachers, parents and students to guide the educational process.

Students strive to develop their talents to the utmost. Each student's abilities must be encouraged in such a way that the educational process enhances potential for growth and development.

We strive to provide a warm, caring atmosphere of mutual respect where each individual can grow to his or her greatest potential. The value of knowledge, the dignity of effort and the worth of the individual are foremost in our educational program.

Regina Public Schools

Shared Values

Through a process of community consultation, the *Shared Values Advisory Committee* developed the following statements. The areas are expressed 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 Sheldon-Williams 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 Sheldon-Williams 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 Sheldon-Williams 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. Sheldon-Williams 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.

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



REGINA PUBLIC SCHOOLS

Sheldon-Williams Advisory Program (SWAP)

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 Sheldon-Williams 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.

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:

[RPS Attendance Strategy](#)

Student Attendance Incentive (Not applicable for 2022-2023)

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

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/ Indigenous Advocate from the attendance team will send a formal letter to the parent(s)/guardian(s). The student and his/her parent(s)/guardian(s) may be asked to meet with the attendance team.
- After 15 unexcused course absences, a designated administrator/ guidance counsellor/ Indigenous Advocate from the attendance team will meet with the student and will contact the parent(s)/guardian(s). The parent(s)/guardian(s) will be informed that the student is at risk of being withdrawn from the class and the possibility of a referral to the Learning & Re-Engagement Centre (if 16) or Pre-Adult Campus (if 17)
- After 20 unexcused course absences, the student may be withdrawn from the course. A standard letter of notification will be sent to the parent(s)/guardian(s) informing them that the student has been withdrawn from the course.
- After 20 **CONSECUTIVE** unexcused **DAYS** of school, the student may be withdrawn as per the Ministry of Education guidelines.
- 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/ Indigenous Advocate from the attendance team will send a formal letter to the parent(s)/guardian(s). The student and his/her parent(s)/guardian(s) may be asked to meet with the attendance team.
- After 15 unexcused course absences, a designated administrator/ guidance counsellor/ Indigenous Advocate from the attendance team will meet with the student and will contact the parent(s)/guardian(s). The parent(s)/guardian(s) will be informed that the student is at risk of being withdrawn from the class and the possibility of a referral to the Learning & Re-Engagement Centre (if 16).
- After 20 unexcused course absences, the student may be withdrawn from the course and an alternate plan may be formulated (ex. Tutorial or LRC). A standard letter of notification will be sent to the parent(s)/guardian(s) informing them of the plan.
- After 20 **CONSECUTIVE** unexcused **DAYS** of school, the student may be withdrawn as per the Ministry of Education guidelines.

Extended Absences

- Extended absences during the school year will need to be arranged in advance with Administration. It is not sufficient nor appropriate to notify classroom teachers. Families need to be aware that absences greater than ten school days cannot be accommodated by teachers. We do not offer correspondence learning for students at Sheldon-Williams Collegiate nor any Regina Public School. Attendance is paramount for learning and teachers need to first understand the learning needs of the students before assigning tasks and homework. Teachers will not be able to provide any information or assignments while students are away for an extended period. Upon their return to school, students will meet with Administration to review placement in courses.

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.

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.

Teachers will use the following codes:

-  - 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.

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.

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).

Zeros 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.

Technology and Learning

Regina Public School Division values the use of Information and Communications Technology (ICT) that supports student learning. While Sheldon-Williams 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, when used appropriately, may contribute positively in a number of ways to the school climate and student learning. Administrative Procedure 225 permits a student to use an electronic communication device (i.e. cell phone) equipped with a digital camera to record video, images 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 because this constitutes personal information. Student sharing, distribution, broadcasting or posting of personal information to the Internet must comply with Canadian and Saskatchewan law including *The Criminal Code of Canada*, *The Privacy Act* and *The Local Authority Freedom of Information and Protection of Privacy Act*. Recordings or images made secretly and/or used maliciously by a student may result in school disciplinary action up to point of expulsion and may include police involvement.

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.

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.

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.

Cap & Gown

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

Timetable Changes

Student timetable changes must be arranged through the office. A transfer from one course to another, or the addition of a 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. Sharing of lockers is not allowed. **Students are reminded that lockers are school property and are subject to search given reasonable grounds.**

School Services

Advanced Placement

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

Campus Regina Public

Campus Regina Public is a career-centred program available to all Grade 11 and Grade 12 students registered with Regina School Division. Campus Regina offers two-credit courses that are occupation specific, taught by experienced teachers and industry professionals using state-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 Sheldon-Williams 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 (Quarter System 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.

Extracurricular Activities Policy

Rationale

Sheldon-Williams Collegiate strives to instill the shared values of Regina Public Schools. The mission statement located on the Sheldon-Williams seal is ***Ad Vitam Paramus: Preparing for Life***. 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 “Extracurricular” 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 extracurricular 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 Sheldon-Williams Collegiate at all times.

Requirements and Responsibilities

Attendance

- Students must maintain regular attendance at all of their scheduled classes.
 - Students are ineligible to participate in extracurricular activities on days in which they do not attend 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.
 - Except in the case of actual injury, students do not require recuperation or recovery time following participation in extracurricular activities. Missing classes the day after an activity may result in suspension of that student’s eligibility to continue to participate in that extracurricular activity.

Academic

- Students must maintain satisfactory academic progress.
- The teacher responsible for the activity or a designate will monitor each student’s academic progress.
- At any time during a semester, a student who has failed or is failing two classes or more MAY be placed on extracurricular probation. 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.

- If at the end of the probationary period the student is still failing two classes or more, then the student may be placed on extracurricular suspension. The time for suspension can be reduced if the student has shown significant academic improvement. During extracurricular suspension, a student will not be able to participate in any aspect of the activity.
- The *Eligibility Committee* will meet to discuss every extracurricular suspension.
- If at the end of extracurricular suspension, the student is still failing 2 or more classes, then the student may be removed from the activity.
- If a student is placed on extracurricular probation twice in the same school year, the *Eligibility Committee* will review the student's situation.

Commitment

- Students must fulfill their commitments to extracurricular activities.
- 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.
- 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 for the remainder of the school year.

Behavioural

- Students of Sheldon-Williams Collegiate must demonstrate behaviour consistent with the values of the school within the classroom and at any school-related activity.
- A student who behaves in a manner inconsistent with the values of Sheldon-Williams 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.
- 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.

Monitoring and Consequences

- The *Eligibility Committee* consists of the Principal (chair) Vice-Principal, as well as representatives from athletics and/or fine arts areas. They will meet to discuss:
 - Extracurricular suspensions.
 - If a student is still failing two classes at the end of extracurricular suspension.
 - If a student is placed on extracurricular probation twice in the same school year.
 - At the discretion of the teacher advisor/coach, classroom teacher, and/or school- based administrator.