

Campus Regina Public

2025 – 2026



Welcome to Campus Regina Public (CRP)

Campus Regina Public (CRP) is a career-focused school open to all Grade 11 and 12 students registered with Regina Public Schools. CRP offers specialized academic and trades-based courses taught by experienced educators and industry professionals using modern equipment.

Students gain hands-on experience while exploring career pathways and building workplace skills. Through partnerships with industry, post-secondary institutions, and community organizations, students may access work placements, certifications, apprenticeship hours, and in some cases, post-secondary credits. Daily transportation is provided for students attending CRP from any Regina Public high school.

Programs include Advanced Construction Technology, Advanced Culinary Arts, Auto Mechanics, Cosmetology, Early Childhood Education, Electrical and Electronics, Engineering, Fire Science & First Responder, Forensic Science, Health Sciences, Law Enforcement and Criminology, miskasowin askîhk Land-Based Program, Video Game Design, and Welding. Many programs participate in the Saskatchewan Youth Apprenticeship program.

Victoria Campus is home to congregated programs designed to support the unique learning needs of students within Regina Public Schools. Access to these programs is provided through a referral process.

Diversity, Equity, & Inclusion

Regina Public Schools is committed to providing a safe, inclusive, equitable, and welcoming environment for all members of the school community. This commitment extends to all individuals across race, colour, ability, sex, religion, national origin, neurodiversity, sexual orientation, gender identity and gender expression.

All students enrolled in Regina Public Schools are responsible for modelling our shared values of belonging, respect, and responsibility by:

- Modeling respect for all sexual orientations and gender identities.
- Understanding that equity and inclusive principles apply to all sexual orientations and gender identities.
- Using inclusive and respectful language and approaches in all interactions with students, staff, and families.
- Assuming responsibility for examining and changing behaviours to be consistent with equity and inclusive expectations.
- Reporting matters of harassment and discrimination in compliance with Regina Public Schools' and CRP's policies and procedures.

Students must be aware that their actions and words have the power to harm or help others. What they allow to happen also has the power to harm or to help others. Students are encouraged and supported in learning about and understanding each other, building relationships, and strengthening our school community. Remarks and actions that negatively impact members of our school community are not acceptable. Staff will respond to these occurrences in a serious and timely manner.

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 recognize 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 [HERE](#)

RPS High School Attendance Protocols

Students who are aged 16 and older

- After 5 course absences, the Advisory teacher and/or CRP teacher will contact the home to inform the parents/guardians. The student will meet with the Advisory teacher to discuss attendance.
- After 10 course absences, a designated administrator/ guidance counsellor/ Indigenous Advocate from the attendance team will reach out to 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. The student and his/her parent(s)/guardian(s) will be asked to meet with the attendance team.
- After 20 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 and the possibility of a referral to the Learning & Re-Engagement Centre or Pre-Adult Campus (if 17).
- After 20 **CONSECUTIVE 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-enroll in that course next semester.
- If a student is 30 or more minutes late for class, they will be marked absent from the class.

Students Who Are Under 16

- After 5 course absences, the Advisory teacher and/or CRP teacher will contact home to inform the parents/guardians. The student will meet with the Advisory teacher to discuss attendance.
- After 10 course absences, a designated administrator/ guidance counsellor/ Indigenous Advocate from the attendance team will reach out to 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. The student and his/her parent(s)/guardian(s) will be asked to meet with the attendance team.

- After 20 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. An alternate plan may be formulated ex. Tutorial or the possibility of a referral to the Learning & Re-Engagement Centre (if 16).
- After 20 CONSECUTIVE DAYS of school, the student may be withdrawn as per the Ministry of Education guidelines.
- If a student is 30 or more minutes late for class, they will be marked absent from the class.

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 time. The most relevant assessments 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 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.

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 Edsby gradebook.
- Assessment is updated every two weeks or every 10 hours of course study.

Teachers will use the following Edsby Gradebook codes. **Also note that Edsby has more codes than the ones indicated below. This is due to the move to a provincial system. RBE is using only the codes listed below:**

| Edsby Code | Description / Use |
|---|--|
|  <u>O</u> verdue | The due date has passed. The assignment is not submitted |
|  <u>R</u> eceived on time | The assignment was submitted on or before the due date |
|  <u>R</u> eceived <u>L</u> ate | The assignment was submitted after the due date |
|  <u>D</u> rop From Average | The teacher has dropped the grade from the average. DO NOT use this to indicate a Formative Assessment. See note below. |
|  <u>E</u> xcused | The teacher is not expecting a submission. DO NOT enter a grade in this situation |

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 and follow documented records of adaptations to meet the needs of individual students.
- 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 schoolwork is a priority, making time and space for schoolwork, 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.
- Communicate with teachers if clarification is required regarding assignments and grades.

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 and communicate directly with the subject teacher if an extension is required
- 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 Edsby 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. Additionally, parents are welcome to contact the school to discuss their child's progress if concerns arise.

Late Assignments and Zeroes on Assignments

Teachers will publish clear and concise dates and times that they expect assignments to be submitted. All assignment due dates will be displayed in Edsby when the assignment is assigned. All students are expected to submit assignments on time to receive timely feedback to support student learning. 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 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 in the form of a classroom work period, lunch or afterschool homework room, or a homework crush opportunity. Students may be required to complete late assignments in the presence of a staff member. All extensions are limited to seven calendar days following the assignment due date. All assignments handed in within those seven days will be marked within fourteen calendar days of the original due date.

Zeros are placeholders used when reporting an accurate standing at a particular moment in the class.

Students who are below 50% may continue to hand in assignments until they have achieved a passing grade. Teachers will, monthly, review all assignments submitted after the seven calendar days and mark assignments for those students with a Gradebook mark below 50%. 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.

In order to ensure that teachers are able to provide timely, authentic, feedback, students who miss a scheduled in-class summative assessment, such as a unit test, quiz, or exam may (at the discretion of the teacher) be provided one opportunity to re-take the assessment, with the date and time within the seven days to be established by the teacher.

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.
- Using an AI tool to generate work that is not your own ideas or writing.

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

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.

Credit Completion

Credit Completion is designed to provide students with both an opportunity to complete credits and to acquire the requisite knowledge, skills and attitudes to be successful with further learning.

Students may be given the opportunity to access Credit Completion if they achieve a minimum of 30% in the course. The decision will be based on several factors such as: attendance in class, attendance at assignment completion opportunity, academic integrity, overall effort in class, and the number of courses the student is credit completing at a given time.

The following guiding principles are intended to provide a consistent framework for Credit Completion with all Grade 10 to 12 courses in Regina Public Schools. In order for Credit Completion to be recognized and accepted as a viable alternative learning experience, there must be adherence to all the following:

1. Credit Completion is part of the whole school culture and has equal status with other forms of course delivery.
2. Credit Completion is not a replacement for effecting and engaging instruction and intervention during the regular course of a semester, including support provided by other teachers (Learning Resource Teachers, etc.).
3. Credit Completion is one of several options available to a student.
4. Access to Credit Completion must be through the recommendation of the principal (or designate) and agreed to by the student.
5. The teacher of the initial program (Subject Teacher) must provide the teacher responsible for Credit Completion with relevant information to be considered when placing a student into Credit Completion.
6. A teacher may take on Credit Completion with a student after instructional days are completed. (For example, after the final evaluation day has passed, or even into Semester 2, if the class was in Semester 1.)
7. Programs, assignments, assessments, etc. completed by the student in Credit Completion must be pedagogically sound and adhere to the curriculum outcomes.
8. Students must have an opportunity to meet course expectations. Students must have an opportunity to demonstrate achievement of course outcomes in a variety of ways.
9. The final mark assigned to a student's work in a course **MUST** be given by a classroom teacher. In the case of a course requiring accreditation, the teacher must be accredited in the course.
10. Schools will be responsible for the guidelines regarding student eligibility for Credit Completion, based upon the guidelines and direction provided in this document.
11. The final mark should reflect the achievement of the course expectations.

Honour Roll Eligibility:

The honour roll is awarded to students who have achieved an average of 79.5% or higher in a minimum of 6 courses taken within that school year with Regina Public Schools.

- Classes will be included from both the home school and CRP (Campus Regina Public).
- All required and elective courses will be included.
- Drivers' Education courses are not included.
- Sask DLC courses are not included.
- Regular, modified, or vocational classes can be used to determine honour roll eligibility.

TECHNOLOGY AND LEARNING

Regina Public School Division values the use of Information and Communications Technology (ICT). As a result, we provide shared devices that are available to all students enrolled in our school.

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

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

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

PERSONAL TECHNOLOGY USAGE

Electronic devices – As per the Saskatchewan Ministry of Education's new policy, iPads, cell phones, personal laptops & tablets, etc. are not allowed to be used at school during class time. Students will be asked politely by staff members to put their phones away during class time. Students who do not comply may have their cell phone confiscated by the teacher or the office, and a parent/guardian may be asked to pick the phone up from the office. Repeat offences may result in escalating discipline.

Additionally, students are not permitted to photograph, take video, or record students/teachers at any time without their permission.

Technology and Privacy Expectations

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 should dress appropriately for school, as they would for work in an informal service business. Clothing should be 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.

Timetable Changes

Student timetable changes can be arranged through the office or their homeschool. 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 a timely fashion.

To discontinue at CRP, a student must follow the process outlined at their homeschool. They may come to the office at CRP to talk to the Vice-principal about availability in different programs at CRP. **The student's original timetable remains in effect pending the approval of the change.**

Lockers

Program teachers may assign a locker to each student in his/her program. **Students are reminded that lockers are school property and are subject to search given reasonable grounds.**