

# Student Handbook



**2021-22**

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## Introduction

Welcome to Spirit eLearning! We look forward to creating new memories and experiences with you. We will strive everyday to provide you with opportunities to learn and grow. It is our hope that you do your best, diligently work, and build relationships to get the most out of your time as a citizen of the Spirit eLearning community.

This handbook outlines many of the rules, expectations, initiatives, and opportunities that will form your experience here. Use it as a starting point when you have a question.

Again, welcome to Spirit eLearning. We are glad you have joined us.

## Our Shared Purpose

Spirit eLearning School exists to:

- Explore learning in an equitable space that is creative, supportive, and collaborative
- Foster authentic relationships to reach educational goals and develop responsible digital citizens
- Create learning opportunities and memorable experiences in an innovative online environment

## Your Role in Learning:

### Be a lifelong learner:

- Ask for help
- Engage in learning
- Work hard
- Try new ways of learning
- Be positive
- Be curious

### Demonstrate your sense of self:

- Set and work toward goals
- Be honest
- Use time wisely
- Be responsible

### Be a classroom citizen:

- Participate in group work
- Contribute positively
- Help your peers

### Work Habits:

- Listen to instructions
- Follow instructions
- Be on time
- Be prepared to work
- Complete work on time
- Organize your materials

## School Information

### Address and Contact Info

Box 809  
Warman, SK S0K 4S0

Phone: 306-683-2809

Email: [elearning@spiritsd.ca](mailto:elearning@spiritsd.ca)

### School Office Personnel

Admin Assistants:	Ms. Nicole Pearson
Principal:	Ms. Neda Wilson
Vice Principal:	Ms. Kristen Mathison
Superintendents:	Mr. Dave Carter, Learning Superintendent
Coordinator:	Peggy Matilla-Bains, PSSD Distance Education
Director:	Mr. Darryl Bazylak
Board Representative:	Ms. Adin Dereniwski

## School Operations: Policies, Procedures, Routines

### Online Learning Platforms

- SeLS students and teachers in Kindergarten to Grade 9 will primarily use Google Classroom for learning.
- SeLS students and teachers in Grades 10 – 12 will primarily be using Canvas for learning.

### Learning Space at Home

When attending SeLS, it is important that you create a learning environment that will foster and develop learning. Ideally, students learning online are able work in an environment, quiet and free from distractions. Students should be prepared to video conference and present themselves as attentive and ready to learn. In the online classroom, students are expected to:

- have cameras on consistently
- can speak into their microphone if prompted
- listen to others in class

The online learning environment comes with many benefits, but it also has some disadvantages. Sometimes students may feel frustrated or overwhelmed in their learning environment and it is difficult for the online teacher to notice this to intervene. SeLS encourages students to practice self-awareness. It is recommended that students consider the following to assist them:

- Self-Advocacy: Who is a trusted adult that I can talk to while I am feeling like this? Examples are adults in the home, an older sibling or relative, or your online teacher.
- What can I do to manage difficult feelings? Recognize that feeling stress is normal and acknowledge it, excuse myself from my screen and take a break until I am calm, remind myself that it is not a big deal if I don't understand something right away, breath in and out deeply, etc.
- Talk to others in my home about what I am struggling with: explain what you understand and what you may have difficulty with.

## **Synchronous Classtime**

SeLS offers synchronous classes. This means students are expected to attend classes when scheduled. Students should anticipate a typical school day, starting between the hours of 8:30 AM and 3:30 PM. The school day will be a combination of online meets with teachers and peers as well as offline independent work time.

## **Fulltime SeLS Students Distance Learning Students**

- Students who are registered exclusively at SeLS are considered “fulltime” students. They will be under the supervision of their classroom teacher and SeLS administration while in attendance.
- Additional support will be initiated by the classroom teacher and SeLS administration.

## **Distance Learning Students**

- Students who are registered at another school but are accessing some credits are SeLS as considered “Distance Learning” students. They will be under the supervision of their classroom teacher, the administration of their home school and a school division coordinator.
- Additional support will be initiated by the classroom teacher and in-person administration.
- Students wishing to take an online class will be considered eligible to do so if:
  - The school does not offer the course.
  - The online class will not cause the student to exceed 5 classes per semester.
  - The student has an aptitude and work ethic deemed necessary for success in online classes.
  - The local school administration supports this option.

## **Academic Intervention**

- Students who are struggling to be successful in one or more classes will go through a process of intervention, wherein meetings take place with teachers and contact is made with home, to attempt to improve student learning. Students experiencing “Academic Intervention” will meet regularly with the school principal / vice principal or until the learning improves. Academic Intervention is a support for students so they are successful in their learning.

## **Attendance and Lates**

- SeLS knows that consistent attendance is a factor in academic success. Therefore, attending regularly is very important.
- Attendance is taken at the start of every period. It is the responsibility of the student to be in class on time. Students knowing they will be away must have their parents contact the school prior to the absence so that it can be cleared ahead of time (or within 48 hours after the absence).
- Homes of students who are absent and unexcused will receive an automated phone call and/or text message from the school on the day of the absence. If the absence is to be excused, the parent must phone to do so within 48 hours of the absence. Attendance is tracked closely and if a pattern of unexcused or even excessive absences occurs, families

and students are notified that the situation and placement in the course is under review. Patterns of excessive absences may result in removal or withdrawal from classes.

- Students who develop a pattern of late arrival to classes will be brought to the attention of the administration. Contact with home will take place and an action plan will be developed to fix the problem. Should the problem continue, review of student standing will take place.
- Parents and guardians are able to log into the PowerSchool website to check on student attendance and academic standing at any time. This can be set up through the school.

### **Long Term Absences and Holidays**

- It is not uncommon for families to take holidays during the school year. If families are anticipating having their students out of class for holidays for more than five days and away from the online classroom, please contact administration to discuss an extended leave of absence.
- Families are asked to avoid being away when timely events are occurring at the school, such as final evaluations and assessments at the end of the learning quarter.

### **Addressing Staff Members**

- Staff members of SeLS are to be addressed formally with the appropriate title (Mr., Mrs., Miss, or Ms.) followed by the teacher's last name.

### **Behaviour Policy/Discipline Basics**

- Failure to conform to appropriate behaviours may result in the student being referred directly to school administration where the principal and/or vice principal will intervene with the desired result of correction, resolution, and restitution. Immediate parental contact is typical in such cases. Consequences for inappropriate behavior are generally tangible and immediate, typically increasingly so with the severity or repetitiveness of the behavior.
- Students who are repeatedly reported for discipline incidents within this school year may have restrictions put in place.

### **Bullying and Harassment**

- Incidents of Bullying and Harassment can occur. SeLS, in accordance with the Prairie Spirit School Division takes incidents of bullying and harassment very seriously. Below is some information on our policy and protocols around bullying and harassment.
  - **Harassment:** Unwanted behaviour perceived to be hurtful or intimidating is considered harassment, regardless of how often it occurs. Harassment can consist of a single incident. It is common, however, for harassment to involve a series of unwanted, often subtle, incidents over time.
  - **Bullying:** Bullying is repeated harassment. It is unwanted physical, verbal, psychological, or sexual treatment which is repeated over time.

### **Types of Harassment**

- 1) *Physical:* involving contact in some way with the physical person of the target. Examples include hitting, grabbing, pushing, using a weapon, etc.
- 2) *Verbal:* involving using words in some way to hurt or intimidate another person. Examples include name-calling, demeaning language, racial slurs, rumors, etc.

- 3) *Social*: Harassment may not necessarily involve direct physical or verbal contact. Examples include purposeful exclusion, refusal to work with a person, inciting a group to reject someone, etc.
- 4) *Sexual*: involving unwanted sexual activity or attention. It may involve remarks, gestures or actions of a sexual nature that result in a person feeling unsafe or uncomfortable. Examples include unwelcome physical contact, rude jokes or sexually suggestive remarks, threats or bragging about sexual prowess, requests for sexual favors, etc. It may also involve displaying pornographic or offensive material.
- 5) *Cyber bullying*: the use of computer technology to repeatedly invoke one or more forms of harassment.

All bullying is serious, increasingly so as the imbalance of power between the bully and the target of the bullying increases.

### **Responsibility of Students Observing Harassment**

- It is everyone's duty to respond to harassment. When students observe harassment, they are encouraged to offer assistance to the target. This may be done in the following ways in any order:
  - asking the target if he/she wants help
  - telling the aggressor to stop if safe to do so
  - reporting the incident to an appropriate supporting adult
- The supporting adult will report the incident(s) or issue to the administration where a formal or informal investigation and resolution process will be determined.

Students found guilty of bullying or harassment must

- Cease, Reflect and Empathize
  - Aggressor must stop the behaviour.
  - Aggressor should be directed to reflect empathetically upon the behaviour.
  - Aggressor may be referred to school counselor.

### **Character Education**

What is character? It is the way you carry yourself the way you act on your own, the way you act around others. Character can make you or break you. It is what people will remember about you.

At SeLS we believe that character counts. We also believe that character needs to be modelled, taught, and learned. We follow the provincial curriculum which identifies three broad areas of learning that include Lifelong Learning; Engaged Citizens; Sense of Self, Community and Place. In addition, SeLS Staff focus on work habits. These make up the behaviour marks that are displayed on our report cards.

### **Communication Protocol**

It is expected that parents will follow the PSSD communication protocol when addressing a concern. If concerns are expressed by parents regarding classroom issues, these concerns should first be addressed to the classroom teacher. If further discussion is required the school's administration should be contacted, and if further discussion is needed the Superintendent of Schools would become involved. Finally, if no resolution has been made, the Director of Education would be contacted.

## **Damage to School Property**

- Students responsible for damage to the school building, equipment or property will be required to make restitution. Further disciplinary action may also result.

## **Dress Expectations**

- In order to ensure student comfort, hygiene and a positive learning environment in the school, students shall dress in an appropriate manner. Clothing should be appropriate, modest, clean and in good repair.

## **Computer/Account/Wifi Usage**

- Responsible use of school and personal technology is expected.
- Each student receives an account (with a username and password) and space on the school server to save their work. Student accounts can be accessed at any time by school administration.
- Computer usage – including Internet activity – is monitored by the school division. Students using the computers inappropriately (inappropriate use of the internet, etc.) will have their accounts suspended.
- Prairie Spirit Data Retention Policy states that the student created data in Office365 and GSuite is never deleted by the school division and it is retained even after the student leaves. When a student transfers, their account is marked as disabled and can easily be re-enabled should they return. If students do not want to leave any data behind they can delete the contents of their folders before their departure or transfer it to another personal storage device or service.

## **Drug and Alcohol Use Policy**

- SeLS has zero tolerance for the use of tobacco products, alcohol or drugs at any online school activities. Therefore any SeLS student found either in possession of using tobacco products, vaporizers, alcohol or drugs during online meetings, will be subject to the following sanctions:
  1. The student will be immediately removed from the class and the parents/guardians will be called.
  2. The student may receive a suspension.
  3. The student may be suspended from all school activities one calendar year (including graduation).
  4. The student will be required to meet with the administration and school counsellor prior to his/her return to classes.
  5. The student will be required to attend follow-up sessions with the school counsellor at the discretion of the administrative-counselling team.
  6. Involvement of the police may occur at the discretion of the administration/staff.

## **Emergency Response Preparedness**

- Every school is expected to have several safety drills. Your teachers may have to participate in these drills on short notice. If a safety drill occurs while they are teaching online, they will return as quickly as possible and then message the class when the lesson will continue.

## **Exams and Evaluations**

### **Missed Assessments**

- Students who miss a scheduled test must have their parent or guardian contact the subject teacher immediately.
- Students who are absent on the day of a test are expected to write the test on the first day they return to school, unless they have made prior arrangements with the subject teacher or there are extenuating circumstances involved.
- Students should not automatically expect class time to write a missed exam and should be prepared to write the missed exam outside of classtime, if necessary.

### **Final Evaluations**

- All Students will complete all of their scheduled Final Assessments during as posted on the school division [website](#).
- As these dates are set for the year, students and their families are asked to avoid scheduling other events on that day that may keep students from completing their assessments as scheduled (such as appointments).
- In the event that a final assessment needs to be rescheduled due to an emergency, please contact administration as soon as possible.
- Students who miss these assessment times may experience delays in final grades, which could lead to a delay in graduation date.

## **Feedback, Assessment, and Evaluation**

- It is expected that students attempt to engage with the curriculum, their teachers, and their peers to make the most of the learning opportunities and experiences. It is our goal that students will not only know what they are learning, but also how the learning is going, and what they can do to improve their learning.
- All Ministry Approved Curricula ask teachers and students to continually focus on three Broad Areas of Learning: Citizenship, Life-Long Learning, and Sense of Self. In addition to regular classroom assessments and evaluations, teachers will provide students the opportunity to regularly Self-assess their own Broad Areas of Learning. Additionally, students will be asked to reflect upon and consider their Work Habits.
- SeLS students will regularly be encouraged to consider this question: “How is this course/grade/school helping me to better know myself and prepare me for a positive future?”

## **Graduation**

- The list of students eligible for graduation is typically set at the start of the second semester. It will be reviewed and confirmed following the Third Report Card. To be eligible for graduation exercises, a student:
  - Shall be taking sufficient credits to satisfy the requirements of the Department of Learning for a Grade 12 diploma.
  - Shall have no subject average less than 40% on the Third Report Card, unless the subject is an elective in excess of 24 credits.
- The SeLS Graduation Ceremony will be virtual at the end of the school year for full time SeLS students. All expected grad participants will be invited to an online classroom to assist in planning of this event.

## Late and Missing Work

- Student work is intended to show evidence of student learning. It is important that assigned work comes in in a timely manner. Students failing to turn in or complete assignments in a timely manner will have interventions applied. Typically parents will be notified. If students fail to hand in the work after these interventions, zeros may be assigned for the work.

## Legal Considerations for Students

- Our actions at SeLS are guided by the Province of Saskatchewan's Education Act. The most frequently accessed sections include sections 149 and 150:

### Section 149 - Duties of Pupils

- In the exercise of his right of access to the schools of the Division and to the benefits of the educational services provided by the Board of Education, every pupil shall co-operate fully with all persons employed by the Board and such other persons who have been lawfully assigned responsibilities and functions with respect to the instructional program of the school or such special or ancillary services as may be provided or approved by the Boards of the Department and, without restricting the generality of the foregoing, every pupil shall:
  - 1) attend school regularly and punctually;
  - 2) provide him/herself with such supplies and materials not furnished by the Board of Education as may be considered necessary to his courses of study by the principal;
  - 3) observe standards approved by the Board of Education with respect to the cleanliness and tidiness of person, general deportment, obedience, courtesy and respect of the rights of other persons; be diligent in his studies;
  - 4) conform to the rules of the school approved by the Board of Education and submit to such discipline as would be exercised by a kind, firm, and judicious parent.

### Section 150 - Every Pupil Shall be Accountable:

- to the teacher for his/her conduct on the school premises during school hours and during such hours as the teacher is in charge of the pupil in class or while engaged in authorized school activities conducted in out-of school hours.
- to the Principal for his/her general deportment at any time that he/she is under the supervision of the school and members of the teaching staff, including the time spent in travelling between the school and his place of residence.
- subject to stated policies of the Board of Education, to the driver of the school bus, and to any other person appointed by the Board for the purpose of supervision during hours when pupils are in the personal charge of such employees of the Board, and those employees shall be responsible to and report to the Principal in accordance with the procedures approved by the Board.

## PowerSchool

- SeLS uses the Student Information System called *PowerSchool*. This system allows students, parents, and guardians to view student attendance and academic performance. Parents and guardians can contact the school to be provided with secure logins and passwords to access this information.