

THOM COLLEGIATE

Student Handbook



2017-2018

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“A safe and caring place for all to learn.”

Greetings!

On behalf of the staff at Thom Collegiate, we would like to welcome you to the 2017-2018 academic year. We continue to strive to ensure our school is **a safe and caring place for all to learn**. We pride ourselves in providing a learning program that meets the needs of all students. From our Advanced Placement (AP) and French Immersion programs to our Learning Resource and Deaf and Hard of Hearing programs, we attempt to challenge students while also giving them every opportunity to meet with success.

As well, we offer a wide variety of extra-curricular programs for our students from *athletics* to *drama* to *music* to a multitude of student *clubs* and *activities*. A complete outline of *school activities* is listed in this agenda. We encourage students to become involved in these activities. We have found that students who become involved in school activities tend to meet with academic success, as well.

Finally, we would encourage students to use this **Student Handbook** that has been provided for them. This handbook outlines basic information and established guidelines that ensure the school can function in the best interests of all who attend. Plan for success, and plan to have a wonderful school year.

Bill DeRosier
Principal

Ryan Josephson
Vice-Principal



Regina Public Schools Mission Statement:

To instill the value of knowledge, the dignity of effort, and the worth of the individual.

Our school community is united by four shared values statements, *I belong*; *I want to know*; *I am responsible*; and *I respect*. These values give direction to what we teach both inside and outside the classroom. Students take responsibility for themselves and for others in the community by participating in activities ranging from progress report conferences with teachers and parents/caregivers to collecting food for the food bank. The school division celebrates and embraces multiculturalism and respects individual spiritual beliefs. Our Shared Values transcend our differences and provide an equal opportunity to recognize and encourage the unique characteristics and contributions of students, parents/caregivers and staff.

I BELONG means...

A sense of belonging is important for educational success. It is fostered by one's family, friends and community. In an educational setting, a sense of belonging is created by recognizing and utilizing each individual's unique contributions. As a caring community, Regina Public Schools work to ensure that schools are comfortable, safe places for everyone to work and learn.

I WANT TO KNOW means...

The value of knowledge is fundamental to education. It is within this context that the Regina Board of Education develops policies, delivers curriculum, and creates learning environments. It is important to nurture a positive commitment to excellence in learning, with an emphasis on academic achievement and personal, moral and ethical development.

I RESPECT means...

The value of respect is critical for living and learning within a diverse community. Respect provides the basis for all interactions within Regina's public schools. Respect is based upon acceptance and understanding of the similarities and differences among people. In an educational setting, respect is an essential component to ensure that all students reach their highest potential.

I AM RESPONSIBLE means...

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



2017-2018 Thom Staff List

Bill DeRosier – Principal

Ryan Josephson – Vice Principal

Mr. L. Agarand	Educational Interpreter	Mr. G. Heuck	PAA/Construction
Ms. G. Ash	Office Staff	Mr. R. Houston	Arts
Mr. M. Asselin	French Imm./Math	Ms. K. Howard	LRT
Mr. J. Atchison	English	Ms. S. Keefe	FineArts/Music/Choral
Mr. S. Babcock	Math	Mr. P. Klotzel	VAP
Mr. D. Bachelu	Math	Mr. T. Kozack	Math
Ms. J. Back	Math/Social Studies	Ms. K. Kuntz	English
Mr. D. Balas	English	Ms. S. MacAulay	Cooking
Ms. B. Baron Williams	Guidance	Ms. A. Mallory	PE/Health
Mr. J. Bekker	Math	Ms. C. Matharu	ELA
Ms. L. Benoit	Guidance	Mr. D. McPherson	EAL
Ms. T. Blyth	Science/Biology	Ms. J. Merk	French Imm.
Mr. S. Bridgeman	PE/Health	Mr. P. Moore	EAL
Mr. M. Bryson	French Imm./Drama	Ms. C. Neetz	Guidance
Ms. M. Campbell	French Imm./Histoire	Mr. A. Neufeld	VAP
Ms. D. Cassell	Aboriginal Advocate	Ms. C. O'Donnell	SEP
Ms. C. Chittick	VAP	Ms. C. Nicholson	LRT
Ms. S. Dowler	English	Mr. D. Paskiw	PE/Health
Mr. J. Dumba	Science/Biology	Ms. M. Peters	Science
Ms. G. Edey	English	Ms. C. Pieracci	PAA/Clothing/English
Mr. M. Ehrmantraut	Physical Science/ Chemistry	Mr. S. Poll	Mechanics
Mr. S. Endsin	SEP	Mr. T. Pon	Teacher Librarian
Mr. R. Flood	Art	Ms. J. Robinson	SEP
Mr. K. Foster	PAA/Electrical/Math	Ms. K. Sadowsky	Native Studies/Social
Mr. B. Gatin	Psych/Social	Ms. R. Simms	Environmental Support Assistant
Ms. L. Grabka	Environmental Support Assistant	Ms. G. Tuttosi	Resource Centre Assistant
Ms. M. Grodecki	DHH	Ms. K. Vaskor	Education Assistant
Ms. J. Henderson	Social Studies/Law	Ms. G. Vass	Office Staff
		Ms. L. Vollman	Office Staff
		Ms. J. Weber	DHH



THOM COLLEGIATE

Bell Schedule

<i>Period</i>	<i>Schedule</i>
Early A.M. Class	7:24 – 8:25
1	8:30 – 9:31
Advisory	9:34 – 9:49
2	9:55 – 10:56
3	10:59 – 12:00
Noon Class	12:04 – 1:05
4	1:14 – 2:15
5	2:19 – 3:20

ATTENDANCE

Every student is expected to attend every class. Students arriving to school late are expected to go directly to class. We ask parents/guardians to notify the school if a student is going to be late or absent (306-523-3600). The Advisory Teacher will call home to check on student absences. Should the behavior persist, a meeting with the Vice Principal, the student and the parents will be set up to discuss options. Regina Public Schools has implemented a new attendance protocol and incentive program. ***Please refer to page 16 & 17 for more detailed information on the Regina Public High School Attendance Strategy and Intervention Plan or check it out on the Thom website: www.thomcollegiate@rbe.sk.ca***

LATES

Our current bell system consists of a first and second bell. Students arriving to class after the second bell are considered late. Repeated lates are unacceptable. Teachers will contact the parents / guardians if a student continues to arrive late and a meeting will be arranged.

RELEASE

Students who must leave class or school must obtain a release from the Main Office. A note or phone call from the parent/guardian is required.

HOMEWORK REQUESTS

Homework requests due to excused absences will be taken on Day 2 of an absence. Please make requests to the office as early in the morning as possible.

SCHOOL SERVICES AND GENERAL INFORMATION

STUDENT ADVISORY PROGRAM ~ T'nT or 'Trojan Time'

Through sessions built into the daily timetable, students meet with a teacher advisor whose role is that of support and guidance. Besides offering direction, the program fosters communication between home and school, promotes awareness of diversity and tolerance and prepares students for the life transitions they may face.

A good education starts with caring relationships. Research shows that students who feel they are part of a supportive environment, and those who feel an attachment to school staff, are more likely to have better attendance and are less likely to drop out than students who do not feel such an attachment. T'nT provides opportunities for students to develop a personal connection to their school and to achieve positive outcomes, which correlate with improved academic successes.

The T'nT curriculum is designed to guide students through a number of key areas such as:

- Orientation to School Life and Citizenship
- Goal Setting, Reflection, and Self-Assessment
- Relationships and Community Building
- Independent Learning Strategies and Tools
- Career Guidance and Transitions
- Real World Connections, Social Responsibility, and Leadership
- Pursuit of Personal Passions, Interests, and Fun Stuff
- Two and Three-Way Conferencing

T'nT can help parents/guardians be more informed about and supportive of, their students in school. Advisors are the first, consistent, and most important contacts with the school.

AP (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 an 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 all about creating a university-ready culture.

CAMPUS REGINA PUBLIC

Campus Regina Public is a career-centered 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 number of programs, all of which include academic credits, apprenticeship hours, and varied technological certificates. Students from Thom 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.

A counsellor is available every period of the day for personal, vocational, and educational counselling. The centre is open from 8:00 a.m. to 4:00 p.m. You are encouraged to drop in to look through the career and self-help materials on display, to use the computer career program, or to talk to a counsellor. Please see us if you are having personal or academic problems, or to talk about subject selection and career planning. Parents are also welcome to call a counsellor at 523-3600 regarding any concerns they may have.

INDIGENOUS ADVOCATE

The Indigenous Advocacy program supports and enhances the high school experience of First Nations, Metis and Inuit students through academic advising, tutorial support, and post-secondary planning.

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 (EAL)

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.

DRUG AND ALCOHOL COUNSELLING

The Regina Qu'Appelle Health District drug and alcohol counselor is available to support students and family. Please contact the Guidance Office.

RESOURCE OFFICER

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

YOUTH WORKER

The Youth Worker from the Ministry of Justice supports Thom students and families with information and services as related to the Young Offender Branch. Additional support and referrals are made to the Ministry of Social Services programs: Section 10 Services, Child Protection, and Social Assistance.

JOHN DAVIES RESOURCE CENTRE

The library houses a variety of research and recreational materials. Books may be borrowed for two weeks. Reference books may not leave the school library. Internet access and on-line databases are available on all computers. The library is open to all students from 8:00 a.m. to 12:00 p.m. and from 12:30 p.m. to 4:00 p.m. for quiet work or study. There is to be no food or drinks in the library, so all students have time to eat before coming into the library.

HAWRYLAK AUDITORIUM

The auditorium is a special place in our school in which students are expected to conduct themselves with dignity. Courtesy for the performers and consideration for the other members of the audience are key words governing expected conduct.

CANTEEN

For students who remain at school for lunch, the S.R.C. provides a canteen service, and microwaves are available for student use. Students are encouraged to eat their lunch in the Student Commons Areas. Staff members are assigned to supervise.

THE THOM STORE - TROJAN TERRITORY

Trojan Territory is located in the foyer of the school, directly across from the elevator. It is stocked with t-shirts, sweatshirts, performance shirts, golf shirts, tank tops, as well as hats and water bottles. New items are being added periodically throughout the year

THOM WEB SITE

The Thom web site is full of information including daily announcements, monthly calendar, upcoming events, teacher contact information, news etc. as well as links to student resources.

<http://thomcollegiate.rbe.sk.ca>

PARENT PORTAL

Parents are able to access information about their student through our online parent portal. This allows parents to see attendance, grades and assignments, teacher comments, next year class requests and the school daily bulletin. Due to the confidential nature of the information parents are required to pick up the access code information in person from the office. We encourage you to join us online!

EXTRA-CURRICULAR OPPORTUNITIES

TROJAN ATHLETICS:

At Thom Collegiate, we are very proud of our strong tradition of fielding competitive teams and demonstrating first-class sportsmanship. We are also proud of our reputation for respectfully showing school spirit.

- o Athletic Trainers
- o Badminton
- o Baseball
- o Basketball
- o Cheer Team
- o Cross Country Running
- o Curling
- o Football
- o Golf
- o Hockey
- o Rugby
- o Soccer
- o Track and Field
- o Volleyball
- o Wrestling

CLUBS AND ACTIVITIES:

There are a great number of extra-curricular opportunities at Thom Collegiate. In order to enhance their high school experience, students are encouraged to get involved early.

- o ACT!
- o After Grad
- o Art Club
- o Athletic Banquet
- o Blood Donor Clinic
- o Cap and Gown
- o Computer Science Club
- o Drama
- o High School Christian Fellowship
- o Lighting Club
- o Motor Mechanics Club
- o Outdoor Ed
- o Peer Support
- o Photo Club
- o Photo Competition
- o Robotics
- o SADD
- o Senior Prom
- o Skills Canada
- o Sound Crew
- o SRC
- o Construction Club
- o Yearbook Club

Note: The functioning of the above activities in any school year depends upon student interest and the availability of staff for supervision.

POLICIES, GUIDELINES AND INFORMATION

TIMETABLE LOAD

Grade 9 - full timetable

Grade 10 - full timetable

Grade 11 - minimum of nine credits

Grade 12 - minimum of eight credits

UNASSIGNED PERIODS

Students are encouraged to take as many courses possible. Unassigned times provide a student with an opportunity to use the library or the Student Commons Area for homework or quiet student discussion. Students may also use this time to seek assistance from available teachers.

TIMETABLE CHANGES

Normally, students will be expected to maintain the subject selection made on pre-registration forms.

EARLY CHANGES

Any changes to a student's timetable should be made within the first two weeks of the semester. Changes will be considered only after the student has completed the Timetable Request Form.

DROPPING A SUBJECT

- Students who request permission to drop a subject MUST complete the Request for Class Discontinuance Form and submit it to his or her guidance counsellor.
- The counsellor may contact the parents to discuss the implications of any change in timetable.
- The subject teacher will complete the appropriate form and direct the student to the Guidance Department.
- The Vice-Principal will contact the student and effect the change.

PHYSICAL EDUCATION

All students are to be completely equipped for each gym period. Grade 9 uniforms will be available from the P.E. Office (black shorts, tops). Acceptable running shoes must be worn. It is recommended that each student take a shower after a gym period. All personal articles (coats, boots, etc.) must be kept in the student's hall locker and NOT in a gymnasium locker. After changing into their gym outfits, students must ensure that their own personal clothing is locked in a gymnasium locker, and removed at the end of class.

Students may use the gym before school, at noon or after school if in proper dress and under teacher supervision. Appropriate footwear must be worn at all times.

COMPUTER USE**RULES AND REGULATIONS**

1. It is a privilege to have Internet access.
2. The Internet access is free to users.
3. A RESPONSIBLE user of the Internet may have access as long as the user is a teacher or student at Thom Collegiate.

Responsible Users May:

- Use the Internet to research assigned classroom projects.
- Use the Internet to send electronic mail (e-mail) to other users.
- Use the Internet to explore other computer systems.

Responsible Users May NOT:

- Use the Internet for any illegal purpose.
- Use impolite or abusive language.
- Violate the rules of common sense and etiquette. This includes accessing sites which contain inappropriate content or material. If you are not sure, ask.
- Change any computer files that do not belong to the user.
- Send or get copyrighted materials without permission.
- Give their password to anyone.

System operators will have access to all user accounts, including e-mail. If the rules above are not followed by any person, use of the network will be cancelled. If the user is not sure how to do something on the computer, ask a teacher or the system administrator in the school.

CELLPHONE

Cell phones are not allowed to be used during class time unless permission is given by the teacher. Also, students are not allowed to photograph, take video, or record students/teachers without permission. Students who do not comply with these rules may have their cell phone confiscated.

TELEPHONE

There is a pay phone in the main hall for student use during student spares, noon hour, or after class. Students are requested to keep calls under five minutes. If parents/guardians need to contact a student, they must contact the main office and a message will be delivered to the student.

VISITORS

All visitors, including family and friends, are required to report to the office upon arrival and will be directed to the appropriate area.

LOCKS & LOCKERS

Each student will be assigned a hall locker on the first day of school. Each student must have a lock for his/her hall locker. Students in Grades 9 and 10 will require an additional lock for their gym lockers. Only DUDLEY locks purchased at Thom Collegiate (\$4.75) are permitted. It is his/her responsibility to keep it damage free and clean at all times. The lockers are the property of Thom Collegiate; therefore, the lockers and their contents may be searched if the need arises.

PARKING LOT

Students are allowed to park in the Northeast parking lot, and along the north alley, on a first come first serve basis. Students who abuse this privilege by driving erratically may be issued a traffic ticket by our Resource Officer or be asked to temporarily or permanently park elsewhere. Students who park outside the designated area may have their vehicle towed.

For the safety of our students, teachers and visitors, please do not drop students off in the staff parking lots on the North and East sides.

DRESS CODE

Students are expected to comply with the dress code. Students wearing inappropriate clothing that promotes the use of drugs, alcohol, offensive language, or any revealing, unsuitable attire, will be asked to change. Also, any clothing accessories that may be a threat to student safety are not allowed. Students are allowed to wear hats, except during formal assemblies.

RESPECT

Noted disrespect by a student toward a staff member will require a consultation between the teacher and Principal or Vice-Principal regarding the circumstance. Also discussed will be the intervention strategy necessary for resolution, or whether the student will be suspended.

LANGUAGE

Staff will correct students who use profane language. If the profane language persists, the Vice-Principal will meet with the student and make contact with home. If the profanity still persists, a meeting with the parent/guardian will be arranged, which will lead to either a resolution or suspension.

SMOKING

It is illegal to smoke on school property. E-cigarettes and Vapes will be treated the same way as regular cigarettes. Students caught smoking may be suspended or referred to the School Resource Officer, who may decide to impose a fine. If the smoking behaviour continues, a formal meeting with the parents/guardians will be arranged.

DRUGS & ALCOHOL

Students possessing or selling drugs/alcohol, possessing paraphernalia, exhibiting behaviors, or having the odor of illegal drugs/alcohol, will be referred to the Office. Both the student and the student's locker will be searched by the Principal or designate. If a drug/alcohol issue is confirmed, the student's parent/guardian will be informed of the issue and consequence, and the student may be suspended and be re-admitted through Guidance. (See next section)

Any student caught in possession of drugs/alcohol will also 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 Thom Collegiate.

GUIDANCE RE-ADMISSION PLAN

For re-admission because of an incident involving drugs or alcohol, students must be in the company of a parent or guardian, and the re-admission shall take place through the Guidance Office. Students suspended for drugs/alcohol will also be referred to a session called, *It's Your Call*, (an information session about drugs/alcohol) and a formal introduction to both our Addictions Services Counsellor and our Regina City Police Resource Officer.

THOM SCHOOL COMMUNITY COUNCIL

Parents are encouraged to join the Thom Community Council and to provide input into building for the success of the school.

THOM PARENTS' MUSIC COMMITTEE

The Thom Parents' Music Committee is a dedicated group of parents/guardians responsible for coordinating fund raising projects for the Thom Music Program. At the beginning of each school year, a general meeting for all parents is called by the Music Director. Meetings will be held as needed throughout the year. Any interested parents/guardians are more than welcome to attend any of these meetings.

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 (refer to Appendix D).

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 for review at www.rbe.sk.ca.

STUDENT ATTENDANCE INCENTIVE

Attendance Incentives are designed to recognize those students who have made efforts to attend classes regularly and punctually. The incentive that may be earned is as follows: **The mark attained on the final assessment will not negatively impact the grade earned for that class.**

Attendance Incentives are earned by students if the following criteria are satisfied: Students that have a total of seven or fewer absences in each individual class, per semester.

- A student is deemed to be present when he or she physically attends his or her regularly scheduled course. (Absences include excused).
- All curricular activities, as approved by the school administration, will be marked "school" 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.
- All students who qualify for a national level event, and represent the province of Saskatchewan, will be marked "office" and will not be considered one of the absences that would negatively impact the Attendance Incentive.
- Students who participate in school organized extra-curricular activities (sports, music, SRC, etc.) will be marked "extra-curricular" and will be permitted an additional three absences in each individual class, per semester. These absences would not negatively impact the Attendance Incentive.
- Students may have a total of three or fewer lates in each individual class, per semester. A late is defined as any time a student is not present in his or her scheduled course before the bell sounds signifying the beginning of class.

Students must have all assignments completed in a satisfactory manner (no zeros) with a maximum of three late assignments over the entire semester.

Students must have a minimum of 50% in the selected course one week from the end of classes. Unexcused absences from Advisory will result in review by School Administration and possible suspension.

Note: Any unexcused absence or a school suspension (for current semester only) will lead to loss of Incentive. In addition, it is important that parents/guardians maintain accurate attendance records. Attendance should be reviewed on a weekly basis and any corrections must be made within five school days.

RPS HIGH SCHOOL ATTENDANCE PROTOCOLS for 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.

After 15 unexcused course absences, a designated administrator/ guidance counsellor/ aboriginal advocate from the attendance team will contact the parents/guardians to discuss the student's attendance. The student and his/her parents will meet with the attendance team to discuss attendance. A formal letter will be sent to the parents/guardians as a follow up to the attendance team meeting to indicate that the student is at risk of being withdrawn from the class.

After 20 unexcused course absences, the student will be withdrawn from the course. A standard letter of notification will be sent to the parents/guardians informing them that the student has been withdrawn from the course.

After 20 consecutive unexcused DAYS of school, the student will be withdrawn as per the Ministry of Education guidelines (refer to Appendix E).

A student who has been withdrawn from a course may re-enroll in that course the next semester.

RPS HIGH SCHOOL ATTENDANCE PROTOCOLS for Students Who Are Under 16

After 5 unexcused course absences, the Advisory teacher will contact home to inform the parents/guardians. The student will meet with the Advisory teacher to discuss attendance.

After 10 unexcused course absences, a designated administrator/guidance counsellor/ aboriginal advocate from the attendance team will contact the parents/guardians to discuss the student's attendance and the possibility of referral to the @HERE Centre the Attendance Support Program, if the attendance issues persist or reach 20 days.

After 15 unexcused course absences, a designated member of the attendance team will meet with the student and will contact the parents by phone or e-mail. A formal letter will be sent to the parents/guardians as a follow up to the attendance team meeting to indicate that the student is at risk of being withdrawn from the class.

After 20 unexcused days in a course or 120 classes in all courses the student will be referred to the Re-engagement Centre. A standard letter of notification will be sent to the parents/guardians informing them that the student will be referred to the Re-engagement Centre.

After 20 consecutive unexcused DAYS of school, the student will be withdrawn as per the Ministry of Education guidelines and the student will be referred to the Regina Public Schools Re-engagement Centre (priority will be given to Grade 9 students).

THOM COLLEGIATE ASSESSMENT AND EVALUATION GUIDELINES

The following seven statements are the guiding principles for Thom Collegiate's assessment and evaluation practices.

1. Achievement levels are based on assessment of learning

- Achievement levels are determined by the collection of evidence of learning, improved through practice and feedback.

2. Achievement levels are based on balanced assessment practices

- A variety of formative and summative tools are used

3. All students have the opportunity to demonstrate progress towards achieving outcomes

- Assessment tools and techniques are aligned with student outcomes
- Adaptations are appropriately utilized and communicated

4. Student achievement levels are reported clearly and accurately

- Achievement levels are supported by descriptive feedback
- Achievement levels represent outcomes assessed during a specified time period

5. Assessment is fair and reliable

- Reliable assessment tools are used
- Achievement levels are supported by evidence

6. Assessment reflects student outcomes and is consistent with instructional strategies

- Differentiation of assessment tools and practices is used to meet the needs of individual learners

7. Assessment is transparent, continuous, and frequent

- Assessment criteria is clearly communicated to all stakeholders

8. Achievement and Non-Achievement indicators are reported separately

- Achievement is defined as performance directly measured against learning outcomes
- Non-Achievement indicators (such as attendance, attitude, behavior, participation, work ethic, organizational skills, neatness, missing evidence, etc.) are not included in the measurement of achievement performance and should be reported separately.

KEY DEFINITIONS FOR THOM COLLEGIATE ASSESSMENT AND EVALUATION

Academic Integrity

Academic Integrity is evidence of one's own learning through demonstration of responsibility, honesty, trust and respect. Actions such as cheating, plagiarizing, having others complete the work (e.g. parents/guardians), buying papers from the Internet, or re-submitting previous work indicates a lack of academic integrity.

Academic Misconduct

Academic misconduct is any action or attempted action that may result in creating an unfair academic advantage for one's self or an unfair academic advantage or disadvantage for any other individual(s) of the academic community. This includes a wide variety of behaviours such as cheating, plagiarizing, altering academic documents, gaining access to materials before they are intended to be available, and helping an individual(s) to gain an unfair academic advantage. The most common forms of Academic Misconduct are:

Cheating

Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment, cheating would be defined as the deviation from the behaviour expected in an assessment situation. Examples include but are not limited to:

- Copying another student's homework
- Using another student's work on a test or any other assessment
- Bringing unauthorized notes or notations into an assessment
- Asking for or giving someone an answer during an assessment
- Unauthorized use of electronic media to obtain answers during an assessment
- Presenting assignments that have been completed by someone else as one's own

Plagiarism

Plagiarism is the unacknowledged use of someone else's words, ideas or creations as one's own whether deliberate or accidental. It can take many forms, including the following:

- 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

THOM COLLEGIATE ASSESSMENT AND EVALUATION RESPONSIBILITIES

Teacher Responsibilities

- introduce the concepts of personal responsibility, honesty and integrity in an age-appropriate manner in keeping with curriculum expectations
- teaching students accepted conventions for referencing the ideas of others in written work
- clearly 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
- adapt assignments to suit individual abilities, circumstances and learning styles
- work with colleagues to plan assignments so that there is a balanced workload for students throughout the semester to help students meet their due dates for each course
- meet with the student(s) and parent(s)/guardian(s) to discuss issues related to completion of work in a timely manner

Parent/Guardian Responsibilities

- 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 student 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.

Student Responsibilities

- 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 plagiarized material and late assignments
- seek practical ways to avoid plagiarism when preparing assignments by using guidelines provided by the teacher
- 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

CONSEQUENCES FOR ACADEMIC MISCONDUCT

It is the intention of Thom Collegiate to provide a consistent and fair approach to dealing with instances of academic misconduct. When academic misconduct is detected, the following process will be followed:

Investigation

When a teacher discovers evidence of academic misconduct, the teacher will:

- discuss the matter with the student(s) involved
- determine if academic misconduct has occurred
- consult with the principal to review the situation or whether there may be a consistent pattern of academic misconduct

Communication

If the teacher confirms academic misconduct has occurred, the teacher will

- inform the principal of the specific details regarding the academic misconduct and the resulting consequences
- inform the student of the consequences of this instance of academic misconduct
- inform the parent(s)/guardian(s), when the student is under the age of 18, that academic misconduct has occurred and the consequences of this action

Action

Appropriate actions for academic misconduct may include:

- developing an agreement with the student to complete the assignment;
- meeting with the student and parent(s)/guardian(s) to discuss the reasons for academic misconduct and developing a plan to complete the work
- completing the work outside of school hours such as lunchtime or after school in the homework room
- determining a mark that reflects the level of achievement demonstrated by the student on that particular assignment

REGINA PUBLIC SCHOOLS DIVISION 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 measure 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 leaning 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 measure 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.

CREDIT COMPLETION

Credit Completion has been designed to accommodate students who have not completed course requirements from a previous semester and may be provided the opportunity to work on their incomplete credit. Access to Credit Completion must be coordinated through the subject area teacher and approved by the principal (or designate) and agreed to by the student. Supporting student achievement is the goal of Credit Completion.

The following are the Credit Completion Guidelines:

1. Every Credit Completion will be considered on an individual basis.
2. Students must have a minimum 30% to be **considered** for Credit Completion

A mark of 30% or more does NOT mean a student is guaranteed to receive Credit Completion. In consultation with the classroom teacher, the student and if necessary, one or more of the following: Advisory Teacher, Administration, Guidance, Student Interventions Team

COMMUNICATION THROUGH GRADEBOOK

At Thom Collegiate all teachers use a program known as *Gradebook* to document student achievement. There is also a tool known as **PowerSchool Parent Portal** for parents/guardians, which allows you to view the teacher's *Gradebook* and check on your child's marks and attendance any time you wish. At Three-way conferences, each family is given information on how to access the PowerSchool Parent Portal with a username/password and how to set up an account for each child. For those families who cannot attend Three-Way conferences, they can come into the Thom office to pick up login information.

POWERSCHOOL CODES

 -Missing Assignment	This means that 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. Students are given one week to hand in late assignments without an academic penalty.
 - Score is exempt from final grade	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.
 - Late + a mark	This symbol means that the assignment was collected, but that it was handed in later than the due-date.
 - Collected	This symbol means that 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.

STUDENTS CAN EXPECT THE FOLLOWING FROM OUR TEACHING STAFF:

1. Teachers will provide students with **COURSE OUTLINES** that include:
 - Descriptions of course content and learning outcomes
 - Assessment framework that outlines the nature of diagnostic, formative and summative tasks.
 - Evaluation criteria and percentage breakdown of marks (**final examinations may count to a maximum of 20%**)
 - Marks will be updated online for students and parents to see every two weeks.
2. Teachers will provide students with clear descriptions of performance criteria and standards, such as rubrics and exemplars, prior to assessment tasks.
3. Teachers will use a variety of **FORMATIVE ASSESSMENTS** to prepare students **BEFORE** summative assessments are given. Examples may include:
 - Drafts
 - Checklists for understanding
 - Quizzes
4. Teachers will base final Ministry marks on assessments that clearly measure provincial curriculum learning outcomes. Teachers will keep accurate records of assessments and enter summative assessment marks into PowerSchool *Gradebook*. Students must understand that an accurate reflection of their achievement occurs over time and with multiple assessments.

THOM COLLEGIATE GRADUATION POLICY

In order to maintain and validate the importance of Grade 12 graduation, we at Thom Collegiate have the following expectations for all grade 12 students.

GRADUATION CEREMONY/DIPLOMA

To be eligible to walk across the stage at graduation a student must have completed all academic requirements. A student must have a minimum of 24 credits to be considered eligible. In the case of a student completing an Adult 12 (if age permits), this student must have completed all 7 required credits.

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. Previous years' graduation activities can be seen here:

<http://www.rbe.sk.ca/parents/high-school-graduation-achievements>.