

THOM COLLEGIATE

Student Handbook



2026-2027

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On behalf of the staff at École Thom Collegiate, we would like to welcome you to the 2026-2027 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 (LRT), Supportive Environment Program (SEP), Functional Integrated Academic Program (FIAP) and Vocational Adaptation Program (VAP), 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*. 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 and parents to familiarize themselves with this **Student Handbook**. This handbook outlines basic information and established guidelines that ensure the school can function in the best interests of all who attend. Have a wonderful school year.



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 Thom Collegiate'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.

Thom Collegiate's Advisory Program (TnT)

All Regina Public High Schools have a student advisory program in place. Educational research and practice overwhelmingly demonstrate that when an advisory program is in place students do better at school. While in Advisory, students and their advisor will work together to:

- Develop a greater sense of belonging;
- Regularly monitor attendance and academic progress and communicate with students and parents;
- Develop an online portfolio for career and planning and to track academic progress;
- Enjoy a smoother transition to high school and from high school to post-secondary education and work;
- Acquire life skills that will be applied now and in the future.

Teachers at École Thom Collegiate will act as an Advisor to a small group of students in a specific grade. All students in grades 9-12 will meet with their teacher advisor for fifteen minutes each day. This approach will allow every student to become very well known to at least one adult in the building. The Advisory teacher also becomes a sustained contact point and conduit of information for parents.

Student Expectations

Regina Public High School Attendance Strategy and Intervention Plan

School attendance is both a right and a responsibility. School division teams actively partner with students and parents in the task of ensuring students meet or exceed the attendance requirements of Regina Public Schools and the Saskatchewan Education Act, 1995. RPS is committed to the full implementation of sections 156 to 162 of the Saskatchewan Education Act, which clearly defines student attendance as a responsibility that is shared among parents, students, teachers, principals and the Board of Education.

Regina Public School staff 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.

RPS High School Attendance Protocols

Students who are aged 16 and older

- After 5 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 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) may 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.
- If a student is 30 or more minutes late for class, they will be marked absent from the class. This will count towards the student's total absences.
- A student who has been withdrawn from a course may re-enroll in that course the next semester.

Students Who Are Under 16

- After 5 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 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) may 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. This will count towards the student's total absences.

Assessment

At Regina Public Schools, assessment is a key part of learning. It helps students understand where they are in their learning, where they are going, and what steps will help them improve. Our high school assessment approach is designed to be fair, clear, outcome-based, and focused on helping students learn successfully.

Assessment FOR Learning (Diagnostic)

Assessment for learning happens during learning. Teachers use conversations, observations, quick checks, practice tasks, and student work to understand what students already know and what support they need next. This information helps teachers adjust instruction and helps students improve before final grades are determined.

Assessment AS Learning (Formative)

Assessment as learning focuses on student reflection. Students use feedback, success criteria, self-assessment, and goal setting to monitor their own progress. This helps students become more independent, responsible learners who understand their strengths and next steps.

Assessment OF Learning (Summative)

Assessment of learning is used to evaluate achievement at key points in a course, such as at the end of a unit, project, performance task, or final assessment. These assessments contribute to reported grades and provide a snapshot of how well a student has demonstrated the curricular outcomes.

Evaluation Procedures

Teachers gather evidence of learning in different ways. Using a balance of evidence helps create a more accurate picture of student learning.

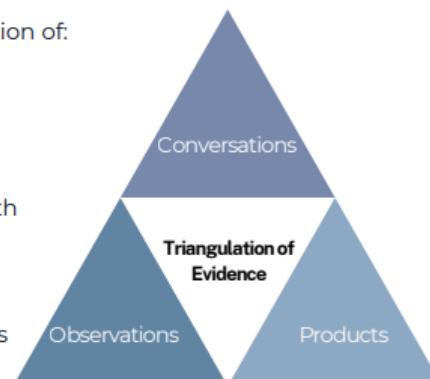
Balancing Assessment Methods:

Assessment is achieved through a combination of:

Observations: Observing students' interactions, performances, and demonstrations.

Conversations: Engaging in dialogues with students to understand their learning progress.

Products: Assessing student work, such as projects and assignments.



Students and parents/caregivers can expect assessment practices that:

- are connected to Saskatchewan curricular outcomes and course learning goals;
- give students regular feedback about strengths, progress, and next steps;
- are fair, transparent, and responsive to student needs;
- communicate achievement clearly to students and families.

Assessment Method

In Grades 9–12, report card grades are shared as percentages. Regina Public Schools uses an 80/20 grading structure in high school: between 80% - 90% of a course grade comes from course work completed throughout the semester, and between 10% - 20% may come from a final assessment. For individual assessments, teachers use a total points grading method in Edsby. For simplicity, the more points an assessment is “Out of”, the more it contributes to the overall grade. This way students and families can clearly see what each assessment is worth and how it affects overall progress.

EDSBY GRADEBOOK REQUIREMENTS & REPORTING PERIODS

GRADE/REPORTING GROUP	MINIMUM NUMBER OF ASSESSMENTS PER REPORTING PERIOD
Grades 9-12 Courses	<ul style="list-style-type: none"> • There will be three formal reporting dates over the course of a semester. • Formative and summative assessment must be represented in each reporting period. • Teachers document and provide feedback to students on a minimum of four assessments per reporting period. Evidence should be triangulated (i.e. a mix of products, observations, and conversations). • Assessment is updated in Edsby every two weeks or every 10 hours of course study.
FIAP, Developmental Centre, FTC	<p>Intensive Supports Programs have various requirements specific to their program. Some of these can include:</p> <ul style="list-style-type: none"> • Use the Edsby Learning Story for reporting progress and learning to parents/caregivers. • Additional reporting requirements outside of report cards.

Teachers use the Edsby status flags listed below to help students and families understand the status of an assignment. These flags provide information about submission status.



ASSESSMENT FLAGS	DESCRIPTION OF FLAGS
 <u>Overdue</u>	The due date has passed. The assignment has not been submitted. The flag does not affect the grade entered.
 <u>Received on time</u>	The assignment was submitted on or before the due date. The flag does not affect the grade entered.
 <u>Received Late</u>	The assignment was submitted after the due date. The flag does not affect the grade entered.
 <u>Excused</u>	The teacher is not expecting a submission. Grade must be left blank.
<u>Drop From Average</u>	The teacher has dropped the student's assignment grade from the overall average. The grade does not affect overall grade.

Responsibilities

Student success is strongest when schools, students, and families share a common understanding of expectations and work together to support learning.

Role of the School

- Use fair, outcome-based assessment practices and provide students with multiple ways to show their learning.
- Clearly communicate course expectations, due dates, grade breakdowns, and feedback through Edsby and other school communication methods.
- Teach and reinforce academic integrity, including expectations for appropriate use of sources and digital tools such as AI.
- Provide timely feedback and support when students are missing evidence of learning or need additional help.
- Use adaptations, supports, and responsive instruction when needed so students can demonstrate learning appropriately.

Role of the Parent/Guardian

- Review course information, feedback, and progress updates in Edsby.
- Encourage regular attendance, engagement in class, and completion of learning tasks.
- Contact teachers or the school when clarification or support is needed.
- Support students in building honest, responsible learning habits.
- Communicate with teachers if clarification is required regarding assignments and grades.

Role of the Student

- Attend class regularly, participate actively, and use class time well.
- Complete learning tasks and assessments to the best of your ability and ask for help when needed.
- Submit your own work and follow academic integrity expectations, including teacher directions about the use of AI and other digital tools.
- Meet deadlines whenever possible and communicate with your teacher if you are experiencing difficulties.
- Check Edsby regularly so you understand your progress, feedback, and next steps.

Communicating Student Achievement

Schools must communicate assessment and student learning, which can be done in various ways, depending on the purpose, frequency, and format of the assessment. Some of the common ways are:

- **Edsby:** Edsby is Regina Public Schools' Student Information System. Edsby provides online access to current and past assessment information, including levels of achievement, report cards, progress reports, comments, Learning Story evidence, class information, and messages from schools and teachers (See Appendix 4 for more information).
- **Learning Stories and Portfolios:** Edsby's Learning Story and Portfolios allow students and teachers to share learning evidence (video, images, audio) with parents and caregivers. Report Cards: Students receive two formal report cards per year.
- **Report cards** are a snapshot of a child's achievement of provincial outcomes and commentary on factors that affect student achievement.
- **Conferences:** Parents/caregivers and students receive invitations to two formal conferences throughout the year. Additional conferences by phone, and email/messages may also take place throughout the school year.

Late or Missing Evidence of Learning

Time management and accountability are essential life skills that extend well beyond our classrooms. Deadlines are a vital part of the learning process that ensures timely feedback and academic momentum. However, we acknowledge that, despite best efforts, due dates will sometimes be missed. When students face genuine obstacles, we are committed to a supportive approach that balances high expectations with professional empathy.

The following steps will be followed if a student has missed a deadline to provide evidence of learning in the gradebook:

1. The teacher discusses incomplete work with the student, either through an Edsby gradebook comment or in person. A reluctant zero* (with an "overdue" status flag) will be entered in the gradebook as a temporary placeholder. The teacher also informs the caregiver about the situation with a brief Edsby gradebook comment, email, or phone call. Note: entering an Edsby gradebook comment notifies both caregivers and students at the same time.
2. The student agrees to complete the missing work under supervision at a specific, reasonable time that both the student and teacher have agreed upon, such as during class, lunch, or after school.
3. If a student consistently does not provide evidence of learning, the teacher should contact home and record the contact in Home Communication. This is an opportunity to ensure the

caregiver is connected to Edsby. The advisory teacher should be brought into the process as well.

***The Reluctant Zero:** If a student still does not submit the missing evidence of learning after steps 1 and 2 have been completed, the grade of 0 will remain in the gradebook.

Academic Integrity

Academic integrity is the commitment to honesty, respect, and responsibility in academic work. Students act with academic integrity by completing their own work, acknowledging sources, and engaging deeply with the material. When students act with academic integrity, they are more likely to feel genuinely connected to the learning process.

In contrast, academic misconduct can erode confidence and reduce motivation, as students may feel disconnected from their achievements. Promoting academic integrity helps build a learning environment where students are motivated by curiosity, growth, and personal accomplishment.

DEFINITION OF ACADEMIC MISCONDUCT

Academic misconduct includes, but is not limited to:

- Using another source's ideas, words, structure, or work without appropriate citation or acknowledgment.
- Submitting work that is not one's own, including work generated by artificial intelligence (AI) tools without teacher approval or proper citation.
- Sharing work with others for submission.
- Reusing one's own work across multiple assignments and/or courses.

The most serious form of academic misconduct is plagiarism, which involves intentionally presenting someone else's work or ideas as one's own.

Protocols for Suspected Academic Misconduct

Academic misconduct can occur both intentionally and unintentionally. In some cases, students may not fully understand proper citation practices or the expectations around originality. These situations should be treated as opportunities for restorative teaching and to reinforce academic integrity skills.

In other cases, misconduct may be more deliberate and require a more formal response.

When academic misconduct is suspected:

1. The teacher will meet with the student to discuss the concern and determine the nature of the issue.
2. If unresolved, the teacher will document the evidence and request a written statement from the student.
3. The teacher will inform the school administration.
4. Parents/guardians will be informed.
5. Depending on the circumstances, a meeting may be held involving the student, teacher, parent/guardian, and school administration.

Consequences of Academic Misconduct

Addressing misconduct not only protects the integrity of the school community but also prepares students for the expectations they will encounter in post-secondary education or future workplaces, where consequences for academic dishonesty are often more severe.

Most cases of academic misconduct will be addressed by the teacher and/or school administration on an individual basis. It must not be viewed as a minor infraction, but rather as a serious academic transgression.

Consequences may include:

1. Receiving a mark of zero or no credit for the affected assignment or assessment.
2. Being required to complete an alternative assignment to demonstrate learning outcomes.
3. Documentation of the incident in Clevr, with communication to relevant staff and parents/guardians.

All confirmed cases must be reported to school administration. A record will be maintained to support consistent and fair responses across the division.

Consequences will be determined through a discussion involving the student, teacher, and administration. Students remain responsible for demonstrating the learning outcomes associated with the original assignment.
with the original assignment.

Credit Recovery (Grades 10–12)

Credit Recovery is a Ministry of Education Policy that provides opportunities for a student who failed a 10, 20, or 30 level course to obtain a passing grade without repeating the entire course.

Credit Recovery Intent

Credit Recovery is designed for students who have demonstrated a foundational understanding of the curriculum but have specific, outstanding outcomes to meet. Credit recovery may also refer to situations where a student has not completed a course due to a disruption in enrolment and is provided with an opportunity to complete the course.

Eligibility

To be eligible, a student must have achieved a final grade between 40%-48% (including the final exam/assessment).

Timing

Credit Recovery may begin as soon as the final exam has been graded, and a final standing is determined. If the student continues to work on the course past the date grades are submitted to the Ministry, a Credit Completion Plan must be created and retained in the student's cumulative folder.

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 from a school/schools within **Regina Public School Division**.

- 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.

Medalist Criteria:

The Gold, Silver, and Bronze medalists for each grade will be determined by calculating the average of the following classes:

Grade 9	Grade 10	Grade 11	Grade 12
<ul style="list-style-type: none">• English 9A• English 9B• Math 9A• Math 9B• Social 9• Science 9• Highest 2 electives	<ul style="list-style-type: none">• English 10• Fin Lit 10• Science 10• Highest Social Science credit (Social 10, History 10, Indigenous St. 10)• Highest Math• Highest 2 electives	<ul style="list-style-type: none">• ELA 20• Highest Math• Highest Science• Highest 4 electives	<ul style="list-style-type: none">• ELA 30• Highest Social Science Credit (Social 30, History 30, Indigenous St. 30)• Highest 4 electives

Governor General Bronze medal:

The Governor General Bronze medal is awarded to the student who achieves the highest average upon graduation from their high school. The criteria includes:

- All grade 11 and 12 courses listed on student's official transcript as issued by the Ministry of Education.

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.

SMART GLASSES AND WEARABLE RECORDING DEVICES

To support student privacy, academic integrity, and focused learning environments, smart glasses and other wearable devices capable of recording, communicating, or accessing digital/AI services are considered Personal Electronic Devices (PEDs).

In accordance with Regina Public Schools PED expectations:

- Smart glasses may not be worn during instructional time. They must be removed and stored out of sight.
- Students may not use wearable devices to photograph, record video, or audio record students or staff without appropriate permission.
- Smart glasses are not permitted during tests, examinations, or other assessments unless specifically approved as an accommodation.

- Students who require smart glasses or similar technology for a documented medical, accessibility, or educational accommodation should speak with school administration. Appropriate accommodations will be supported.
- Students who do not comply will be addressed using the school's established PED expectations and progressive responses. Unauthorized recording or sharing of students or staff may result in additional consequences.

Because smart glasses can record or access information in ways that may not be obvious to others, staff do not need to determine whether the device is actively recording. If the device is a smart/recording-enabled pair of glasses, the student will be asked to remove and store it.

Our goal is to provide clear and consistent expectations while protecting the privacy, safety, and learning environment of all students and staff.

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.

Cap & Gown

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

Timetable Changes

Student timetable changes must be arranged through the office. A transfer from one course to another, or the addition of a class to a student's original selection, is possible only if the timetable permits it and if the request is made in a timely fashion.

To discontinue a subject, a student must complete and submit the appropriate form (available at the office), including their request, the parent's written permission and the subject teacher's acknowledgement. **The student's original timetable remains in effect pending the approval of the change.**

Lockers

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

School Services

Advanced Placement

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

Campus Regina Public

Campus Regina Public (CRP) is a specialized, career-focused educational institution available to all Grade 11 and 12 students registered with the Regina Public School Division. CRP offers a wide range of occupation-specific academic and trades-based courses taught by experienced educators and industry professionals. CRP emphasizes the importance of strong relationships with post-secondary institutions, industry experts, local businesses and community partners. These collaborations enhance student learning and career readiness by offering work experience placements, on-site job interviews, industry certifications, training opportunities, and access to valuable resources. In many cases, students may also earn post-secondary credits, helping to ease the transition from high school to further education or directly into the workforce. Students from [insert school name] who enroll in CRP are provided with

daily transportation to and from the Campus Regina facilities, ensuring equitable access to this unique learning environment. For more information, please visit <https://campusreginapublic.rbe.sk.ca/>.

Guidance

The guidance department offers a variety of services to students, teachers and parents. These services include:

- individual counseling aimed at meeting the educational, personal, social and career planning needs of students.
- referral to various outside agencies as needed.
- current information on post-secondary programs as well as vocational materials.
- financial assistance by way of scholarship and bursary information as well as various loan and grant information.
- anyone wishing to book an appointment with a Guidance Counsellor can do so by contacting the guidance office.

Learning Resource

The Learning Resource Program is for students who have been identified as having learning difficulties. A variety of service options are available and range from supporting teachers in making adaptations, monitoring students' progress, providing consultative services, as well as regularly scheduled tutorial classes.

English as an Additional Language

The EAL Resource Teacher supports students with language learning. EAL students are provided sheltered literacy classes and tutorials. Students who do not yet have the necessary English literacy skills to be successful in the academic program may receive sheltered literacy classes. Once students have acquired the necessary English literacy skills, they are integrated into the regular academic program with tutorial support.

Transition Program

This program is designed to support students who are struggling to meet the demands of a regular timetable. Students who are selected for this program work in an intensively supportive environment where the restrictions of the timetable and school year are altered or removed. Attendance and work ethic are also criteria for acceptance and continued enrollment in the program.

Extra-Curricular Activities Policy

Rationale

École Thom Collegiate strives to instill the shared values of Regina Public Schools. We have always believed that success in academic studies is our primary goal and focus. In addition, we recognize that student participation in athletics, the arts and other activities and clubs is an essential part of their high school experience. The term "extra-curricular" describes those activities that provide opportunities for students to explore and expand their skills or interests in the fine arts, athletic, cultural/social, leadership or technical areas. It is understood that these experiences take place outside of the regular class time.

This policy was developed to provide consistent guidelines for all involved in the extra-curricular program. It outlines realistic expectations and logical consequences for students and clarifies the school's position for staff, students and parent/guardians. The purpose of the policy is to be educative and proactive rather than restrictive, punitive and reactive. The primary focus is for students to remain successful in their studies and enjoy a high degree of success in the activity. All students have access to a wide selection of activities that require varying commitments of the time. Students are expected to meet the time commitment expectations of the activity they participate in, maintain focus on their studies and always be a positive representative of École Thom Collegiate.

Requirements and Responsibilities

Attendance:

1. Students must maintain regular attendance at all their scheduled classes.
 - a) Students are ineligible to participate in extra-curricular activities on days in which they do not attend all their scheduled classes. For an exemption to apply, a parent/guardian must contact a school-based administrator on the day of the activity to authorize the absence.
 - b) Except in the case of actual injury, students do not require recuperation or recovery time following participation in extra-curricular activities. Missing classes the day after an activity may result in suspension of that student's eligibility to participate in that extra-curricular activity.

Academic:

1. Students must maintain satisfactory academic progress.
 - a) The teacher responsible for the activity or a designate will monitor each student's academic progress. The monitoring process should be completed by September 30th, mid-term of semester one, January 28th and mid-term of semester two.
 - b) At any time during a semester, a student who has failed or is failing two classes can be placed on extra-curricular probation for ten school days. During this time, a student's academic progress will be monitored, and he/she will be allowed to continue to participate fully in the activity. It is hoped that the student will use these days to re-focus and renew their commitment to their studies.
 - c) If at the end of the probationary period, the student is still failing two classes, then the student will be placed on extra-curricular suspension for 10 school days. The time for suspension can be reduced only if the student is passing all classes. During extra-curricular suspension, a student cannot participate in any aspect of the activity.
 - d) The Eligibility Committee will meet to discuss every extra-curricular suspension.
 - e) If at the end of extra-curricular suspension, the student is still failing two or more classes, then the student may be removed from the activity.
 - f) If a student is placed on extra-curricular probation twice in the same school year, the Eligibility Committee will review the student's situation.

Commitment:

1. Students must fulfill their commitments to extra-curricular activities.
 - a) A student and the teacher advisor/coach of an activity may mutually agree to the withdrawal of a student from the activity without affecting the student's eligibility to participate in other activities.
 - b) If a student withdraws from an activity without consultation with the teacher advisor/coach, he/she may not be permitted to participate in an activity concurrent with the one discontinued. Furthermore, that student may be ruled ineligible to participate in another activity.

Behavioural:

1. Students must demonstrate behaviour consistent with the values of the school within the classroom and at any school-related activity.
 - a) A student who behaves in a manner inconsistent with the values of École Thom Collegiate or who brings discredit to the school will be reported to the Eligibility Committee. Such behaviour may result in suspension from participation in activities.
 - b) The use or possession of drugs or alcohol while on school premises or at any school-related function will result in a review by the Eligibility Committee of the involved student's eligibility to participate in activities including suspension from activities.

Monitoring and Consequences:

1. The Eligibility Committee consists of the principal (chair), vice-principal, guidance counsellor, athletic director, and coach/supervisor. They will meet to discuss:
 - a) Every extra-curricular suspension.
 - b) If a student is still failing two classes at the end of extra-curricular suspension.
 - c) If a student is placed on extra-curricular probation twice in the same school year.
 - d) At the discretion of the teacher advisor/coach, classroom teacher, and/or school-based administrator.