Tommy Douglas Collegiate

TOMMY DOUGLAS COLLEGIATE

Tigers

STUDENT HANDBOOK

2018-2019
## OUTSIDE AGENCIES (Saskatoon)

### CRISIS LINES
- **Child Protection Intake Line (Children under 16)**: (306) 933-6077
- **(16 & 17 year olds)**: (306) 933-7445
- **Crisis Nursery**: (306) 242-2433
- **Interval House**: (306) 244-0185
- **Pregnancy Crisis Line**: 1-866-870-3344
- **Saskatoon Crisis Intervention Service**: (306) 933-6200
- **Sexual Health Center Crisis Line**: (306) 244-2224
- **Suicide Crisis Line**: (306) 933-6200
- **YMCA Emergency Housing**: (306) 244-2844
- **YWCA**: (306) 244-0944

### COUNSELLING SERVICES & FAMILY SUPPORT
- **Catholic Family Services**: (306) 244-7773
- **Christian Counselling Services**: (306) 244-9890
- **Family Service Saskatoon**: (306) 244-0127
- **Kids Help Phone**: 1-800-668-6868
- **Metis Addiction Council of SK Inc.**: (306) 652-8951
- **Narcotics Anonymous**: (306) 652-5216
- **Saskatoon Indian & Metis Friendship Center**: (306) 244-0174

### CRIME & JUSTICE
- **Children’s Advocate**: (306) 933-6700
- **Elizabeth Fry Society**: (306) 934-4606
- **Human Rights Commission**: (306) 933-5952
- **John Howard Society**: (306) 244-8347
- **Legal Aid Commission**: (306) 933-7820
- **Public Legal Education Association (PLEA)**: (306) 653-1868
- **Saskatoon Police Services**: (306) 975-8300
- **Victim Services**: (306) 975-8400

### EDUCATION & HEALTH
- **AIDS Saskatoon**: (306) 242-5005
- **Gender & Sexual Diversity Avenue Community Centre**: (306) 665-1224
- **Saskatoon Open Door Society**: (306) 653-4464
- **Saskatoon Public Schools Central Office**: (306) 683-8200
- **Sexual Health Centre Help Line**: (306) 244-7989

### MENTAL HEALTH & ADDICTIONS SERVICES
- **Alcoholics Anonymous Central Office**: (306) 665-6727
- **Al-Anon/Alateen Information Services**: (306) 665-3838
- **Calder Center Youth Detox & Stabilization**: (306) 655-4526
- **Health Information Line**: 811

Support needed for something not listed above:
- Visit sk211.ca or phone: 211 (anywhere in Saskatchewan)
# Tommy Douglas Collegiate

## Bell Schedule

### Regular Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:55 – 9:58</td>
</tr>
<tr>
<td>Period 2</td>
<td>10:03 – 11:06</td>
</tr>
<tr>
<td>Break</td>
<td>11:06 – 11:21</td>
</tr>
<tr>
<td>Period 3</td>
<td>11:21 – 12:24</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:24 – 1:14</td>
</tr>
<tr>
<td>Period 4</td>
<td>1:14 – 2:17</td>
</tr>
<tr>
<td>Period 5</td>
<td>2:22 – 3:25</td>
</tr>
</tbody>
</table>

### Special Events Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>8:55 – 9:40</td>
</tr>
<tr>
<td>Period 2</td>
<td>9:45 – 10:30</td>
</tr>
<tr>
<td>Break</td>
<td>10:30 – 10:45</td>
</tr>
<tr>
<td>Period 3</td>
<td>10:45 – 11:30</td>
</tr>
<tr>
<td>SPECIAL EVENT</td>
<td>11:30 – 12:30</td>
</tr>
<tr>
<td>Lunch</td>
<td>12:30 – 1:20</td>
</tr>
<tr>
<td>Period 4</td>
<td>1:20 – 2:20</td>
</tr>
<tr>
<td>Period 5</td>
<td>2:25 – 3:25</td>
</tr>
</tbody>
</table>
TOMMY DOUGLAS COLLEGIATE

130 Bowlt Crescent

Saskatoon, Saskatchewan S7M 0L1

Main Office: 683-7910

Main Office Fax: 657-3952

Student Services Office: 683-7916

Student Services Fax: 657-3978

TommyDouglasSchool@spsd.sk.ca

Principal: Ms. Colleen Norris

Vice Principal: Jay Harvey
The students, staff and community of Tommy Douglas Collegiate believe our school is a place to belong.

Tommy Douglas Collegiate is a positive and safe learning environment where students grow personally, socially and academically. Our diversity is valued and celebrated. The Tiger family is committed to respect for self, for others and for the school community. We encourage one another to strive for personal excellence in all aspects of life.

We are honoured to be part of a school named after a great Canadian who acted on his belief that communities are responsible for taking care of one another.
# TABLE OF CONTENTS

Outside Agencies 2  
Bell Schedule 3  
Code of Conduct 5  
Table of Contents 6  
School Name/Song 7  
Principal’s Message 8  
Core Requirements 9-10  
TDC Partnerships / Key School Themes 11  
School Map 12  
Year at a Glance (School Calendar) 13-16  
Student Responsibilities 17-19  
Tommy Douglas Plagiarism Policy 20  
Tommy Douglas Smoking Policy 20-21  
Safe, Caring & Accepting Schools 21-23  
Emergency Measures 23-24  
Everbridge Emergency Notification System 25  
Role of the School Resource Officer 26  
Crime Stoppers 26  
Technology Use by Students 27-29  
Student Support Services 29  
General Information 29-31  
Extra-Curricular Activities 31-32  
Library Procedures/Driver Education 32-33  
Tommy Douglas Academic Awards 34-35  
Participation Awards (PAWS) 36  
Document Methods for Reports & Essays 36-37  
General Writing Guidelines 38-39  
How to Study for Exams 39-40  
Tommy Douglas Staff 2018-2019 41
Tommy Douglas Collegiate was named after public consultation with students, parents and staff, led by Mr. Colum Price, principal of Lester B. Pearson School. The Board selected Tommy Douglas as the name of the new public school collegiate to honour the former premier of the Province of Saskatchewan (1944-1961). Before entering politics, Tommy Douglas served as a Baptist Minister in Weyburn, SK. Tommy Douglas was a tireless crusader who worked for the betterment of all people in this province. Tommy Douglas is known for many firsts including the founding of Universal Medicare, later adopted by the federal government of Canada. He was honoured in 2006 by the people of Canada who voted him to be “The Greatest Canadian” on a CBC television series.

TOMMY DOUGLAS SCHOOL SONG

Hey, Tommy Douglas, stand up and cheer
Hey, Tommy Douglas, let them know we’re here.

We’ve got the spirit, we are the best –
Cheer for the orange, cheer for the blue,
Put them to the test.

Go for the victory, go for the score;
Make every Tiger stand right up and roar.

Give it all of our might as we play it right – Tigers win tonight, Tigers Win Tonight.
Welcome to Tommy Douglas Collegiate! Tommy Douglas Collegiate opened in 2007 and celebrated its first graduating class in 2009-2010. It is part of the Blairmore Integrated Facility which involves a unique partnership between Saskatoon’s two school divisions and the City of Saskatoon.

Tommy Douglas Collegiate is a modern high school that is home to approximately 900 students. We have two large gymnasiums, a 423 seat performing arts theatre, a large band room complete with practice rooms, a dance studio, an industrial arts wood shop, a home economics lab, science labs, a five thousand square foot fitness facility, and state of the art computer and graphic arts labs. We have a community room, food services area and a large commons area for students to enjoy outside of class time.

Sixty-eight acres of park space surround our school complete with soccer, softball, and football fields as well as walking and biking trails and an outdoor amphitheatre. The building that is home to Tommy Douglas is joined to Bethlehem Catholic High School by a common corridor through the City of Saskatoon’s Shaw Centre which includes a 50 metre pool, 25 metre warm-up pool, diving facility, indoor water park and slides, fitness areas and 160 metre indoor track for walking and jogging. We are delighted to be part of this one-of-a-kind facility, and are thrilled that our students and community have access to all that this facility has to offer.

At Tommy Douglas, we offer programming to meet the needs and interests of many students. We offer a broad-based curricular program that allows students countless choices in electives, including Dance, Digital Photography, and Performing Arts. We also offer enriched programing leading to optional Advanced Placement courses in a student’s Grade 12 year. Functional Living Skills (FLS) offers programming for young adults with special needs. In August 2009 our new Softball Academy began for students who wish to follow their passion for softball through this unique academic program. In response to our growing diversity we offer full EAL (English as an Additional Language) support for students new to our country and community. We also have a growing French Immersion program from which students graduate with a bilingual certificate.

While we enjoy showcasing our new facility and diverse programming we are most proud of our students and staff. We are proud of our students, who mirror Saskatoon’s diverse population with its many cultures and languages. We also have an exceptional staff at our school that work extremely hard to mentor and support all students in their educational journey.

This student handbook will be an excellent resource for you in the 2018-2019 year. Please familiarize yourself with our code of conduct and school expectations. Also be sure to utilize the study guides and other resources in this document.

Tommy Douglas Collegiate is a place to belong. We are honoured to have our school named after a great Canadian who acted on his belief that communities are responsible for taking care of one another.

All the best for a successful year in 2018-2019!

Colleen Norris,
Principal
# Tommy Douglas Collegiate Core Requirement Graduation Plan

## Grade 10
- English 10A
- English 10B
- Science 10
- Wellness 10

At least one of:
- History 10
- Native Studies 10

At least one of:
- Foundations Pre-Cal 10
- Apprenticeship Math 10

## Grade 11
- English 20

At least one of:
- Health Science 20
- Physical Science 20
- Computer Science 20
- Environmental Science 20

At least one of:
- History 20
- Law 30
- Psychology 20 or 30
- Geography 20 or 30

## Grade 12
- English 30A
- English 30B

At least one of:
- History 30
- Native Studies 30

At least one of:
- Math Foundations 20
- Math Pre-Calculus 20
- Apprenticeship Math 20

### Electives:
- 1. ____________
- 2. ____________
- 3. ____________
- 4. ____________

### At least two from either or one of each of:
- Arts Education* or Practical Applied Arts**

### Electives:
- 1. ____________
- 2. ____________
- 3. ____________
- 4. ____________
- 5. ____________
- 6. ____________

### Electives:
- 1. ____________
- 2. ____________
- 3. ____________
- 4. ____________
- 5. ____________
- 6. ____________

### TOTAL CLASSES:
- Grade 10 + Grade 11 + Grade 12 = a minimum of 24
- Successfully complete at least five subjects numbered "30"
- Minimum of 9 electives, at least 6 in Grades 11 or 12
- Please see Counsellor to discuss any Post-Secondary requirements

---

* ARTS ELECTIVES: Arts Education, Band, Choral, Dance, Drama, Music, Instrumental Jazz and Visual Art


---

*11, 21, 31 denotes Modified credits   * 18,28,38 denotes Alternate credits
### Tommy Douglas Collegiate French Immersion

#### Core Requirement Graduation Plan

<table>
<thead>
<tr>
<th>GRADE 10</th>
<th>GRADE 11</th>
<th>GRADE 12</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compulsory:</strong></td>
<td><strong>Compulsory:</strong></td>
<td><strong>Compulsory:</strong></td>
</tr>
<tr>
<td>□ English Language Arts B10</td>
<td>□ English Language Arts 20</td>
<td>□ Français 30F</td>
</tr>
<tr>
<td>□ Foncements de Mathématiques et Pré-Calcul 10F</td>
<td>□ Français 20F</td>
<td>□ Français Intégré B20F</td>
</tr>
<tr>
<td>□ Foncements de Mathématiques 20F</td>
<td>□ Français Intégré A20F</td>
<td>□ Sciences Sociales 30F</td>
</tr>
<tr>
<td>□ Français 10F</td>
<td>□ Foncements de Mathématiques 30F</td>
<td>□ English Language Arts B30</td>
</tr>
<tr>
<td>□ Histoire 10F</td>
<td>□ Histoire 20F</td>
<td><strong>Note:</strong> Some universities require both ELA30 and ELB30 in addition to Français Immersion30 for admission.</td>
</tr>
<tr>
<td>□ Sciences 10F</td>
<td>□ Choose 1 Sciences:</td>
<td>□ Wellness 10</td>
</tr>
<tr>
<td>□ Wellness 10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- At least two Arts Education or Practical & Applied Arts Electives at the 10, 20 OR 30 level.

#### Unspecified Electives:

**GRADE 10**

- 1. 
- 2. 
- 3. 

**GRADE 11**

- 1. 
- 2. 
- 3. 
- 4. 

**GRADE 12**

- 1. 
- 2. 
- 3. 
- 4. 
- 5. 
- 6. 

Total of 12 credits (Grade 10, 11, 12) must be in French to receive Bilingual status with Saskatchewan Learning.

□ Total of Compulsory and Elective Courses for Grades 10, 11 and 12 must be greater than or equal to 24.

**NOTE:** Meeting minimum requirements does not necessarily satisfy entrance requirements for post-secondary institutions. Please consult with counsellors to confirm appropriate program choices.
TOMMY DOUGLAS PARTNERSHIPS

Tommy Douglas Collegiate, Bethlehem Catholic High School, and the City of Saskatoon have entered into a unique partnership all under the same roof to form the “Blairmore Integrated Facility”. The partners have worked together to develop a unique and collaborative approach to integrate resources. These resources include land, buildings, programs, and services, while continuing to respect the unique mandates of each participating partner. Tommy Douglas Collegiate, in partnership with the City of Saskatoon, shares a second gymnasium, a fitness facility, and a commons area. It is our vision and hope that this partnership will serve our students and the community in unique and exciting ways.

KEY SCHOOL THEMES

Academics: TDC offers a full complement of courses offered and taught by highly qualified teachers. Advanced Placement program is offered.
Advisory: Staff plans special events and retreats designed to increase student belonging to school.
Community: A unique partnership exists between Saskatoon Public Schools, the City of Saskatoon and the Greater Catholic School Division.
Cultural: TDC celebrates cultural diversity in all its forms.
Environment: Environmental stewardship is incorporated into current and developing curriculum.
Fine Arts: Students are able to participate in band, musicals, dance, visual, and graphic and performing arts courses.
Wellness/Athletics: Students have access to two gyms, an indoor track, a fitness centre, as well as 68 acres of park space which includes 3 softball diamonds, 2 soccer pitches and a football field.
<table>
<thead>
<tr>
<th>Week of</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sep 4-7</td>
<td>3 No School</td>
<td>4 Classes Begin</td>
<td>5 picture day</td>
<td>6 Textbook Issuing</td>
<td>7 Cross Country Meet 4:15</td>
</tr>
<tr>
<td></td>
<td>Labour Day Holiday</td>
<td>Textbook return</td>
<td>Textbook Issuing</td>
<td>Sr. Football Game</td>
<td></td>
</tr>
<tr>
<td></td>
<td>XC begins Aug 27</td>
<td>Volleyball begins</td>
<td>Cross Country Meet</td>
<td>Game@7:30pm vs CCI</td>
<td></td>
</tr>
<tr>
<td>Sep 10-16</td>
<td>WELCOME WEEK!</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gr:9 Parent Orientation 7pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gr:9 Amazing Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Door Tutoring Room 116</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30-5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys Volleyball Game@6pm vs AB</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls volleyball@6:15pm vs AB</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 17-21</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Door Tutoring Room 116</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30-5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cross Country Meet</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>4:15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr Football game@4:15 vs Beth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys Volleyball game@7:15pm vs HC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sep 24-30</td>
<td>24</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Door Tutoring Room 116</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30-5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys Volleyball game@7:15pm vs EH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls volleyball@6:15pm vs Beth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 1-5</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Door Tutoring Room 116</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30-5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Jr. Football game@7:15pm vs EH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 8-12</td>
<td>8 No School Thanksgiving Day Holiday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>XC Provincials Oct 13th</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 15-19</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Door Tutoring Room 116</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30-5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys Volleyball game@8pm vs SCS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 22-26</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Door Tutoring Room 116</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30-5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls volleyball@6:15pm vs STJ</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 29-Nov 2</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Westminster University Cheer Pom Begins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 5-9</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curling begins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>See your Future Career Fair</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curling begins</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Door Tutoring Room 116</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30-5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sr. Volleyball Semi Finals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 13-16</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Welcome Week Game</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sr Foot@3:30 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>TDC vs Beth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pep Rally</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 17-21</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Door Tutoring Room 116</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30-5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys Volleyball game@7:15 pm vs Beth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 22-25</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SRC Food Fundraiser</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sr. Football Game</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>game@7:30pm vs St. Joe’s</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 26-Nov 2</td>
<td>22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Football Semifinals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 29-Nov 2</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SRC Halloween Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 30-Nov 2</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open Door Tutoring Room 116</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3:30-5:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 30-Nov 2</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SRC Halloween Events</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 5-9</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No School - Staff P.D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 12-16</td>
<td>12</td>
<td>No School Statutory Holiday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----</td>
<td>----------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 19-23</td>
<td>19</td>
<td>Basketball begins</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nov 26-30</td>
<td>20</td>
<td>Open Door Tutoring Room 116, 3:30-5:30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 3-7</td>
<td>21</td>
<td>P.A.R.T.Y. Program (Well 10)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 10-14</td>
<td>22</td>
<td>Band Concert 7 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 17-21</td>
<td>23</td>
<td>SRC Spirit Day-80's Day Shot Classic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 24-28</td>
<td>24</td>
<td>Swimming Meet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dec 31-Jan 4</td>
<td>25</td>
<td>Christmas Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 7-11</td>
<td>26</td>
<td>Musical Auditions all week</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 14-18</td>
<td>27</td>
<td>Dance Recital 7pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 21-25</td>
<td>28</td>
<td>PERIOD 1 EXAMS Textbook return</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 28-Feb 1</td>
<td>29</td>
<td>School PD Turn Around Day No Open Door Tutoring</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semester 1 2018-2019</td>
<td><strong>Tiger Tuesday’s (wear your TD gear!)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of</td>
<td>Monday</td>
<td>Tuesday</td>
<td>Wednesday</td>
<td>Thursday</td>
<td>Friday</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Jan 28-Feb 1</td>
<td>28 Period 5 Exam</td>
<td>29 Semester Turn Around</td>
<td>30 Semester Turn Around</td>
<td>31 Sep II begins</td>
<td>1 Textbook Issuing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 Open Door Tutoring</td>
<td>6 Wrestling Duals City Champ 4:30-5:00pm 2 mats</td>
<td>Textbook Returns Night of Improy</td>
<td></td>
</tr>
<tr>
<td>Feb 4-8</td>
<td>4</td>
<td>5 Open Door Tutoring</td>
<td>6 Wrestling Duals 1:30-5:30</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Feb 11-15</td>
<td>11 French Trip to Quebec Feb 16-19th</td>
<td>12 Open Door Tutoring Wrestling Duals City Champ 4:30-5:00pm 2 mats</td>
<td>13 TD Open House 7:00 pm Wrestling Jr. Champ 4:30-9:00 pm 2 mats</td>
<td>14 SRC Spirit Day – Red &amp; White Day</td>
<td>15 SRC Food Fundraiser</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feb 25-Mar 1</td>
<td>25 Badminton begins</td>
<td>26 Open Door Tutoring</td>
<td>27</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 4-8</td>
<td>4</td>
<td>5 Open Door Tutoring</td>
<td>6</td>
<td></td>
<td>8 March 8 &amp; 9 Warran Cheer Classic March 8 &amp; 9 Wrestling Provincial Championship</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Curling Provincials (219m)</td>
</tr>
<tr>
<td>Mar 11-15</td>
<td>11 No School</td>
<td>12 Open Door Tutoring</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 18-Mar 22</td>
<td>18</td>
<td>19 Open Door Tutoring</td>
<td>20</td>
<td></td>
<td>21 Multicultural Day Gr 9 Band Trip Regina</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>22 Gr 9 Band Trip Regina</td>
</tr>
<tr>
<td>Mar 25-Mar 29</td>
<td>25 Grad Photos</td>
<td>26 Grad Photos Open Door Tutoring</td>
<td>27 Grad Photos Band Concert 7pm</td>
<td>28 Grad Photos PTIs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 1-5</td>
<td>1 Golf begins</td>
<td>2 Open Door Tutoring</td>
<td>3</td>
<td>4 SRC Spirit Day-Hippie Day</td>
<td>5 AP English Practice Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 8-12</td>
<td>8 7 v7 Soccer begins Track &amp; Field begins</td>
<td>9 Open Door Tutoring</td>
<td>10</td>
<td>11</td>
<td>12 SRC Food Fundraiser</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- *Tiger Tuesday’s* (*wear your TD gear!*)
- Grad Photos
- PTIs - no school for students
- SRC Spirit Day-Hippie Day
- SRC Food Fundraiser
<table>
<thead>
<tr>
<th>Week of</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 15-19</td>
<td>15</td>
<td>16 Open Door Tutoring</td>
<td>17</td>
<td>18 SRC Spirit Day-Class Color Day Midterm Report Cards</td>
<td>19 NO SCHOOL Good Friday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 29-May 3</td>
<td>29</td>
<td>30 Open Door Tutoring</td>
<td>1 Economics for Success-Gr 10</td>
<td>2 SRC Spirit Day-Jersey Day</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 6-May 10</td>
<td>6</td>
<td>7 Open Door Tutoring</td>
<td>8 AP English Exam</td>
<td>9 AP Calculus Practice Exam</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 20-24</td>
<td>20 No School – Victoria Day</td>
<td>21 Open Door Tutoring</td>
<td>22 Northern Canoe Club Trip</td>
<td>23 Northern Canoe Club Trip</td>
<td>24 Northern Canoe Club Trip (25 &amp; 26 as well) SRC Food Fundraiser</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 27-31</td>
<td>27</td>
<td>28 Open Door Tutoring</td>
<td>29</td>
<td>30 SRC Spirit Day-Future Selfie Day</td>
<td>31</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jun 3-7</td>
<td>3</td>
<td>4 Open Door Tutoring</td>
<td>5 Dance Recital 7 pm 7 v 7 Soccer Cities (tentative)</td>
<td>6 Close Day/Formal Day School Picture @ 11</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jun 10-14</td>
<td>10</td>
<td>11 Open Door Tutoring</td>
<td>12 Athletic Awards Banquet 7pm</td>
<td>13 SRC Spirit Day-Tacky Tourist Day</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jun 17-21</td>
<td>17 alternate schedule</td>
<td>18 PD 1 FINAL EXAM</td>
<td>19 PD 2 FINAL EXAM</td>
<td>20 PD 3 FINAL EXAM</td>
<td>21 PD 4 FINAL EXAM</td>
</tr>
<tr>
<td></td>
<td><strong>alternate schedule</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Gr 9-11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
STUDENT RESPONSIBILITIES

TOMMY DOUGLAS ATTENDANCE INITIATIVE AND INTERVENTION PLAN

School attendance is both a right and a responsibility. Regular attendance is one of the most important aspects of academic success and punctuality is crucial at the high school level.

Our school staff partners with students and parents/guardians in ensuring students meet or exceed the attendance requirements of Saskatoon Public Schools and the Saskatchewan Education Act, 1995.

Consistent attendance, academic success, and school or grade completion have a positive correlation. The Tommy Douglas Attendance Initiative and Intervention Plan provides parameters and supports and reinforcement to achieve consistent attendance and subsequent academic success for all students.

**Accurate course attendance records are essential. It is important that students and parents/guardians ensure attendance records are accurate. Attendance should be reviewed on a weekly basis and any corrections must be made within five school days.**

STUDENT ATTENDANCE INCENTIVE

Attendance Incentives are designed to recognize those students who have made efforts to attend classes regularly and punctually. In some courses, students may earn attendance incentives. Attendance incentives will be communicated on individual course outlines by teachers.

ATTENDANCE

It is expected that students will be at each class, be on time and work to the best of their ability. Tommy Douglas asks parents to contact the attendance line (306) 683-7910 and leave a message prior to an absence from school in all cases except emergencies. In an effort to ensure that parents are notified when students are absent from class, we have a computerized attendance notification system. This system allows us to call every home each evening about any unexplained absences that students have. Our goal is to communicate with parents/guardians in a timely way so that they can follow up on these incidents as they occur. We are hopeful that this daily contact concerning attendance will be useful to parents and students.

Students who are absent, regardless of the reason, are still responsible for work missed or tests not written. The overall time missed from classes directly influences the opportunity for success, and consequently needs to be monitored closely.

Students absent for the following reasons will be recorded as absent:

- **Illness** – verified by a phone call or note from a parent, guardian or doctor;
- **Medical or dental treatment** – verified by a note or call from a parent, guardian or doctor;
- **Court/Legal** – verified by a court document (summons, subpoena);
- **Compassionate** – verified by a phone call or note from parent or guardian;
- **Extended absence** – approval granted by a parent, teacher and administrator documented on an extended absence form prior to the absence;
- **Special circumstances** – verified by a phone call from a parent or guardian and discussed with the principal or vice principal.
Absences for all other reasons (i.e. slept in, missed bus, working etc.) will be recorded as unacceptable absences.

TOMMY DOUGLAS COLLEGIATE ATTENDANCE PROTOCOLS

Students Who Are Aged 16 and Older

- After 5 unexcused course absences, the classroom teacher will contact home to inform the parents/guardians.
- After 10 unexcused course absences, a designated administrator/guidance counsellor/staff member from the attendance team will contact the parents/guardians to discuss the student’s attendance. The student and his/her parents may meet with the attendance team to discuss attendance.
- After 15 unexcused course absences, a designated administrator/guidance counsellor/staff member 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 may 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. Parents/guardians will be informed that the student has been withdrawn from the course.
- A student who has been withdrawn from a course may re-enroll in that course the next semester.
- Parents must be aware that, if they are giving permission for an absence for illness or any other circumstances for which the family considers to be sufficient, the parent/guardian also assumes responsibility for results of absences such as, lower or failing grades and an increased homework load.

Students Who Are Under 16

- After 5 unexcused course absences, the classroom teacher will contact home to inform the parents/guardians.
- After 10 unexcused course absences, a designated administrator/guidance counsellor/staff member from the attendance team will contact the parents/guardians to discuss the student’s attendance and the possibility of referral to Satellite programming 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 to schedule a meeting with parents/guardians. 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 and if attendance issues persist and reach 20 days a referral will be made to Satellite programming.
- After 20 unexcused days in a course or 120 classes in all courses the student will be referred to Satellite programming. A standard letter of notification will be sent to the parents/guardians informing them that the student will be referred to a Satellite program.
- After 20 CONSECUTIVE unexcused DAYS of school, the student will be withdrawn as per the Ministry of Education guidelines.
- Parents must be aware that, if they are giving permission for an absence for illness or any other circumstances for which the family considers to be sufficient, the parent/guardian also assumes responsibility for results of absences such as, lower or failing grades and an increased homework load.
- Despite being excused, students may still be withdrawn after 20 classes in the course and referred to the Satellite programming if they are not achieving 50%.
Saskatoon Public Schools Satellite Programs

When a student does not meet the requirements of Tommy Douglas Collegiate attendance protocols, our administrative team may apply for a student to attend Satellite programming. The goal of Saskatoon Public Schools Satellite programming is to support students to acquire school ready behaviors and skills. The goal for the program is for students to transition back to their neighborhood high school the following semester.

LATES
Any student who comes to school late or is late for a class for any period of the day is expected to report directly to class. Students who are habitually late for class will be subject to the same sequence of events as students who are poor attendees.

LEAVING SCHOOL EARLY
Students who become ill or who must leave for any other acceptable reason during the day must report to, and sign out with the Attendance Secretary before leaving school. They will be allowed to use the office phone to contact a parent/guardian to inform them that they are leaving. Students under age 16 will require school contact with parents or guardians prior to leaving the school.

EXTENDED ABSENCES
Students who will be absent for more than five (5) days must obtain a form from the Attendance Secretary prior to the absence. Each teacher will list on the form any academic consequences of the absence that are known at the time, and the assignments that must be completed. It is also understood that an extended absence from school may adversely affect the student’s mark on evaluation of the course content covered during the absence.

HOMEWORK REQUESTS FOR STUDENTS
If a student is absent for two or more days, the school recommends that a parent/guardian request homework through the attendance secretary in the morning. The attendance secretary will contact each of the student’s teachers and homework will be available at the office after 3:15 p.m. The attendance phone number is 683-7910.

ACADEMIC INTEGRITY
Honesty and responsibility are key values promoted at Tommy Douglas Collegiate. Students are expected to pursue their studies with these values in mind. Cheating erodes the essence of these values. Breaches of academic integrity include:

- Using or possessing unauthorized information in exams.
- Gaining unauthorized assistance in exams.
- Concocting or distorting results from labs, shop projects or reports.
- Representing the work of another as one’s own (see section on Documentation Methods for Written Submissions).
- Using unfair mechanical or technological advantages.
- Aiding another student’s dishonesty.

Parents and administrators will be informed of any breaches of academic integrity. To avoid confusion, students should check with teachers regarding their expectations about assignments.
TOMMY DOUGLAS PLAGIARISM POLICY

AVOIDING PLAGIARISM
Plagiarism is the act of taking any portion of a published work or another’s work and submitting it as your own without giving credit to the original author(s). Plagiarism is a serious offence because it is dishonest on both a personal and academic level. Self-plagiarism is also theft. Universities refer to self-plagiarism as a double submission. Work you do for an assignment must be original work for that assignment, and that assignment only; you must not have used the material for any other assignment in the past, and you must not intend to use the material for any future assignments. If you have any questions about any of the material you are using, check with your teacher. It should be noted that plagiarism can be easily avoided by checking with your teacher if you are unsure about your material or how to reference it. If a student wants to use a portion of a published or unpublished work to support or enhance what she/he is writing, that work may be used as long as it is cited. Simply by honestly admitting the use of the published or unpublished work and by referencing it properly, there will never be any question about plagiarism. This strong warning is only for the few students who might be tempted to try to pass something off as their own, when, in fact, it is not.

PENALTIES FOR PLAGIARISM
1. The penalties for plagiarism will range depending on the circumstances and severity of the theft. It is up to the individual teacher to decide what and how severe the penalty will be. Until the situation has been resolved, all students will receive a mark of 0.
2. If a student has plagiarized, the learning coordinator in the subject area will be notified of the situation in writing and the student(s) in question will not be eligible for any award in that subject for the academic year in which the plagiarism occurred.
3. Should parents wish to meet to discuss the situation involving their son/daughter, such a meeting will involve the classroom teacher, the learning coordinator, and an administrator.

TOMMY DOUGLAS SMOKING POLICY
At Tommy Douglas Collegiate, we are making every effort to maintain a healthy and smoke free environment. Please take care of your health and see our guidance counsellors or school health nurse for information on how to quit smoking.

What is the Law?
No one is allowed to smoke on school property at any time due to the provincial Tobacco Control Act. E-Cigarettes and vaping devices are also not permitted on school property or at school-sponsored events. The City of Saskatoon Bylaw No. 8286 The Smoking Control Bylaw prohibits smoking or vaping in outdoor public places owned or operated by the city.

What is “school property”?
- School property ends on the south side of the school by Bowlt Crescent and north side of the school at the service road running behind the school.
- School property also ends at the parking lot and football field boundaries.
- As school property includes all parking areas, students are not to smoke on the asphalt surfaces of the parking areas. This includes the interior of cars.
What are the consequences if you smoke on school property?

The student who smokes on school property:

- The second incident: the student will receive a one-time warning letter sent to the student’s parent/guardian(s) if the students is under the age of 18, or to the student if they are over 18.
- The third incident: A one day suspension from school with a meeting between student, parents and school administration before student is allowed to return to school.
- The fourth incident: The school will contact the local public health office and inform them of the details of the offences and the action taken. Tobacco enforcement officers will determine the course of action. A $200.00 ticket will be issued.

Note: A Tobacco Enforcement Officer may visit the school and issue a ticket with an associated fine, irrespective of the School Policy, at any time. A $200.00 ticket will be issued.

ILLEGAL SUBSTANCES

Possession, use or trafficking in alcohol, illegal drugs or any other abusive substance, as well as, possession of dangerous weapons will not be tolerated. Violations will be dealt with as disciplinary matters with the involvement of appropriate law enforcement officers. Students involved in such matters will face an array of penalties ranging from suspension and disciplinary transfer, to expulsion. Counseling and rehabilitation programs may be a condition of a return to an educational setting.

HEALTHY LIFESTYLES

All students have a right to attend school in an environment conducive to learning. Since alcohol and other drug use is illegal, and interferes with both effective learning and the healthy development of children and adolescents, the school has a fundamental legal and ethical obligation to prevent drug use and to maintain a drug-free educational environment.

SAFE, CARING & ACCEPTING SCHOOLS

At Saskatoon Public Schools, our goal is to provide school environments that are safe and caring places where excellence in learning is a priority and everyone feels included.

Saskatoon Public Schools believe that all students, parents and guardians, staff, volunteers and visitors have the right to be safe and to feel safe, in their school. We also believe that the development of an ethical framework is a key aspect of a student’s development.

SAFE & CARING SCHOOLS PLAN

Our schools have clearly defined and well-communicated set of values and expectations. Our schools use a variety of educational, proactive programs to teach values and appropriate behaviours, and to help students learn the importance of making positive choices. Our schools believe in progressive discipline with consequences based on individual needs, the degree of the problem and the ability of the person to understand and handle the consequences.
WORKING TOGETHER FOR SAFE SCHOOLS

Saskatoon schools have well-developed partnerships in our community. We work closely with Saskatoon Police Service and Saskatoon Fire and Protective Services to help ensure that our schools are safe places to be. Throughout the school year, we will practice fire drills, lock down drills, and shelter in place drills. Information will be shared with students in advance of these practice drills.

COMMUNITY THREAT ASSESSMENT AND SUPPORT PROTOCOL

On August 30, 2011, Saskatoon Public Schools signed a protocol with a number of community agencies pledging to work together towards creating safer schools and a healthier community. The Community Threat Assessment and Support Protocol is an important part of our school division’s safe and caring schools strategy.

RESPECT FOR PROPERTY, SCHOOL AND COMMUNITY

Please make every effort to be a good citizen both in the school and in our community. It is important for students to accept responsibility for maintaining a clean, pleasant, and healthy environment. This includes students treating the Tommy Douglas building and surrounding school grounds with respect and care.

The following are expectations for our students:

- Talk to each other with respect and use appropriate language. Swearing and coarse language will not be tolerated.
- Intimate displays of affection are not considered appropriate school behaviors.
- Students are responsible for taking care of their personal property. Mark all textbooks, notebooks, and gym equipment with your name. Do not bring large amounts of money or valuables such as jewellery or portable stereos to school. The school carries no insurance on student property.
- Skateboarding is not permitted anywhere within Tommy Douglas Collegiate and the surrounding campus (except in skateboard park), including the Commons area. Skateboards should be stored in student lockers during school hours.
- All acts of vandalism, theft, and damage (accidental or intentional) must be reported to a staff member, teacher, or school administration. Necessary action will be taken.

BULLYING

Bullying is a serious lack of respect for others and will not be tolerated. It can be generally defined as the use of aggression, intimidation or cruelty with the deliberate intent of hurting another person physically or emotionally. Bullying causes pain and stress to the victim and the victim’s family. Bullying is never justified and is not excusable as “kids being kids,” “just teasing” or similar rationalizations. The victim is not responsible for being a target of bullying. Bullying includes use of the internet that causes pain and stress to another person.

Bullying Report/Response Procedures

1. All bullying incidents should be reported immediately to a staff member.
2. The staff member will share information with administration.
3. Depending upon the circumstances, the parents of both the victim and perpetrator will be informed.
4. The bullying behaviour or threats will be investigated quickly and thoroughly by the administration.

Both the victim and perpetrator will be informed that the behaviour must stop immediately and appropriate action will be taken and consequences will be determined.
SEXUAL HARASSMENT POLICY

Saskatoon Public Schools (SPS) is responsible for establishing policies for the protection of the human rights and dignity of employees and students. Sexual harassment of any employee or student by an employee or student is unacceptable and shall warrant disciplinary action and may be considered grounds for dismissal or expulsion. The SPS recognizes its responsibility to educate employees and students about sexual harassment. Sexual harassment is defined as unwelcome sexual advances, request for sexual favours, and other verbal or physical conduct of a sexual nature. Students/parents are encouraged to report incidents of sexual harassment to the school administration, school counsellor, or teacher. The onus is on the student/parent to report instances of sexual harassment as soon after the incident as is reasonably possible. Reports of sexual harassment will be dealt with in strict confidence and with respect.

At any step of the investigative procedures the complainant or respondent may choose to be accompanied by a friend, parent/guardian or other counsel. Following the investigation, appropriate remedies or sanctions will be applied in keeping with due process. Such action may include verbal warning, written reprimand, suspension and/or transfer. Any interference or attempt at coercion in the investigative process by, or on behalf of, the complainant or respondent will be considered grounds for immediate disciplinary action.

In addition, every effort will be made to ensure that all will be done to protect staff and students against complaints or accusations that are trivial, frivolous, or made in bad faith. (For more information, please see Board Policy 7190, which is available from the Principal or in the SPS website)

VIOLENCE/HARASSMENT

Any form of violence or harassment towards others will not be tolerated at Tommy Douglas. Staff, administration and students recognize and value the importance of a safe environment in which learning takes place. Our expectation for students is that every individual treats every other individual with respect, tolerance, and a sense of caring. Any instance of harassment or violence should be reported to a staff member or administration immediately. Students involved, either as a participant or a spectator, in such inappropriate activity can expect consequences commensurate with their behavior.

These may include reprimand, suspension, transfer, or expulsion. Should conflicts arise, students are expected to try to work out their differences in a reasonable and peaceful manner. Counselors, administrators, and staff are willing to help as mediators or arbitrators if needed.

EMERGENCY MEASURES

Evacuation, Lock Downs and Fire Drill Procedures

Fire drills at regular intervals are required by law and are an important safety precaution. The procedure is posted in all classrooms. When the fire alarm sounds, students must leave their books behind and are not to retrieve a coat or other belongings from their lockers. Students are to exit according to the route posted. Walk quickly, but do not run. When outside, move well away from the doors so that others may get out easily. Precede to a safe location designated by the classroom teacher and listen carefully to his/her instructions. Attendance will be taken and this information will then be communicated to designated staff members. Students may return to the school only when the three “all-clear” bells sound.
Shelter-In-Place/Lockdown Procedures

A few times each school year, students and staff will practice shelter-in-place/lockdown procedures to ensure that everyone is prepared for a situation where students and staff are asked to remain in classrooms during an emergency situation. Teachers will discuss the importance of these procedures with students before and after the practice sessions.
EVERBRIDGE Emergency Notification System

At Saskatoon Public Schools, the safety of our students and staff members is our first priority. As part of this commitment, it is our goal to provide you with important information promptly.

When there is an urgent situation that causes a disruption at your child’s school (e.g., severe weather, water main break, power outage or school lockdown), Saskatoon Public Schools will use the Everbridge emergency notification system. Through the Everbridge system, our school division can send out information simultaneously by text message to your cellphone, by email, and voicemail message to your home phone and cell phone.

Through each of these methods, the person receiving the message will be asked to confirm it has been received. This helps the school keep track of who has been notified and who still needs to be reached.

Here’s what the messages will look like:

TEXT MESSAGE
Subject line will identify the affected school.
- Message is limited to 160 characters.
- Confirmation is requested by replying.

EMAIL
Subject line will identify the affected school.
- Can provide more detail about the situation.
- Confirmation is requested by clicking a link.

VOICEMAIL
A recorded message will provide the pertinent details.
- Message begins with “This is an important message from Saskatoon Public Schools”
- Confirmation will be requested by pushing button on your phone.

** IMPORTANT **
For notification, we will be using the home phone number, cell number and email address provided for all parents, guardians and emergency contacts listed for each student.
Please ensure all contact information is up-to-date with the school.
ROLE OF THE SCHOOL RESOURCE OFFICER (SRO) IN SCHOOL

The Saskatoon Police Service School Resource Officer Program is a community policing initiative with police officers serving as daily resources to staff, students, parents, guardians and the community within the school environment.

The goals of the School Resource Office Program include:

- Developing positive attitudes and relationships between children, youth, and the police; helping to create a safe school environment.
- Serving as a resource for the school community in the areas of law, the police role in the community, and legal consequences.
- Liaising with other sections of the Saskatoon Police Service to share information and provide assistance when required.
- Serve as a positive role model to students and school staff.
- Establish and maintain open lines of communication with students, parents, guardians, and school staff.
- Provide education on safety, substance abuse, life skills, and the justice system to both elementary and high school students.
- Reduce crime through education, enforcement and personal interaction with students and staff.
- Take reports and investigate incidents within the school. In some cases, mediation, warnings, and diversion from the criminal justice system may lead to a successful resolution to a complaint. In other cases, a criminal charge may result.

STUDENT CRIME STOPPERS PROGRAM

Students are encouraged to assist in the solving of school and neighborhood related crime by participating in this anonymous TIPS program. All calls are STRICTLY ANONYMOUS and information received is forwarded to the appropriate school administrator. Each school will utilize the information received from the TIPS line in a manner appropriate for each situation.

How it works
1. A Crime is committed in your school or neighborhood.
2. You know who was responsible or somebody who might know who was Responsible.
3. Call Crime Stoppers at 1-800-222-TIPS (8477) or leave a secure tip online at www.saskatooncrimestoppers.com.
4. Your information will be taken in strict confidence. Your anonymity is guaranteed.
5. You will be given a tip number. You must keep this secret to ensure anonymity.
6. After three weeks, call back to the 1-800-222-TIPS (8477) number. Refer to your secret tip number and you will be updated as to the progress of your tip.
7. If your tip leads to the crime being solved, you will qualify for a cash reward.
8. You will be given instructions on how to receive your reward. Remember, all rewards are paid in cash since we will not have your name.
TECHNOLOGY USE BY STUDENTS

Today, students live and learn with technology in and out of school. If students choose to bring to school personal technological equipment, then they should know that Tommy Douglas Collegiate does not carry insurance to protect the loss of student property. Personal technological property includes: cell phones, iPods, Laptops, MP3 players, cameras and similar technology. Cell phones are not to be used in class, unless students have their teacher’s permission. The use of cell phones should not cause a student to be late for class or disrupt the learning environment in any way. Other personal technological equipment should not be used during classes without teachers’ consent. As well, students are not allowed to have laser pointers at school. If students choose to use personal technological equipment inappropriately, then it will be confiscated.

INTERNET ACCEPTABLE USE PROCEDURES FOR STUDENTS

Saskatoon Public Schools believe that the use of the Internet and/or personal digital devices supports relevant and challenging life-long learning for our students. All activity conducted on hardware owned by Saskatoon Public Schools is logged. Activity logs may be viewed and used where necessary to ensure our Administrative Procedure 140 – “Computer/Online Services Acceptable Use” is followed.

To support additional learning opportunities, Saskatoon Public Schools has also provided Internet wireless access in all schools and initiated broad education efforts related to “Digital Citizenship in the 21st Century”. Students are provided with individualized computer accounts and passwords to access computers and online/wireless services to support their learning. Students who elect to bring personal digital devices to school have the ability to access the Internet with their account. This access is subject to the school’s overall rules regarding personal digital devices. Examples of personal digital devices include cell phones, MP3 players, IPod, IPad, notebook computer etc.

When using digital devices, students must adhere to the following principles:

• Digital devices are to be used to enhance the learning that takes place in schools. They are not to disrupt that learning.
• Digital devices are to be used in a manner that is respectful of all students and school staff. For example, students using digital devices to photograph or video any member of the school staff or students in the school without the permission of those staff or students is considered disrespectful.

1. Access to the Internet and wireless services, either with school division or personal digital devices is an individual privilege enjoyed by students, not a right.
2. A student’s conduct on the Internet and wireless services, either with school division or personal digital devices, is governed by the same expectations which guide his or her behaviour at school.
3. In elementary schools, access to the Internet with school division digital devices is provided only when students are supervised.
4. In collegiates, students may access the Internet with school division digital devices without supervision.
5. If students choose to bring personal digital devices to school (at both the elementary and secondary level) they can access the Internet (whose sites have been filtered as per point 7 below) without supervision during non-instructional time (e.g. lunch hour, before or after class). During instructional time they can access the Internet with their teacher’s permission.
6. Students who choose to bring personal digital devices to school should be aware of the following:
   • In the event the digital device is used in an in appropriate manner, (or inappropriate use is suspected), the digital
device itself can be confiscated and may be searched by a member of the school’s administrative team. If parents/students do not agree with this condition students should not bring the digital device to school.

• Schools are not responsible for the theft or loss of personal digital devices that students may choose to bring to school.

7. Saskatoon Public Schools actively blocks access to inappropriate Internet sites. If a student deliberately seeks to access inappropriate material or uses the computer services provided in a malicious manner, the consequences are governed by the Saskatoon Public Schools’ Administrative Procedure 140 – “Computer/Online Services Acceptable Use” - which can be found on the Saskatoon Public Schools’ public website at www.spsd.sk.ca/files/board/AdministrativeProceduresManual.pdf

Consequences are outlined in Administrative Procedure 140 and appear in the student version of the procedure as follows:

What can happen to me if I break the rules?

1. I won’t be able to use the computers.
2. I might be disciplined.
3. I might have to pay for what I broke.
4. The police may be called.

8. If you do not want your son/daughter to access the Internet at school, please contact the school and request the Internet Use Denial Form. This form is then signed by the parent or guardian and returned to the main office.

**CELL PHONE USE**

Cell phones are to be turned off and not visible during instructional time. Students who have spares are asked to use their cell phones in the Commons area. Students who do not comply with classroom cell phone policy will be asked to submit their phone to their teacher until class is over. If cell phone use continues to disrupt instructional time, administration will become involved.

**COMPUTER USE**

Tommy Douglas Collegiate has many computers available for students. Use of laptop computers and work station computers is governed by the following Saskatoon Public Schools Acceptable Use policy. Computer use is available to all students by using their USER ID and password. Students may obtain assistance with their passwords from Student Services. Students working on computers in the library are expected to follow the same procedures as used in the computer labs. The library computers are normally available every day until 4:00 p.m.

Game playing is not allowed, nor are students generally allowed to bring disks from home. Students must use only their own USER ID, and must not share their passwords with other students. Violation of these rules may lead to loss of computer privileges, regardless of the fact that a student is enrolled in a computer class. (This also includes chat rooms and instant messaging sites.)

Please be guided by the following principles when using a school computer:

- Use the equipment for educational purposes only.
- DO NOT produce or view any offensive material.
- Respect all copyright issues.
- Care for the equipment better than your own.
- Do not modify any hardware or software in ANY way.
• Be environmentally friendly and avoid wasting paper.
• Do not store any executable files on the system.
• Unless endorsed by a teacher, the viewing of Broadband video is unacceptable.

Students who abuse their computer privileges **will be responsible for any cost incurred to the school as a result of their actions, and will also lose computing privilege in the school.**

**STUDENT SUPPORT SERVICES**

**STUDENT SERVICES**

A variety of services are available to assist students with educational, career, and more personal decisions. Tommy Douglas Collegiate’s counsellors, Ms. Darla Lee-Walde, Ms. Armstrong & Mr. Berg provide guidance through individual counselling and class presentations. Student concerns will always be handled quickly and confidentially.

Some examples of the many services offered by Student Services include: help with scholarship and post-secondary applications, counselling about healthy relationships, healthy lifestyles, family and personal issues and overall student wellness. Students are always welcome in Student Services.

**CAREER CENTER “EYE OF THE TIGER”**

Our career facilitator is Ms. Carter. Resources are available pertaining to self-awareness testing, post-secondary institutions, scholarships, apprenticeship, résumé’s, interviews and general information about careers. Remember to check out Career Cruising from home: [www.careercruising.com](http://www.careercruising.com). Also visit [www.futurepaths.ca](http://www.futurepaths.ca) for additional career support.

**LEARNING ASSISTANCE**

Students who experience significant challenges with organizational skills, reading, spelling and/or mathematics are eligible for resource support. Ms. Kostiuk, Ms. Armstrong and Mrs. Flowers our resource teachers, will work with parents, students, and classroom teachers in developing strategies to help students succeed in these areas.

**SCHOOL NURSE**

Students with health concerns are encouraged to check with Student Services to obtain the health nurse’s schedule for the week or schedule is posted on the door.

**RESTORATIVE ACTION PROGRAM (RAP)**

RAP's Mission is to work with youth to develop and practice conflict management, relationship management, and leadership skills using an approach that focuses on prevention, intervention and reconnection. If students have any concerns they can go to room 221 to speak with the RAP worker.

**GENERAL INFORMATION**

**VISITORS AND USE OF THE STUDENT COMMONS**

The Commons area is a place where students may visit, eat and do homework out of class time in an inviting, relaxed atmosphere throughout the day. A unique feature of Tommy Douglas is that the Commons area is accessible to the general public as well as to students. Students are expected to bring honour to Tommy Douglas through their behaviour in the Commons (see "Respect for Property").
Except for the Commons, Tommy Douglas Collegiate is private property. Tiger students and staff are permitted in the school building, and we extend a courteous welcome to parents, guardians and other visitors who have legitimate business in the school. However, we insist that all visitors sign in at the Main Office when they arrive.

Students wanting to bring special guests to the school must request prior approval from the Vice Principal. Students are discouraged from having out-of-school friends visit the school. Loiterers in the building or on the campus will be asked to leave. **Tommy Douglas students are not to be in Bethlehem Catholic High School during the school day unless permission has been granted by an administrator or teacher.**

**DRESS CODE**

The manner in which we dress sends messages about ourselves and our school. We want students to have enough freedom to express their own personality and at the same time be respectful to others in the school, the “Blairmore Integrated Facility”, and the community as a whole. Common sense, good judgment, sensitivity to others is the main goal of the dress code. A student’s appearance should show respect, and not threaten health or safety. Footwear is required. The following attire is unacceptable: beach wear, short shorts, short skirts, low necklines, halter or tube tops, visible lingerie or underwear, bare midriffs, obscene or offensive messages or drawings, and any promotion of alcohol, tobacco or drugs on clothing. When a student fails to dress or groom appropriately, he or she will be asked to take the necessary corrective action.

**“GO PASSES” (BUS PASSES)**

Go passes are available for purchase and/or to reload at the main office (during non-school times; before classes, lunch hours, after school, etc.). Go passes are $59.00 to reload. If you need a new Go pass the pass costs $5.00 plus $59.00 to load. Go passes go on sale at the end of each month.

**GYMNASIUM USE**

Gymnasium regulations will be explained by the Physical Education instructors in September.

- Students must wear a proper gym uniform for all classes and intramural activities.
- Hard-soled shoes are not permitted in the gym.
- Equipment should be used appropriately.
- Food and drinks are NOT allowed in the gym.

**LOCKS AND LOCKERS**

Each student is responsible for ensuring that her/his locker is kept in good condition. Lockers must be kept locked when not in use. **Do not share your locker combination with other students**; the locker is to be a secure place for student property. The school cannot guarantee secure lockers and carries no insurance on student property. Lockers remain the property of the school and may be subject to inspections by school authorities.

Students are expected to pick up and exchange books at their lockers before period one, at break, and before period four. This procedure ensures that students will get to class on time and will help to keep the noise outside classrooms to a minimum.

**BICYCLES**

Unlocked bicycles are an invitation to theft. Bicycle racks are provided to which bicycles may be locked. Bicycles locked to the school fence or left away from the racks are far more likely to suffer from vandalism or theft of parts than are bicycles in the racks. This is especially true of bicycles parked around the south end of the school. The SRC and the school can assume no responsibility for bicycles. If a bicycle is stolen, it should be reported to the Vice Principal as well as to the police because it may turn up again.
PARKING (Student)

The student parking lot is located in the southwest corner of the school. This is the only designated student parking lot on site at the Blairmore Integrated Facility. Students are not to use any other lot on site or in the areas surrounding the facility. Please be prompt in arriving and departing from school. Students are reminded that it is a privilege to have a student parking lot and we would appreciate your responsible behavior (drive safely, keep area clean) in this area.

SERVERY HOURS & FOOD/BEVERAGE CONSUMPTION

The Tommy Douglas cafeteria will be open before school (7:30 a.m.), during the morning break and the lunch hour. Students are expected to eat in the Commons area and are reminded to leave the area cleaner than you found it. Food and beverage consumption in the classroom will be dependent upon teacher consent. Students are not to go to the cafeteria between periods one and two as well as periods four and five.

SPARES

Students who have a spare and decide to stay in the building need to either work in the LRC or go to the Commons area.

STUDENT AND LIBRARY CARDS

All students will be issued a student picture Identification Card or Student Card. This card entitles the student to student rates on transit buses and will admit students to school activities. This card is also the student's library card. If a card is lost, the student should report to the main office and a new card will be issued for a small payment.

STUDENT PHOTOS

General student fees cover the cost of the student's Identification Card, yearbook picture, and pictures for office files. Pictures will be taken early in the school year. Students who are absent for the original photo session must wait for retakes and will therefore experience a delay in obtaining the student card. (Colour student photo packages may be purchased in the fall.)

TEXTBOOK DISTRIBUTION

The Saskatoon Board of Education provides textbooks to students at no cost. Names should be clearly written in all your textbooks as well as the name of the subject teacher. Students will be charged for lost, damaged or marked textbooks.

EXTRA - CURRICULAR ACTIVITIES

Students are encouraged to get involved in the many opportunities that exist beyond the classroom at Tommy Douglas Collegiate.

EXPECTATIONS FOR PARTICIPATION

Participation in activities outside of the classroom is an important part of high school life. It is a privilege to participate in extra-curricular activities at Tommy Douglas Collegiate. It is essential that students maintain a balance between pursuing academic excellence and their involvement in athletics, fine arts performances, and clubs. Tommy Douglas students are expected to strive for and accept the following responsibilities when they participate in extra-curricular activities.
• Attend all classes regularly and on time.
• Put forth their best effort in the classroom.
• Complete assignments on time.
• Communicate with teachers in advance if class time is to be missed.
• Be good citizens in the classroom, at school activities and within the community.
• Teachers in charge of the various extra-curricular activities have set out specific expectations to be followed. These expectations will help students focus on their goals and help them succeed in all aspects of their high school careers. Sports offered at Tommy Douglas include:

ATHLETICS
Tommy Douglas offers the following athletic programs;

Fall Season; Cross Country, Junior/Senior Football, Frosh/Junior/Senior Girls’ and Boys’ Volleyball,
Winter Season; Junior/Senior Girls’ and Boys’ Basketball, Curling, Wrestling, Cheerleading, and Junior/Senior Pom Squad.
Spring Season; Badminton, Track & Field, Senior Girls’ and Boys’ Soccer, Golf
Tommy Douglas is a member of the Saskatoon Secondary Schools Athletic Directorate (SSSAD). Visit the SSSAD website at www.sssad.sk.ca for high school sports updates, schedules, pictures, and results. Participation, commitment, and enthusiasm by our student-athletes and coaches at TDC will help the Tigers be successful in the future.

FINE & PERFORMING ARTS, CLUBS, AND INTEREST GROUPS

Tournaments; Bowlt Classic
SCHOOL PROGRAMS; Band Concerts, Color Days, Remembrance Day, Musical, Drama/One acts, Variety Nights, Fine Art Performances, Grad Committee.

TIGER PRIDE
Tiger Pride is a group for students who wish to show their support for LGBTQIA2 (Lesbian, Gay, Bisexual, Transgendered, Queer, Inter-sex, Asexual, Two-Spirited) individuals. It is a safe place, where the aim is to educate and inform others about the issues that LGBTQIA2 individuals and their supporters may face, including bullying, harassment, and/or fear of coming out. Tiger Pride organizes a few days of support throughout the school year, including the Day of Pink and Rainbow Day, which occurs during Pride Week. For more information, talk to Ms. Bear, Mrs. Dupuis, or Ms. MacKenzie.

LIBRARY PROCEDURES
Operation Times: On Monday, Tuesday, Wednesday, and Friday, the library is open from 8:20 a.m. to 12:05 noon and from 12:15 p.m. to 4:00 p.m.
Borrowing: Students must have a current TDC Student Photo ID card to borrow material. There is a maximum of five items on loan per student and a limit of two items on the same topic for any given assignment.
**Loan Period:** Books, archived magazines and resources from the vertical file - two weeks. AV equipment: (handheld tape recorders, digital cameras and camcorders) overnight.

**Renewals:** Materials may be renewed several times provided there is no other student or teacher request for the material. All items must be brought to the library to be renewed.

**Overdue Material:** Overdue notices are sent to students during Tiger Time. While there are no fines for overdue materials, a student’s borrowing privileges may be limited for not returning or renewing borrowed items in a timely manner.

**Reserves:** Any item out on loan may be reserved by a student by making a request at the circulation desk.

**Computer Use:** Student behavior on library computers must be in accordance with the Saskatoon Public Schools’ Internet Acceptable Use Agreement. Every student is assigned a personal computer account. Personal account information (password) should not be shared. Use of the Internet and E-mail at school is strictly for researching class assignments. Microsoft Office 365, the Tommy Douglas Lib Guide, online databases, and other education resources are available.

**DRIVER EDUCATION**

This course includes theoretical and practical phases of motor vehicle operation. Preparation for, and the writing of, the provincial Learners’ License is included. The course consists of three phases: thirty hours of classroom theory, six hours of simulator and four hours of in-car driving sessions.

**Students are responsible for signing up to be placed in a driver education course.** This can be done at the time of official registration at TDC, when students pre-register for classes for their next school year, or in person at Student Services. Students will be accepted according to their birth date (oldest to youngest). Students must be 15 years of age on or before the start of the class. Priority will be given to grade 10, 11, and 12 students. DO NOT assume that you will be placed in a class without signing up – placement is only given to those who register.

Attendance is vital and compulsory for all classes. It will be taken into consideration to get into the class as well as during the class. A note from a parent is required for any absences.

SGI has a very strict policy, if you do not attend regularly, SGI will suspend your license, and you will be removed from the class. Please note; any 15-year old person who fails or discontinues the high school driver ed. program will have his/her license cancelled by S.G.I. until their 16th birthday.

When the class is underway, students will be issued a “release slip” by the instructor for driving sessions. Students are reminded to give teachers this “release slip” two days prior to their scheduled drive. Students may miss a maximum of two class periods for any subject. Please note: this course is also offered during the summer months – registration forms for summer driver education will be available in (approx.) March/April through Student Services. An announcement will be made to students when registration forms are available.
ACADEMIC ACHIEVEMENT AND AWARDS

The following awards will be presented:

1. TOP TEN ACADEMIC AVERAGES GRADES 9, 10, 11, & 12

<table>
<thead>
<tr>
<th>Grade 9</th>
<th>Grade 9 Special Circumstance</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9A and 9B</td>
<td>In instances where students do not have the correct number of eligible subjects, no fewer than six credits can be used to calculate the average. For example, there are classes that do not receive numerical marks: Phys.Ed.09, Math9+, Resource Room, and English as an Additional Language.</td>
</tr>
<tr>
<td>Social Studies 9 or Native Studies 9</td>
<td></td>
</tr>
<tr>
<td>Science 9 or 10</td>
<td></td>
</tr>
<tr>
<td>Math 9 or 10</td>
<td></td>
</tr>
<tr>
<td>Arts Education 9</td>
<td></td>
</tr>
<tr>
<td>Two electives at any grade level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 10</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 10A and 10B</td>
<td>English 20</td>
</tr>
<tr>
<td>History 10 or Native Studies 10</td>
<td>Math 20 or 30</td>
</tr>
<tr>
<td>Math 10 or 20</td>
<td>Once Science 20 or 30</td>
</tr>
<tr>
<td>Science 10 or 20</td>
<td>Five electives 20 or 30 level</td>
</tr>
<tr>
<td>Wellness 10</td>
<td></td>
</tr>
<tr>
<td>Two electives at 10 or 20 level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>English 30A and 30B</td>
<td></td>
</tr>
<tr>
<td>History 30 or Native Studies 30</td>
<td></td>
</tr>
<tr>
<td>One Math 30</td>
<td></td>
</tr>
<tr>
<td>One Science 30</td>
<td></td>
</tr>
<tr>
<td>Two electives at 30 level</td>
<td></td>
</tr>
</tbody>
</table>

*Online school marks can be used but correspondence marks cannot be used.

**Students who transfer from one school to another (in the city or from out of the city): If the student is eligible for the honour roll in the first collegiate, then the new collegiate will place the student on the honour roll.

The Top Ten Academic Averages for each grade will be recognized in the fall.

1. HONOUR ROLL

An official honour roll is determined for each grade level at the end of the school year. Students achieving 80% or higher, based on the courses taken during the current school year, will receive certificates.
2. **GRADUATION AWARDS**

Area Awards  
Academic Top Ten  
Bob Bevan Award  
Citizenship Award  
SPSD General Proficiency Award  
Spirit of the Tigers Award  
Governor General’s Medal  
Valedictorian Award

3. **TOMMY DOUGLAS ACADEMIC AREA AWARDS**

Academic Awards will be presented to grade 9, 10, 11 and 12 students in the different subject areas.

The following criteria may be used for these awards: i) in-class achievements; ii) out-of-class achievements; iii) citizenship and iv) spirit of inquiry.

The award would not be based solely on marks (although they could be considered), but rather on the student’s achievements and contributions to the particular area. These awards would consider the student’s curricular and extra-curricular involvements. For example, a subject award in history might consider a student’s involvement in newspaper, yearbook, debating, model UN as well as their accomplishments in English, French, or other humanities classes. A math or science award might consider a student’s involvement in math contests, math club, and science-related activities, as well as their accomplishments in math and science classes.

4. **BOARD SCHOLARSHIPS**

The Board shall provide cash awards to the students in each school with the highest average in Grades 9, 10, 11 and 12 as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 9</td>
<td>$500</td>
</tr>
<tr>
<td>Grade 10</td>
<td>$750</td>
</tr>
<tr>
<td>Grade 11</td>
<td>$1,000</td>
</tr>
<tr>
<td>Grade 12</td>
<td>$1,500</td>
</tr>
</tbody>
</table>

- Each school board scholarship shall be awarded to the student with the highest average in each grade, computed by including the compulsory subjects at that grade level plus such other electives taken at that grade level to a total of eight in Grades 9, 10, 11 and seven in Grade 12.
- When two students have identical averages, each shall receive the full award.
- Board scholarships shall be held in trust by the School Division until the student graduates from Grade 12 or leaves the school system.
- The Board shall provide annual $1,500 scholarships for four aboriginal students who graduate from our collegiates. The scholarships will be named the Academic Achievement award, the John Dewar Spirit and Resiliency Award, the Cultural First Nation Youth Award, and the Cultural Métis Youth Award. These scholarships shall be presented at the annual Saskatoon Indian and Métis Friendship Centre Graduation ceremonies by a Saskatoon Board of Education trustee or delegate.

5. **AWARD OF EXCELLENCE**

The Board shall provide a cash award of $5,000 to be presented annually to the most outstanding graduate from Saskatoon Public Collegiates based on Academic Excellence, Personal Qualities, and Leadership and Participation. The Board shall provide a cash award of $500 to all other Award of Excellence nominees.

6. **GOVERNOR GENERAL’S ACADEMIC MEDAL**

The average includes all grade 11 and grade 12 courses. Regardless of the stream or the subjects chosen, all students are eligible for consideration upon graduation.
7. **PARTICIPATION AWARDS (PAWS) – (P – Participation AWS – awards)**

The PAWS Awards recognize students who have been heavily involved in our school's extra-curricular programs throughout the year. Those students reaching a set number of points are presented with the PAWS award (certificate) for each year. This presentation is made at Color Day.

**DOCUMENTATION METHODS FOR REPORTS AND ESSAYS**

**Introduction**

Whenever you use someone else’s words or ideas in your writing you must tell your readers that you did so and credit the source of the material you borrowed. This is called documenting your sources. There are several styles that can be used to document sources. **Make sure you know which style your teacher expects you to use for documenting your sources.** At Tommy Douglas Collegiate, you will likely be asked to use one of two different methods for documenting sources in formal writing: the APA Method or the MLA Method. Regardless of the method, **you must use documentation when citing the following:**

1. statistics
2. verbatim (or word-for-word) extractions (remember to surround the verbatim extraction with quotation marks)
3. a paraphrasing of the ideas, thoughts, work, or analysis of another person
4. uncommon knowledge or any information that might be disputed

These same sources must also appear on a works cited or reference list at the end of the paper, providing the information necessary to identify and retrieve each source.

Since certain disciplines favor one documentation method over the others, **students at Tommy Douglas Collegiate must follow the documentation method required by the teacher of the specific class before completing a written paper.** Once the basic concepts of documentation are understood, it is relatively easy to transfer understandings and skills of one documentation method to another. Students planning to attend post-secondary institutions will need to write papers that require knowledge of both documentation methods.

**THE APA (AMERICAN PSYCHOLOGICAL ASSOCIATION) METHOD**

The APA method of documenting sources is commonly used in science and social sciences courses. This method of documentation uses parenthetical (also known as "in-text") references; the term parenthetical is used because the required source information is contained in **parentheses**: (author’s last name, copyright date, and the page number where the information was found). For example:

1) a verbatim extraction using the APA Method:

"By the end of 1885, Macdonald's dream of a West under the plough and an East humming with industry seemed to be coming true" (Eaton and Newman, 1994, p. 83).

2) a paraphrasing of another person’s idea using the APA Method:

Prime Minister John A. Macdonald had, by 1885, partially accomplished his dream of an agricultural West and an industrial East (Eaton and Newman, 1994, p. 83).

At the end of the essay or report, the APA method requires a **References page** -- this page fully identifies, in alphabetical order by the author’s last name, all the sources that were cited.
References Page Examples for Various Sources (APA Method):

For a book by one author:

For an article in a magazine or journal:

For a book by two or more authors:

For an encyclopedia article with an author:
Hurtig Publishers Ltd., 1584-1585.

For a web page with an author:

THE MLA (MODERN LANGUAGE ASSOCIATION) METHOD

The MLA method of documenting sources is commonly used in English, literature and foreign language courses. It uses parenthetical (also known as "in-text") references; the term parenthetical is used because the required source information is contained in parentheses: (author’s last name and the page number where the information was found). For example:

1) a verbatim extraction using the MLA Method:
"By the end of 1885, Macdonald's dream of a West under the plough and an East humming with industry seemed to be coming true" (Eaton and Newman 83).

2) a paraphrasing of another person's idea using the MLA Method:
Prime Minister John A. Macdonald had, by 1885, partially accomplished his dream of an agricultural West and an industrial East (Eaton and Newman 83).

At the end of the written submission, the MLA method requires a Works Cited page -- this page fully identifies, in alphabetical order by the author's last name, all the sources that were cited in the written submission.

Works Cited Examples for Various Sources (MLA Method):

For a book by one author:

For an article in a magazine or journal:

For a book by two or more authors:

For an encyclopedia article with an author:
For a web page with an author:

GENERAL WRITING GUIDELINES
Use the following format to write your essay and/or research papers.

Paper
Use unlined, 8 1/2 X 11" white paper, one side only. Staple multiple pages together in the upper left-hand corner. Do not use a duo tang cover. Type in 12 font, Times New Roman.

First Page
Type the title of your paper in upper and lower case letters in the center of the page. Above, and on the left hand margin, type your name, course title, teacher’s name, and the date you hand it in. Every other page will have your last name and page number in the upper right hand corner.

Content
Use proper paragraphing, sentence structure, grammar and punctuation.
Leave 2.5 cm or 1 inch margins at the top, left, right and bottom of each page.
Indent paragraphs 5 spaces by pressing tab. Do not leave extra lines between paragraphs.
Use quotation marks to close short (under 40 words) direct quotes.
Indent all long direct quotes one half inch on the left margin.
Double space all contents except for long direct quotes.

Long Quotations
For a direct quotation longer than 40 words or three sentences, use no quotation marks. Start the quotation on a new line indented five spaces (one tab) from the left margin, and using single line spacing, type the remainder of the quotation on the new margin. (See example below).

At the conclusion of Lord of the Flies, Ralph and the other boys realize the horror of their actions:

The tears began to flow and sobs shook him. He gave himself up to them now for the first time on the island; great, shuddering spasms of grief that seemed to wrench his whole body. His voice rose under the black smoke before the burning wreckage of the island and infected by that emotion, the other little boys began to shake and sob too (Golding, 223).

REFERENCE AND WORK CITED LISTS
Your references or works cited should appear on a separate page at the end of your essay. It provides the reader with the information needed to locate and retrieve any source you cited in the essay. Any source you cite in the essay must appear in your reference list; conversely, each entry in the reference list must be cited in your text. Follow these guidelines:

Type the words References or Works Cited, in uppercase and lowercase letters (title case), centered, at the top of the page. Start each reference entry flush left, with second and subsequent lines indented five spaces (a hanging indent). Double-space all reference entries.
When citing a book, information for your reference is usually located on the title page of the book used.
Give the author’s last name first, followed by initials.
Alphabetize your reference list by author’s last name. If you use more than one reference by the same author, order by publication date, oldest to newest.
If no author is given for a source, alphabetize by title.
Use “&” instead of “and” when listing multiple authors of a single source.
Underline or italicize titles of books and journals.
Use the most recent copyright date given. Always use the name of a city for the place of publication. If the city is unfamiliar or could be confused with another location, include the province or state. Only use the main words from a publisher’s name.

Consult the Referencing Resources link on the “Navigating the Research Highway: Everything You Need to Know About Doing Research” site (http://olc.spsd.sk.ca/de/onlineresearch/index.html) or go to the Landmark Project Citation Machine at http://citationmachine.net for help with referencing resources. The Tommy Douglas library also has a selection of writer’s manual to assist you with referencing.

How to Study for Exams
- Determine when the exam is, and write the date in your agenda.
- Determine how many study days you have (I encourage you to study 6 out of 7 days a week).
- Ask what will be on the exam and what format the exam is in (Ex. The exam is on the unit on exponents, and there will be short answer questions, where you must show your work).
- Draw up a study schedule – this should include, the amount of time you will study per day, and what exactly you will study (ex. Tuesday, for 1 hour, I will study exponent laws, and do practice questions to ensure I comprehend). In your schedule start with covering one unit per day, and nearing the exam cover more units per day (as you should know much more of the materials!)
- Ensure you know how to answer the types of questions that are on your exam. (ex. What is the best method to answer multiple choice questions? Matching? True/false?)
- Explore specific methods of study, for different types of material (vocabulary, math problems).
- Listen for hints in your class about what will be on the exam – you can place a star beside these in your notes so you remember that it is important!
- Try to create questions that might be on the exam. Answer them without your notes to check your comprehension.
- The night before the exam you can review brief bits of material however, “cramming” is not an effective method of learning.
- Relax! The more you plan and prepare, the easier the exam will be!

Prior to Class
Complete any readings that were assigned or assignments
Think about questions you might have about the topic
Recite or summarize verbally what you have read

During Class
Listen to the teacher
Sit and make eye contact with the teacher, hear easily and see any visuals
Ask questions
Ensure your notes are organized (The first step is to always put the date in the top right hand corner!)
Ensure you are there and attending!!
**After Class**
- Read through notes, reorganize if required
- Think about key concepts and questions
- Ensure you understand what has been taught
- Ask for clarification from your teacher

**Weekly**
- Review notes from the week
- Make connection between class notes
- Test yourself on the content
- Seek help when required

**Preparing for the Exam**
- Start at least 5 days prior
- Rehearse/read the material from your notes
- Create summary sheets, concept maps, word cards
- Predict questions that might be on the test
- Develop a study schedule. Usually this involves 1 hour blocks, with a 5-10 minute break in between.

**Last 24 hours before the exam**
- Get a good night’s sleep, and have a good breakfast with protein (both nourish the brain)
- If you are getting anxious or stressed, take five deep breaths
- Bring a water bottle, in order to stay hydrated
- Think positive thoughts!

**The test**
- Start by writing down any key information from your studying.
- If there is a reading component where you must answer questions, read through the questions first then, read the passage
- Listen to oral directions, and also read the directions very carefully on the test.
- Don’t rush! Especially multiple choice questions, where you often need to take a closer look.
- With multiple choice questions look for words such as usually, none, always, never, except, all but the following, the best, the least
- Skip questions that are difficult or you don’t know until the end of the test. Ensure you go back and complete them.
- If you are done early, use the time to go over your answers.
- If multiple choice scantron sheets, ensure you are bubbling the correct answer for each question.
- If you don’t know the answer, try to eliminate 2 alternatives quickly, and then determine between the other two.
- Use a hi-lighter to help identify key words
- With true or false questions look for absolutes like always, never, all or none. If they are present, it is likely that the answer is false.
- With true or false if the statement is more detailed or specific, it is likely true. Unusual sounding statements are likely to be false.
# Tommy Douglas Staff

## 2018-2019

<table>
<thead>
<tr>
<th>Name</th>
<th>Teacher Area(s)</th>
<th>Name</th>
<th>Teaching Area(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, Ali</td>
<td>Photography</td>
<td>Kalapaca, Susan</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>Anderson, Charlene</td>
<td>Educational Assistant</td>
<td>Kimpton, Grant</td>
<td>Ass’t Building Operator</td>
</tr>
<tr>
<td>Armstrong, Ivy</td>
<td>School Counsellor/Resource</td>
<td>Kostiuik, Clarissa</td>
<td>Resource/Fine Arts</td>
</tr>
<tr>
<td>Bates, Don</td>
<td>Softball Academy(Sem 1 only)</td>
<td>Lafreniere, Kristen</td>
<td>French Immersion</td>
</tr>
<tr>
<td>Berg, Dave</td>
<td>Counsellor Gr. 10/12</td>
<td>LaPlante, Dwayne</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Bogucki, Danielle</td>
<td>Educational Assistant</td>
<td>Lee-Walde, Darla</td>
<td>School Counsellor</td>
</tr>
<tr>
<td>Calow, Andrea</td>
<td>Drafting/Woods</td>
<td>Loshack, Randi-Lee</td>
<td>Math</td>
</tr>
<tr>
<td>Carter, Lori</td>
<td>Career Ed/Career Facilitator</td>
<td>MacKenzie, Anna-Marie</td>
<td>EAL</td>
</tr>
<tr>
<td>Chatterson, Jeff</td>
<td>Social Sciences</td>
<td>Mendoza, Chris</td>
<td>Caretaker</td>
</tr>
<tr>
<td>Clark, Bill</td>
<td>Math</td>
<td>Mitchell, Megan</td>
<td>Restorative Justice Worker</td>
</tr>
<tr>
<td>Clark, Dagan</td>
<td>Extensions</td>
<td>Mukanik, Shawna</td>
<td>Secretary (Accounting)</td>
</tr>
<tr>
<td>Clausen, Brenda</td>
<td>Functional Living Skills</td>
<td>Nairn, Jen</td>
<td>English/AP English</td>
</tr>
<tr>
<td>Cole, Raeshele</td>
<td>Educational Assistant III</td>
<td>Nelson, Ashley</td>
<td>Math</td>
</tr>
<tr>
<td>Colquhoun, Jeff</td>
<td>English</td>
<td>Norris, Colleen</td>
<td>Principal</td>
</tr>
<tr>
<td>Cuff, Brodie</td>
<td>Fine Arts (Semester 2)</td>
<td>Okrainetz, Ryan</td>
<td>Math/Phys. Ed.</td>
</tr>
<tr>
<td>Decorby, Jana</td>
<td>Science</td>
<td>Pasleski, Zoe</td>
<td>Science/Math</td>
</tr>
<tr>
<td>Derrall, Darlene</td>
<td>Educational Assistant FLS</td>
<td>Penner, Elaine</td>
<td>Educational Assistant</td>
</tr>
<tr>
<td>Dierickhs, Brittany</td>
<td>Home Economics</td>
<td>Phippard, Alison</td>
<td>Educational Assistant</td>
</tr>
<tr>
<td>Dupuis, Jocelyn</td>
<td>Home Economics</td>
<td>Pierce, Shauna</td>
<td>Phys. Ed./Science</td>
</tr>
<tr>
<td>Ethier, Trevor</td>
<td>Softball Academy/Social Sciences</td>
<td>Placatka, Morgan</td>
<td>Science/OFF the Grid</td>
</tr>
<tr>
<td>Fagnan, Penny</td>
<td>Educational Assistant</td>
<td>Prebble, Mike</td>
<td>Woods/PAA</td>
</tr>
<tr>
<td>Flaman, Rebecca</td>
<td>English</td>
<td>Reinhardt, Brandon</td>
<td>Caretaker (Evenings 7-11)</td>
</tr>
<tr>
<td>Flowers, Shelly</td>
<td>Resource</td>
<td>Rita, Rolando</td>
<td>Library Technician</td>
</tr>
<tr>
<td>Gelowitz, Joe</td>
<td>Building Operator</td>
<td>Sawatsky, Judy</td>
<td>English</td>
</tr>
<tr>
<td>Gerard, Melissa</td>
<td>Secretary-Student Services</td>
<td>Scaddan, Dave</td>
<td>Driver Education</td>
</tr>
<tr>
<td>Graham, Carrie</td>
<td>Administrative Assistant</td>
<td>Schmidt, Denise</td>
<td>Science</td>
</tr>
<tr>
<td>Graham, Kyle</td>
<td>English/Drama/Social Sciences</td>
<td>Schwanke, Jon</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>Green, Patrick</td>
<td>English</td>
<td>Smith-Windsor, Matt</td>
<td>English (Semester 1)</td>
</tr>
<tr>
<td>Grosjean, Leo</td>
<td>Phys. Ed.</td>
<td>Stott, Torey</td>
<td>EAL</td>
</tr>
<tr>
<td>Hahn, Leanne</td>
<td>Educational Assistant III FLS</td>
<td>Taylor, Jennifer</td>
<td>Music/Social Sciences</td>
</tr>
<tr>
<td>Harvey, Jay</td>
<td>Vice Principal</td>
<td>Tyowski, Kevin</td>
<td>Math</td>
</tr>
<tr>
<td>Hein, Laurie</td>
<td>English</td>
<td>Vincent, Stephen</td>
<td>Secretary-Attendance</td>
</tr>
<tr>
<td>Henderson, Duane</td>
<td>Math/Science</td>
<td>Wall, Kaelyn</td>
<td>Educational Assistant III</td>
</tr>
<tr>
<td>Hendry, Kelsie</td>
<td>English (Semester 2)</td>
<td>Winter, Teresa</td>
<td>Functional Living Skills</td>
</tr>
<tr>
<td>Ireland, Ronda</td>
<td>Teacher Librarian</td>
<td>Wright, Heather</td>
<td>Math</td>
</tr>
<tr>
<td>Jay, Jasmine</td>
<td>Phys. Ed/Science</td>
<td>Yaganaski, Bailee</td>
<td></td>
</tr>
</tbody>
</table>