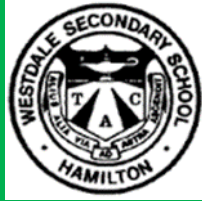


WESTDALE

Westdale Secondary
School

STUDENT
HANDBOOK
2023—2024



WESTDALE SECONDARY SCHOOL

**“EACH OF US WILL FIND
OUR OWN WAY TO THE
STARS”**

Bell Schedule

Period 1	8:00 — 9:15
Break/Travel Time	9:15 — 9:20
Period 2	9:20 — 10:35
Break/Travel Time	10:40 — 11:55
Period 3/Sr Lunch	10:40 — 11:55
Period 4/Jr Lunch	11:55 — 1:10
Break/Travel Time	1:10 — 1:15
Period 5	1:15 — 2:30

INDEX

School Services	2
Where to go for Help	3
Attendance	4
Code of Conduct	5-7
Equity & Inclusiveness Policy	7
WSS Expectations	8-9
School Safety Procedures	10-11
Actions for Concussion	12-13
Extra Curricular Activities	14
Assessment, Evaluation & Reporting	15-16
Student Fees Policy & Information	16
Secondary Calendar	17

curiosity. creativity. possibility.

Principal: Mr. B. Goodram

Vice Principals: Ms. S. Beauchamp-Wyatt
Ms. L. Schaap

www.hwdsb.on.ca/westdale @WestdaleSS

Westdale Secondary School - 700 Main Street West, Hamilton, ON. L8S 1A5



School Services

SCHOOL COUNCIL

The purpose of the School Council is to act as a liaison between the school and the community. School Council meets on a monthly basis typically on the last Tuesday of each month (with some exceptions—see school website for updates). All parents are welcome to attend.

STUDENT SERVICES

Counsellors are available to assist students with educational and career planning as well as with personal problems. Counsellors are assigned alphabetically by last name.

Appointments can be made with the Student Services Office Administrator before school, after school, at lunch and at break or through the HUB.

RESOURCE ROOM

The Resource Staff gives assistance to students with an Individual Education Plan (IEP) who require academic help, social and emotional support, and individualized programming.

CO-OPERATIVE EDUCATION

Co-operative education combines classroom instruction with practical work in the community. The work experience is monitored and evaluated by teachers and employers as students earn credits toward their graduation diploma.

LEARNING COMMONS

The Learning Commons supports curriculum and literacy by providing resources for class assignments, current and varied options for recreational reading, and access to computers, electronic databases, iPads, E-books and the Internet.

Specialized spaces are available for class instruction, independent study and collaborative learning. Teacher-Librarians are available to assist students and classes with research and reading skills as well as to provide instruction on information and technological literacy. Please see Ms. Ward in the Learning Commons for more information.

SOCIAL WORKER

The Hamilton-Wentworth District School Board employs Social Workers who work with school staff and students to assist those experiencing problems. Their services are available by referral through Administration and Student Services.

PUBLIC HEALTH NURSE

The public health nurse works with students to promote healthy behaviours.

ALTERNATIVES for YOUTH

AY provides free counselling related to the use of tobacco, alcohol and other drugs to youth ages 13—22. They provide support based on youth's own goals, support to those affected by someone else's substance use, drug and alcohol education, substance use assessments, individual counseling, group counseling, support to families and consultation to students, parents and professionals. Please see your guidance counsellor for information on AY or www.ay.on.ca

ADDITIONAL PROGRAMMING

Specialist High Skills Major (SHSM)

- ⇒ Construction
- ⇒ Arts & Culture
- ⇒ Health & Wellness
- ⇒ Information & Communications Technology

SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists in their transition from secondary school to apprenticeship training, college, university or the workplace. Programming is available in both Arts & Culture, and Construction for all four pathways.

International Baccalaureate (IB)

The International Baccalaureate Diploma at Westdale Secondary School is a two year program beginning in grade 11 which is designed to prepare students for success at University. Students will receive a rigorous and thorough curriculum that involves teaching students the importance of being a 'Global Citizen'. Upon completion of the Diploma in their grade 12 year, students will receive both the IB Diploma and the Ontario Secondary School Diploma (OSSD). More information about IB can be found on the school and board website.

Dual Credit

In Dual Credit Programs, participating students are able to experience and gain credit for college and/or apprenticeship courses while still enrolled in high school. Successful students will earn credit toward both the OSSD and a college diploma or certificate, or the OSSD and a Level 1 Apprenticeship.

OYAP

The Ontario Youth Apprenticeship Program (OYAP) allows students going into gr. 11 to work towards a career in the skilled trades while earning coop credits.

E-Learning

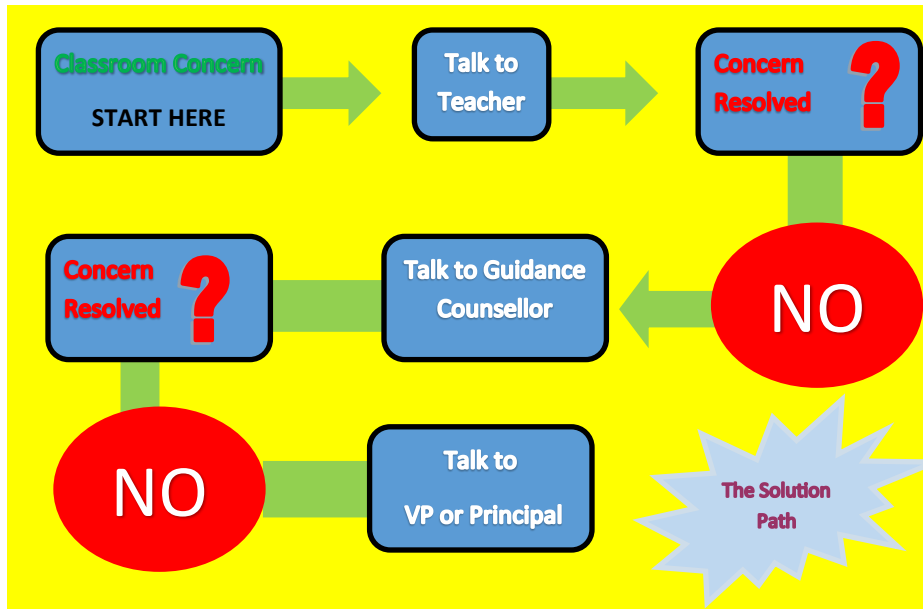
Full credit options are available for a wide variety of E-Learning courses.

Please see your guidance counsellor if you are interested in learning more about any of these options.



WESTDALE
SECONDARY SCHOOL

Where to Go For Help



RESTORATIVE JUSTICE

Restorative justice is a philosophy, a set of principles and values. Restorative justice states that a focus on punishment is an inadequate response to addressing harm. Punishment may not address the needs of those who have been harmed. Having those who cause harm participate actively in righting the wrong is of far greater value. It allows those who have caused the harm to be held accountable to the people they have hurt, and to take an active role in determining how to make amends to individuals, school and community. Restorative Justice allows those who have been harmed to be heard, to have input into the resolution, to have the harm addressed in a meaningful way, and to have access to support systems to address healing and closure.

Restorative Justice calls for school and community participation in creating safe and healthy school and community. WSS will include Restorative Justice practices in resolving conflicts whenever possible.

Westdale Green Policies

We single-stream recycle: all recycling items can be stored in the same container. Our recycling does not include: food waste, films, plastic gags, plastic wrap, or foam cups and containers.

RECYCLING PROCEDURE:

- Collected weekly by students and staff, place in clear bags.
- Caretakers are not to put any recycling, including that from blue boxes and clear bags, into regular garbage bins. Teachers/staff may drop off sorted recycling in clear bags in designated areas.
- All students are encouraged to give input or suggestions to improve recycling procedure. Students are asked to use the appropriate bins when disposing of items.

ENERGY

- All lights are to be turned off when leaving any room.
- Computer monitors are to be turned off when not in use.
- Computers are to be turned off at the end of each school day.
- Staff and students are to ensure windows are closed at end of each school day.
- Photocopiers are to be on energy saving mode when turned on.
- Water fountains at school will all work with sufficient water pressure and flow. They will be cleaned once per day.



Absence and Lates

Log into the Parent Portal or call us at 905-522-1387 and press 1 to leave a message 24 hrs. a day.

Pre-arranged Absences

For appointments: Parents/guardians must provide a note or phone the school before the absence occurs. Office staff will issue an excuse slip. The student is responsible for missed work, tests, and assignments. Students should inform their classroom teacher of the planned absence in order to make arrangements for any missed tests or due dates. In some cases students will be asked to write the test, or hand in the assignment prior to the planned absence.

Long term absence other than illness

A note must be provided at least one week in advance of the absence, explaining the circumstances. *For optimal school achievement, parents are asked to respect the school calendar and refrain from booking vacations during school time as this may affect your child's progress.* If a student must be absent from school during the regularly scheduled school calendar they must consult with a teacher well in advance of the planned absence. *It is the responsibility of the student to make up missed work.* Students are expected to team up with another student in order to have them collect handouts and notes. Absent students are responsible to write any missed tests on their immediate return to class. Assignments and written work can be submitted via e-mail, on teacher's D2L site if applicable, or fax to the school.



ATTENDANCE

Students will attend school regularly and attend all classes when in school. *Students are expected to be on time for every class. Regular, punctual attendance is essential to academic success.* Students are expected to attend all of their classes each day. Students are responsible for all work missed due to absences. Signing in late or signing out to study, complete assignments/presentations is not an acceptable reason to be excused from class. If a student has been excused from class by a parent the expectation is that they will leave school property.

* ALL absences from school must be justified by parents, guardians or students over 18. Students will be recorded as UNEXPLAINED/TRUANT if a phone call or note is not received in a timely manner. Unexplained absences will be dealt with in several ways, including parental notification, detentions, in-school suspensions or if problems persist, out-of-school suspension.

* Students late for class must report directly to class. Admit slips will only be issued to students returning from being excused earlier.

Missed Tests:

Students will be asked to write any missed tests on the day of their return to classes or at a time determined by the classroom teacher. For unexplained absences or skipped tests, a mark of zero may be assigned until evidence of successful completion of curriculum expectations is demonstrated.

High Numbers of Missed Classes:

Students and parents should be aware of the fact that many classes have a significant portion of the curriculum covered in class i.e.: Physical education classes, technological education classes, science classes etc... Students who miss high numbers of classes may be unable to demonstrate completion of curriculum expectations and therefore may be unable to earn a credit. In the case of illness or other emergency circumstances that impact on class attendance, students and parents/guardians should contact a school administrator in order to plan an appropriate course of action.

Missed Evaluations:

Absence from an evaluation is only acceptable if supported by a doctor's certificate. In the case of an exceptional family circumstance, the Principal will decide the acceptability of the absence. It is an expectation that all students take part in the final evaluation process. Missed evaluations supported by a doctor's note or Principal approval will be rescheduled for a later date. Please note the exam schedule before planning for family vacations as this is not an acceptable excuse for missing an evaluation.

CODE OF CONDUCT

All members of the school community, including trustees, Board employees, students, parents, school council, visitors, volunteers, contractors, and community members on school premises, while on school buses, at school related events or activities, or in any other circumstances that could have an impact on the climate of the school, must comply with all Code of Conduct Board Policies. The full Code of Conduct policy is posted on the board website at www.hwdsb.on.ca. The following Code of Conduct listed in this document is meant to support the overall HWDSB policy.



ROLES AND RESPONSIBILITIES:

ADMINISTRATION

Principals and Vice-Principals will hold everyone to the highest standard of respectful/responsible behaviour by:

- * Demonstrating care and commitment to academic excellence in a safe teaching and learning environment;
- * Holding everyone, under their authority, accountable for their behaviour and actions;
- * Empowering students to be positive leaders in their school and community;
- * Communicating regularly and meaningfully with all members of their school community;
- * Modeling respect, responsibility, and civility, and ensuring these are taught as part of the curriculum;
- * Maintaining consistent standards of behaviour for all students;
- * Modeling the character attributes of the Hamilton-Wentworth District School Board.



TEACHERS AND STAFF

Teachers and staff will hold everyone to the highest standard of respectful/responsible behaviour by:

- * Helping students work to their full potential and self-worth;
- * Empowering students to be leaders in class, school, and community;
- * Communicating regularly and meaningfully with parents;
- * Maintaining consistent standards of behaviour for all students;
- * Demonstrating respect for all members of the school community;
- * Preparing students for the full responsibilities of citizenship;
- * Modeling the character attributes of the Hamilton-Wentworth District School Board.

STUDENTS

Students demonstrate respect and responsibility when they:

- * Come to school prepared, on time, and ready to learn;
- * Show respect for themselves, others and those in authority;
- * Refrain from bringing anything to school that may compromise the safety of self or others;
- * Demonstrate responsibility for actions or behaviour off school property or outside of the school day that has an impact on the school climate;
- * Follow the established rules and take responsibility for their own actions;
- * Model the character attributes of the Hamilton-Wentworth District School Board;
- * Demonstrate appropriate participation in the civic life of the community.

PARENTS/GUARDIANS

Parents/Guardians support a safe and respectful learning environment when they:

- * Show an active interest in their child's school work and progress;
- * Communicate regularly with the school;
- * Help their child be neat, appropriately dressed and prepared for school;
- * Ensure that their child attends school regularly and on time;
- * Promptly report to the school their child's absence or late arrival;
- * Become familiar with the Code of Conduct and school rules;
- * Encourage and assist their child in following the rules of behaviour;
- * Assist school staff in dealing with disciplinary issues involving their child.

CODE OF CONDUCT

PROGRESSIVE DISCIPLINE and PROMOTING POSITIVE STUDENT BEHAVIOUR

When addressing inappropriate student behaviour, disciplinary measures will be applied within a framework that shifts the focus from solely punitive to both corrective and supportive. Westdale will utilize a range of interventions, supports and consequences as well as opportunities for students to focus on improving behaviour. A Pyramid of Interventions will be used by classroom teachers and administrators in order to promote positive student behaviour.

CONSEQUENCES

Responsible behaviour creates an environment which is conducive to effective learning and teaching. Misbehaviour carries consequences. A progressive series of consequences will be taken against individuals who choose not to engage in reasonable and respectable behaviour. Consequences may include: counselling, detention, parental involvement, formal interview with a Vice Principal, withdrawal of specific privileges, financial or community service restitution, temporary withdrawal, behaviour or performance contract, suspension, referral to community agencies, and/or expulsion. Consequences will be appropriate to the infraction. When consequences are assigned, the following will be taken into consideration:

- * Particular student and circumstance;
- * Nature and severity of the behaviour;
- * Impact on the school climate;
- * For students with special education needs, disciplinary interventions, supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in the Individual Education Plan (IEP);
- * Opportunities for the student to learn from their choices;
- * Appropriateness and availability of parental involvement in discussions concerning disciplinary action.

Positive School Climate: School climate is the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, respected and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to promote a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour.

SUSPENSION

A principal shall consider whether to suspend a pupil if he or she has reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related event, or in other circumstances where engaging in the activity will have an impact on the school climate:

EDUCATION ACT

1. Uttering a threat to inflict serious bodily harm on another person
2. Possessing alcohol or illegal drugs
3. Being under the influence of alcohol
4. Swearing at a teacher or at another person in a position of authority
5. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school
6. Bullying
7. Other activities suspendable under board policy
8. Non-consensual sharing of intimate images
9. Bomb threat

HWDSB

10. An activity in violation of the Equity Policy; e.g. racist, sexist, hate-motivated or derogatory comments
11. Violations of the Code of Conduct, school and Board policy, e.g. repeated disrespect of authority
12. Using social media in such a way that negatively impacts others or school climate.
13. Inappropriate behaviours including biting, spitting, kicking, etc...
14. Physical fighting and violence (not requiring medical treatment).
15. An act harmful to one's physical/mental wellbeing
16. Being under the influence of drugs



CODE OF CONDUCT

EXPULSION

The principal will consult with the School's Superintendent when considering expulsion and will issue a 20 day suspension pending expulsion while conducting an investigation.

A principal shall suspend a pupil if he or she has reasonable grounds to believe that the pupil has engaged in any of the following activities while at school, at a school-related activity or event, or in other circumstances where engaging in the activity will have an impact on the school climate.

EDUCATION ACT & HWDSB

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Committing sexual assault
- Trafficking in weapons or in illegal drugs
- Committing robbery
- Bullying (if the student has been previously suspended for engaging in Bullying/the student's continuing presence in the school creates an unacceptable risk to the safety of another person)
- Violations under the Equity Policy
- Giving alcohol to a minor
- Any other activity for which a student may be expelled under Board policy.
- Physical assault requiring medical attention
- A pattern of behaviour injurious to learning
- A serious violation of the Code of Conduct
- Committing an act of vandalism that causes extensive damage to Board property.

Factors principals must consider prior to suspension or expulsion: In considering whether to suspend a pupil for engaging in an activity that may lead to suspension or expulsion, the following mitigating factors shall be taken into account by the Principal:

MITIGATING FACTORS

- The pupil does not have the ability to control his or her behaviour
- The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour
- The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person

Other Mitigating Factors to be considered where the pupil is able to control his or her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal will consider whether the following factors mitigate the length of the suspension and whether further investigation should be undertaken to recommend that the pupil be expelled:

- The pupil's history
- Whether a progressive discipline approach has been used with the pupil
- Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment
- How the suspension or expulsion would affect the pupil's ongoing education
- The pupil's age

- Where in the case of a pupil for whom an individual education plan has been developed,
- Whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan
- Whether appropriate individualized accommodation has been provided; And
- Whether a suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour.

EQUITY and INCLUSIVENESS POLICY

Hamilton-Wentworth District School Board (HWDSB) is committed to the principles of equity through inclusive programming, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Ministry of Education PPM119 areas of focus:

- Ableism and discrimination based on disability
- Anti-classism and Socio-economic Equity
- Anti-racism and Ethnocultural Equity
- Gender Equity
- Gender Identity and Gender Expression
- Religious and Creed-Based Accommodation
- Sexual Orientation

HWDSB is committed to:

- Accountability and transparency to stakeholders
- Consistent approach to identity-based data collection, integration, utilization and reporting
- Culturally inclusive and responsive programming and assessment practices
- Employment equity and workforce diversity
- Equitable and inclusive Board policies and procedures
- Inclusive school-community relationships/partnerships
- Positive culture and well-being for students and staff
- Professional learning on equity for all employees and trustees
- Shared leadership to the principles of equity

For more information, please refer to HWDSB's [Equity & Inclusion Policy](#).



The SMOKE FREE ONTARIO ACT

SMOKING ON SCHOOL PROPERTY:

“Smoke is Smoke” any smoking is prohibited on school property and school related events. This includes cigarettes, vaping, and cannabis.

VAPING ON SCHOOL PROPERTY:
Beginning January 1, 2016 the Electronic Cigarettes Act makes it illegal to use e-cigarettes (vapes) in non-smoking areas

Vaping, smoking (including cannabis) and/or holding a lighted tobacco product is not allowed by anyone (staff, students, parents and visitors) in school buildings or on school property at any time.

Smoking and/or vaping is also not allowed in any vehicle on school property. This law is in effect 24 hrs a day, 7 days a week, 365 days a year. It is against the law to sell, buy for, or give any tobacco products to anyone under 19. Anyone caught selling, buying for, or giving tobacco products to anyone under 19, can be charged.

This law applies on and off school property. To sell, buy for, or give cigarettes and cannabis to anyone under 19 can result in a fine of \$365.00. Maximum fine for supplying someone under the age of 19 with tobacco products is \$5,000.00. If you have any questions you can contact the city of Hamilton at: 905-540-5566

WESTDALE EXPECTATIONS

DRESS CODE

Staff will follow these interim general guidelines in a fair and consistent way:

- Students have the right to express themselves, feel comfortable in what they wear and the freedom to make dress choices (e.g., clothing, hairstyle, makeup, jewelry, fashion, style, etc.)
- Students have the responsibility to respect the rights of others, support a positive, safe and shared environment and to follow student dress guidelines
- Staff are responsible for ensuring that student dress doesn't interfere with student and staff health or safety requirements (e.g., proper footwear in technological education) and/or promote or symbolize drugs, alcohol, illegal activity, hate or discrimination, profanity, pornography; that incites violence or harassment; or threatens health and safety
- Staff have the additional responsibility to support student health, well-being and safety and foster positive school climates while affirming and respecting student choices and freedom of expression.
- The Principal is responsible for day-to-day operations, implementation, and enforcement at the school level.

Students:

- Will wear a top and bottom layer of clothing of opaque material
- May wear tops that expose arms, shoulders, stomachs, midriff, neck lines, chest and straps but will cover the nipples
- May wear bottoms that expose legs, thighs and hips and expose straps and waistbands, but will cover the groin and buttocks
- May wear any headwear or head covering that does not obscure the face including but not limited to durags, ball caps, head scarves etc.
- May wear dress or headwear requirements to support religious/creed accommodations and similar human rights accommodations
- May not wear undergarments as outerwear
- May not wear anything that promotes or symbolizes drugs, alcohol, illegal activity, hate or discrimination, profanity, pornography; that incites violence or harassment; or threatens health and safety
- May not wear anything that depicts or displays hate speech targeting groups based on race, ethnicity, gender, disability, sexual orientation, gender identity, religious affiliation or any other protected groups



Staff will respond to student dress code violations in a consistent and fair way that:

- Is inclusive and non-gender specific, avoiding reinforcing gender and other stereotypes
- Works with the student 1:1 while respecting student privacy
- Treats the violation as minor and doesn't interfere with the student's access to their education and related activities unless it's a violation under the Safe Schools Act.
- Ensures that students aren't separated by binary gender for any discussion
- Ensures no student is negatively affected by dress code enforcement because of their identity and any grounds under the Ontario Human Rights Code
- Ensures students are not shamed or required to display their body in front of others (students, parents/guardians, or staff) in school
- Doesn't remove a student from class time
- Offers a variety of choices to remedy any inappropriate dress such as asking the student to wear additional clothing of their own to obscure the inappropriate dress choice, to borrow additional clothing from a peer, to contact a family member to bring extra clothes, or to wear clothing provided by the school



RESPECT FOR PROPERTY

Students will treat the school grounds, the school building and everything in the school with respect. Therefore, vandalism and littering are unacceptable.

* All students are responsible for clearing garbage from their classroom workspace and/or common areas and respecting the rules regarding food and drink in classrooms, library and hallways.

* In situations of vandalism and gross misconduct, the police will be called and families will be expected to make financial restitution for the damage.

VISITORS TO WESTDALE SECONDARY SCHOOL

Students are NOT to invite non-Westdale students to visit them on school property during the school day. Any visitors to the school must be pre-arranged through the office. All visitors to Westdale should immediately report to the MAIN OFFICE upon entering the building.

ACADEMIC EXCELLENCE

Westdale has a tradition of academic excellence. Students are encouraged to demonstrate their commitment to academic excellence by working hard in their chosen pathway to meet the honour criteria:

Grade 9 & 10

80% average in 7 Ministry approved courses taken July through June of a school year.

Grade 11 & 12

80% average in 6 Ministry approved courses taken July through June of a school year.

NOTE: For grade 12, courses must be from the senior division.

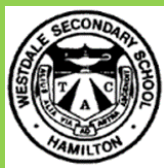
Ontario Scholar Requirements

Ontario scholars are students who are recognized for attaining an aggregate score of 480 points, based on their best 6 grade 12 courses (regardless of the year taken).

Summa Cum Laude: this distinction is awarded to the top 5% of the graduating class based on HWDSB Honours criteria.



Responsibility for Personal Electronic



Anyone carrying a personal electronic device on Board premises, including school buses, will comply with all of the requirements of this policy and associated procedures.

The secure storage of these devices is the sole responsibility of the owner/user. The HWDSB does not accept responsibility for

lost or stolen personal electronic devices; students bring the devices to school at their own risk.

During the school day the use of cell phones and PEDs or not allowed and are to be turned off and put away. During classroom instruction, the use of all cell phones and electronic devices may be permitted by teachers for instructional purposes only at the sole discretion of the teacher.

Devices may not be used during testing situations.

Electronic devices are not to be taken into examination rooms. Electronic devices are not to be used to take photos in bathrooms or change rooms.

RESPECT FOR SCHOOL COMPUTERS & EQUIPMENT

Students are responsible for remembering their School Connect and Power School email account logins and passwords. Do not share your password with others. If you forget your login or password, please speak with your teacher. If you think that your password has been compromised, speak with your teacher.

*Teachers may allow students use of personal laptop computers, iPads, iPhones and other mobile devices in order to support classroom activities. The use of or downloading of unauthorized software (including games) is not permitted.

*Students must only use their own network and Power School accounts.

*Users will not publish, post, or display inflammatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, sexist, or illegal material.

*Users will not transmit, download, or print information, files, or software violating copyright laws.

*Violation of Network Guidelines may result in forfeiture of network use at the school.

*Users will not use the computer for activities which demean or bully other individuals or groups.

*Be courteous when sending out publishing messages or other information on the Internet or when using Power School.

*Not access, harm or destroy the data or materials of others.



RESPECT FOR OTHERS

O Canada and the and the Land Acknowledgement: Students are asked to stop in halls.

Staff: Respect all staff in the building. For security reasons, *you must provide your name when asked—failure to do so will result in a suspension.* If you are ever unsure of a request that is made of you (feel it is inappropriate or not sure if the person is a staff member), you are to come to the office for support rather than just refuse the request.

Neighbours/Community: Every time you are out in the community, you are a reflection of your family values and our school values. Make us all, as well as yourself, proud of your behaviour. Respect our neighbours and their property. Watch your language while walking to lunch. Be respectful in restaurants etc...

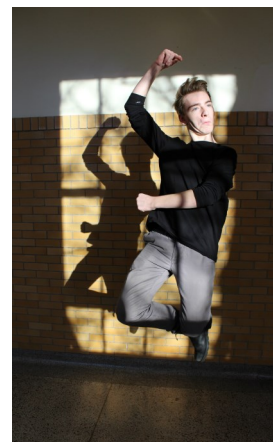


FOOD & DRINK

Eating and Drinking: Food and drink are not allowed in the hallways or stairwells -this is for health and safety reasons-we do not want anyone to slip or trip. Food is only to be consumed in the cafeteria, gym balcony or off school property.

Smoking and Parking Lot:

Due to the size of our lot, there is no student parking at Westdale. Please use street parking. Smoking/Vaping is not allowed on school property and within 20 meters of perimeter of school.



SCHOOL SAFETY PROCEDURES

LOCKDOWN PROCEDURES

A code lockdown is a safety procedure designed to ensure that students and staff are safe from a source of danger (internal or external). Students are to listen to all staff instructions and follow the guidelines set out for them during training sessions. Students should be aware of the following terminology:

- * **HOLD AND SECURE:** used when the school is secured due to an ongoing situation outside and not related to the school. The school continues to function normally, with the exterior doors locked until the situation is resolved.
- * **SHELTER IN PLACE:** used for an environmental, or weather related situation, where it is necessary to keep all occupants within the school to protect them. Examples may include chemical spills, blackouts, explosions or extreme weather conditions. If the 'shelter in place' lasts for a prolonged period of time, emergency personnel and HWDSB staff will arrange for relocation of students. This information will be posted on the board website and Synervoice will be utilized as the situation unfolds.
- * **LOCKDOWN:** used when there is a major incident or threat of school violence within the school, or in relation to the school.

FIRE EVACUATIONS

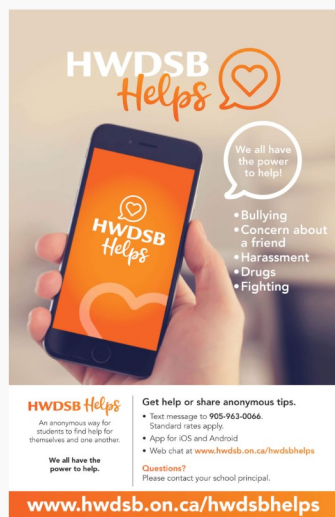
Throughout the year we will also practice several fire evacuation drills. These drills will be conducted randomly during school hours. All students are required to follow the directions of staff regarding the procedures during this time. You must stay with your teacher when outside and when directed to evacuate site.

MEDICAL HEALTH CONCERNS/HEAD INJURIES

Any student who has life threatening medical/health issues (Anaphylaxis, Diabetes, severe allergies, etc.) must inform the office and fill out an Individual Emergency Medical Plan form, so that a plan of action can be created to respond to a medical emergency. Any student experiencing a head injury should be seen by a medical professional. CONTACT ADMINISTRATION; they will contact parents and initiate procedures for suspected concussion as per board protocols. See CHART 1 on page 11

VALUABLES

Students are advised not to bring valuables or large sums of money to school. The school cannot accept any responsibility for the security of belongings and valuables. **DO NOT LEAVE VALUABLES (INCLUDING CELL PHONES) IN THE CHANGE ROOMS.** If you have lost an item, please check the lost and found by the main office.



HWDSB Helps

[HWDSB Helps is a free and anonymous way](#) for students to find help for themselves and one another. Tips may relate to student mental health, bullying, substance use and more. This is not a crisis line or counselling service.

Get help or share anonymous tips using...

Text to 905-963-0066. Standard rates apply.

The HWDSB Helps app for iOS and Android.

[Click here to access the webchat.](#)

SCHOOL LOCKERS

All students should have their own locker. *The school is not responsible for the loss or theft of items left unattended within the school.*

Students will use their assigned locker and be responsible to keep it clean and clear it out by the last exam day in June. Any items left in lockers at the end of June will be disposed of.

The school accepts no responsibility for lost or stolen items.

For everyone's safety, the office needs to know the individual assigned to each locker. Students will inform the office of their locker number and lock combination. If an inaccurate combination is left, the lock may be removed by administration. Administration will not reimburse students for locks that have been removed if students have failed to provide accurate information.

Students will not write graffiti on or in lockers. Locker damage is associated with vandalism consequences.

The locker is the property of the school. School administration has the right to open and search lockers at any time.





Guidelines for Participation in Extra-Curricular Activities:

All students have the privilege of participating in extra curricular activities, such as sports, teams, school organizations, clubs and dances.

This privilege may be withdrawn or restricted if:

- *The student fails to attend school on the day of a schedule event or game.
- *The student is consistently failing a course/courses, or has excessive absenteeism.
- *The student breaches the Code of Student Behaviour.

We believe it is a privilege, not a right, to play for an interscholastic team. It is the athlete's duty to promote good sportsmanship between their own teammates and opponents. All team members are encouraged to set a good example where each team should be free of foul language, physical and verbal abuse, comments relating to ethnic or religious origin and negative comments of any kind. Officials and coaches are to be treated with the highest degree of respect.

Students transferring to Westdale from another school are ineligible to play sports until approved through the OFSSA transfer appeal process.

We strongly encourage you to find something to join at Westdale; it will enrich your high school experience. It is so important to get involved! A comprehensive list of current teams, clubs and activities is available on our website.

TEAM/CLUB MEMBERSHIP DECISIONS:

The school administration will support the decisions (team/club membership, playing time) of faculty coaches, supervisors and advisors who volunteer their time to provide these enriching opportunities to our students. Students who have concerns should first approach their coach in order to resolve the problem.



The Hamilton Spectator

ASSESSMENT & EVALUATION

Please note that the Westdale Assessment, Evaluation, and Reporting (AER) Policy is in alignment with the Hamilton Wentworth District School board (HWDSB) AER Policy and The Ministry of Education's "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010" document.

DETERMINING A GRADE

Teachers will take into account various considerations before making a decision about the grade to enter on the report card. Determining a report card grade will involve teacher's professional judgment and interpretation of evidence (conversations, observations, products) and should reflect the student's most consistent level of achievement for each overall expectation, with special consideration given to more recent evidence.

MISSING EVIDENCE OF LEARNING

Students are responsible for:

- Providing evidence of their learning by completing all tests, demonstrations, projects, presentations and assignments to the best of their ability within established timelines.
- Using organizational and time management strategies to meet deadlines.
- Working collaboratively with their teachers to get extra help and support and manage their time when required.
- Ensuring that the evidence they provide is their own work, not the result of cheating or plagiarism.

If a student has not participated in learning activities in the classroom, and the teacher has not been able to evaluate the student through observations, conversations or student products, the teacher may not be able to evaluate student achievement of the overall expectations for a unit, subject or course.

In such situations, the teacher will communicate with parents and seek the support of the student success team, student services and/or administration. In the case where a student is not attending, the school social worker will be involved. If after strategies for support have been put in place and the student has still not demonstrated achievement of the overall expectations of a course, the teacher will use "Lower Limits" on the report card to indicate where the student is on the continuum of learning. Lower Limits are as follows:

- 40 Additional learning required. Focus on remediation, revision and completion. Recommend credit recovery or summer school.
- 30 Significant additional learning required. May require additional supports, interventions or changes to program. May need to repeat course.
- 25 Used for grades 11 & 12 only. Means a student has had no opportunity to demonstrate achievement of the overall expectations due to unique circumstances (student has joined course or has been ill).
- 1 Used for grades 9 & 10 only. Means a student has had no opportunity to demonstrate achievement of the overall expectations due to unique circumstances (student has joined course or has been ill).
- 0 No evidence of learning. A mark of 0 may only be given after consultation with a member of the administration team.

LATE SUBMISSION OF EVIDENCE

If a student has not submitted evidence of learning on the due date, the teacher will use a series of strategies as appropriate to facilitate the completion and submission of the work. These strategies may include; conferencing with the student; requiring the student to complete an alternate task; reviewing the need for extra supports; contacting parents and setting up a contract for completion. An academic penalty of a maximum of a 10% mark deduction may be applied. If a student still does not submit the evidence of learning, ultimately a mark of zero can be given for the product. Also, please refer to the "Missed Evidence of Learning" section of our policy.

ACADEMIC DISHONESTY

Academic Dishonesty is a serious offense and one that must not be taken lightly. When students submit evidence of achievement that is not their own, cheating or plagiarism, the expectation being assessed will be treated as missing (please refer to the "Missed Evidence of Learning" section of our policy) and may ultimately be assigned a mark of zero.

Cheating is defined as "to violate rules dishonestly" according to www.merriam-webster.com. Students must follow "rules" that are implicit in the tasks that have been assigned to assess and evaluate their learning. Some of these rules include:

- Tasks must be completed independently—unless other wise instructed.
- Products to demonstrate learning should not be shared with other students.
- Tests require students to use only the information they remember and they must not use other resources (unless explicitly provided with resources).
- A product used to demonstrate learning can only be used once.



Plagiarism is a form of cheating. The Ministry “Growing Success” document defines plagiarism as “the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work.” Plagiarism can occur in different ways including:

- Improper paraphrasing or paraphrasing without acknowledgement of the source;
- Quoting from a source without acknowledgment (copying);
- Cutting and pasting from an electronic source without acknowledgement, including graphic representations;
- Representing as his/her own a product that a student did not produce.

RESPONDING TO ACADEMIC DISHONESTY

Consequences for initial incidents of academic dishonesty may include the following:

- Student/teacher conference
- Student/parent/teacher conference
- Confirmation of student understanding of academic honesty; teacher re-teaches unit on proper documentation or uses the help of the Learning Commons
- Completing the task under supervision
- Revising and resubmitting the task

Repeated actions of academic dishonesty will be treated as a violation of the Code of Conduct and will be referred to administration. The students and his/her parents will be made aware that this behaviour constitutes lying and/or theft and progressive discipline actions appropriate to these infractions will ensue. Ultimately, a mark of zero can be given for the product.

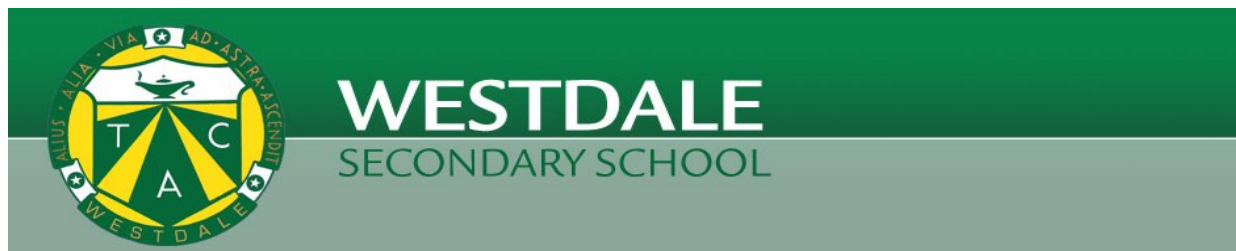
Cheating and plagiarism on the final examination will result in an overall mark of zero assigned to the entire evaluation.

STUDENT FEES

Please note that Westdale is committed to following best practices when charging school fees. Every attempt will be made to limit fees charged to our students and to ensure that fees reflect the actual costs of the services and/or materials provided. We will establish a subsidy program so that all students can participate in student activities regardless of ability to pay. We will also work with families who have more than 2 children at the school to come up with a variable fee structure. Fees charged at Westdale are as follows:

- ⇒ *Yearbook Purchase:* Optional & pricing TBD
- ⇒ *Optional Programming:* TBD for each program (for students choosing to participate in IB, overseas trips and exchanges, etc...)
- ⇒ *Enhanced Programming/Materials:* TBD (for students wishing to participate in field trips or wishing to use superior product or consumables not provided by the school) **please note, alternative programming and assignments will be provided for students not wishing to participate in a field trip.
- ⇒ *Extracurricular Trips, Events or Activities:* TBD (for students wishing to participate in dances, proms, theme days, drama productions, school council activities etc...)
- ⇒ *Graduation Fee:* Price TBD—required fee for all graduating students that covers the cost of the hall rental, caps, gown, portfolios, grad breakfast, two guest tickets etc...

Westdale shall honour the dignity of every student and parent/guardian in the fee collection process.
If financial support is needed, please contact student services to speak to your student’s guidance counselor.
If you have any questions about Westdale school fees, please contact the main office to speak to an administrator.




HWDSB SCHOOL CALENDAR

SECONDARY

Ministry of Education **Secondary**

School Year Calendar 2023 - 2024

Legend ↓ **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday  Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2023					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
September 2023	18	1						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
October 2023	20	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
November 2023	21	1				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
December 2023	16							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
January 2024	14		4	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
February 2024	18	1	1				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	
March 2024	14	1						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
April 2024	21			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
May 2024	22					1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
June 2024	13	2	5	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
July 2024				1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
TOTAL	177	7	10	Note: The 2023-2024 calendar provides for 195 possible school days between September 1, 2023 and June 30, 2024. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days.																								

© Queen's Printer for Ontario, 2020

