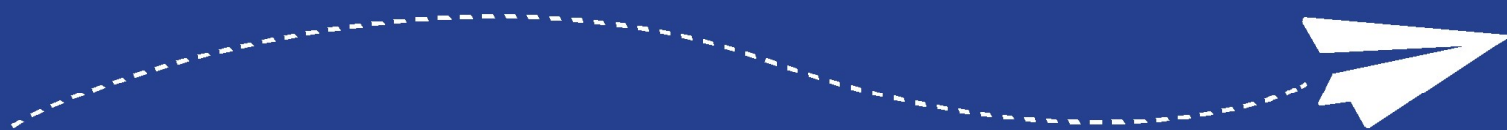


# HWDSB

---

2020-21



**curiosity**

**creativity**

**possibility**



# BELL TIMES

---

<b>REGULAR/FLEX DAY</b>	
<b>1</b>	<b>8:40 – 9:55 (9:17)</b>
<b>Break</b>	<b>9:55 – 10:03</b>
<b>2</b>	<b>10:03 – 11:18 (10:40)</b>
<b>3</b>	<b>11:23 – 12:38 (12:02)</b>
<b>Travel Time</b>	<b>12:38 - 12:40</b>
<b>4</b>	<b>12:40 – 1:55 (1:17)</b>
<b>Travel Time</b>	<b>1:55 – 2:00</b>
<b>5</b>	<b>2:00 – 3:15 (2:37)</b>

<b>ADVISOR DAY</b>	
<b>1</b>	<b>8:40 – 9:45 (8:13)</b>
<b>Break</b>	<b>9:45 – 9:52</b>
<b>ADVISOR</b>	<b>9:52 – 10:27</b>
<b>2</b>	<b>10:34 – 11:39 (11:08)</b>
<b>Travel Time</b>	<b>11:39 – 11:46</b>
<b>3</b>	<b>11:46 – 12:51 (12:18)</b>
<b>Travel Time</b>	<b>12:51 – 12:58</b>
<b>4</b>	<b>12:58 – 2:03 (1:33)</b>
<b>Travel Time</b>	<b>2:03 – 2:10</b>
<b>5</b>	<b>2:10 – 3:15 (2:43)</b>

# WESTMOUNT SECONDARY SCHOOL

*"Home of the Wildcats"*

## PLANNER 2020 - 2021

Principal: Geeta Malhotra  
Vice-Principal: Corie Pillinini (A-L)  
Vice-Principal: Dan Stepaniuk (M-Z)



Westmount Secondary School  
39 Montcalm Drive  
Hamilton, Ontario  
L9C 4B1

Phone: (905) 385-5395 / Fax: (905) 574-6020  
westmount@hwdsb.on.ca  
<http://www.hwdsb.on.ca/westmount/>

STUDENT NAME \_\_\_\_\_

## LAND ACKNOWLEDGEMENT

---

*The Hamilton-Wentworth District School Board acknowledges our presence on ancestral Anishinaabe and Haudenosaunee Confederacy land as determined by the Dish with One Spoon treaty.*

*The intent of this agreement is for all nations sharing this territory to do so responsibly, respectfully and sustainably in perpetuity.*

*We respect the longstanding relationships with the local Indigenous communities, the Mississaugas of the Credit First Nation and the Six Nations of the Grand River.*

## PRINCIPAL'S MESSAGE

---

Welcome back to another school year at Westmount Secondary School! We hope that you have had a restful summer and are ready to return to school routines. We are excited to be learning with you!

Please take some time to explore our Westmount 2020-2021 Planner. This agenda includes important information around policies and protocols at Westmount. It also provides you with important dates and events that have been planned for this year. Explore further and you will find some useful tips and resources as well.

The planner is designed to help support your academics, extra-curriculars and other personal responsibilities so that you can be successful in our self-directed, self paced program. Organizing and prioritizing your time will assist you in staying on top of deadlines, work submission due dates as well as school club commitments in and outside of school. This agenda is a key tool to flex in and out of classes so be sure to have it on hand everyday.

If you have any questions about our agenda, time management tips or questions in general about our program, please feel free to ask. Staff are here to help and support you.

Thank you for your commitment and dedication to learning.

Wishing you a healthy and successful school year!

Ms. Malhotra  
Principal

# TABLE OF CONTENTS

---

**Using This Planner**

**How Parents/Guardians/Caregivers Can Help**

**Westmount Staff Directory**

**Westmount Maps**

**Safe Arrival & the Schoolmessenger Communication Platform**

**HWDSB Code of Conduct / Standards of Behaviour**

**Westmount Student Guidelines**

**Assessment, Evaluation and Reporting at Westmount**

**Learning Skills & Work Habits**

**Virtual Learning**

**Westmount Student Information**

**Planner Instructions**

**Westmount Style Guide**

**What Do You Need to Graduate from High School?**

**Periodic Table of the Elements**

**Counselling Resources**

**ADDITIONAL INFORMATION IS AVAILABLE ON THE SCHOOL WEBSITE AT**

**[www.hwdsb.on.ca/westmount](http://www.hwdsb.on.ca/westmount)**

## USING THIS PLANNER

---

The planner contains important information about our school policies and procedures. Please take time to review it carefully. Additional information is available on our website ([www.hwdsb.on.ca/westmount/](http://www.hwdsb.on.ca/westmount/)).

## HOW PARENTS/GUARDIANS/CAREGIVERS CAN HELP

---

Westmount's self-directed/self-paced program promotes students taking responsibility for their own learning. All students, however, need support to be successful. We believe in the educational partnership between the school, the student and their parent/guardian/caregiver. Listed below are some ways that parents/guardians/caregivers can support their student while they attend Westmount.

- Subscribe to Westmount's website to get the latest news, announcements and information.
- Ensure that the school has your **CORRECT HOME/CELL PHONE NUMBER** and a **DAYTIME PHONE NUMBER** where you can be reached in case of an emergency.
- Review this Student Planner with your student. Take note of important dates and school events listed on the school calendar.
- Check the Student Planner regularly for academic plans, homework, flex day plans etc...
- Participate with your student in setting academic goals using the dates in the Student Planner as a guide.
- Encourage your student to use the Hub to access course information and announcements.
- Review course tracking sheets with your student and encourage them to reflect on previous assignments and to develop plans for improvement.
- Review achievement reports with your student each month.
- Contact your student's teachers to ask questions, to provide supports and insights, and to express concerns.
- Call the school at 905-385-5395 or use the School Messenger App to report student absences.
- Attend Student/Parent/Teacher Conferences.
- Join School Council.
- Attend co-curricular events such as sports, plays, music nights, coffee houses etc...

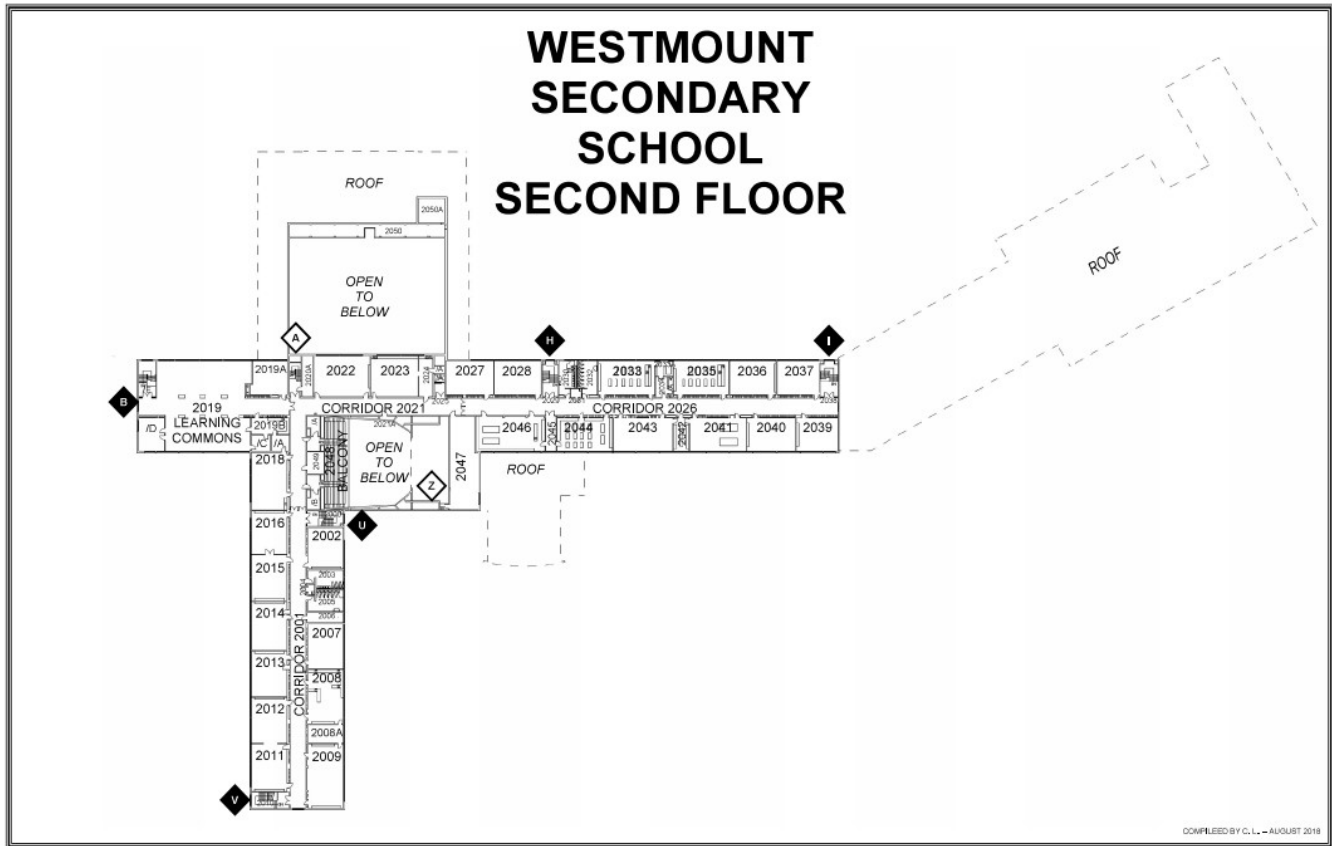
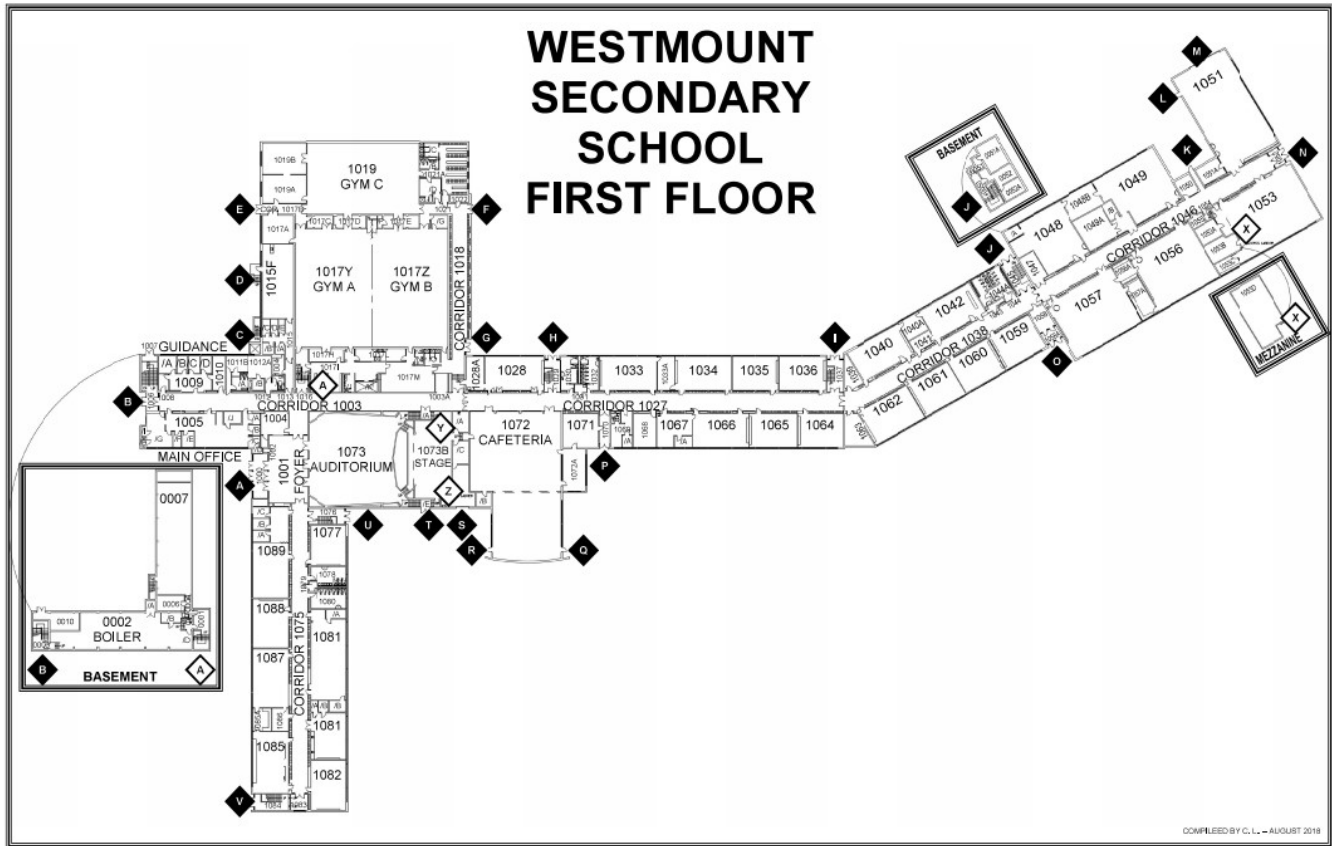
***We welcome questions from parents/guardians/caregivers  
and invite you to contact the school at anytime.***

# WESTMOUNT STAFF DIRECTORY

Voice Mail Ext.	Staff Member	Email Address	Voice Mail Ext.	Staff Member	Email Address
4467	ARMSTRONG, M.	marmstro@hwdsb.on.ca	5737	LOOTSMA, E.	elootsma@hwdsb.on.ca
5700	BELL, K	kbell@hwdsb.on.ca	5738	LYCHAK, C.	clychak@hwdsb.on.ca
5701	BENNING, C.	cbenning@hwdsb.on.ca	5739	MALLORY, J.	jmallory@hwdsb.on.ca
5702	BINOTTO, L.	lbinotto@hwdsb.on.ca		MCCRADY, K.	kmccrady@hwdsb.on.ca
	BIRO, J.	jbiro@hwdsb.on.ca	5741	MCKAGUE, S.	smckague@hwdsb.on.ca
5704	BOEHM, L.	lboehm@hwdsb.on.ca	5742	MCPHEE, J.	jmcphree@hwdsb.on.ca
5705	BOWER, M.	mbower@hwdsb.on.ca	5780	MILLAR, D.	demillar@hwdsb.on.ca
5706	BRUN, C.	cbrun@hwdsb.on.ca	5745	MILLER, J.	jmillier@hwdsb.on.ca
5707	BULMER, T.	tbulmer@hwdsb.on.ca	5746	MOORE, C.	catmoore@hwdsb.on.ca
5708	CAMPANARO, C.	ccampana@hwdsb.on.ca	5747	MRMAK, S.	smrmak@hwdsb.on.ca
5709	CAREY, L	lcarey@hwdsb.on.ca	4461	NAGPAL, J.	jnagpal@hwdsb.on.ca
5711	CHARTERS, C.	ccharter@hwdsb.on.ca	5748	NANTAIS, D.	dnantais@hwdsb.on.ca
5712	CLARK, J	jdclark@hwdsb.on.ca	5750	PAIN, T.	tpain@hwdsb.on.ca
5713	COOK, A.	acook@hwdsb.on.ca	5751	PAPALIA-POTVIN, M.	mpapalia@hwdsb.on.ca
5714	COPE, L.	lcope@hwdsb.on.ca	5752	PATERSON, P.	ppaterso@hwdsb.on.ca
5716	CULE, A.	acule@hwdsb.on.ca	5753	PATTINSON, J.	jpattins@hwdsb.on.ca
4459	CURRIE, J.	jcurrie@hwdsb.on.ca	5754	PERSAUD, R.	rpersaud@hwdsb.on.ca
5717	DOUGLAS, W.	wdouglas@hwdsb.on.ca	5755	POTVIN, A.	apotvin@hwdsb.on.ca
5718	ELDER, N	nelder@hwdsb.on.ca	5781	PUHAKKA, J.	jpuhakka@hwdsb.on.ca
5719	FARRAUTO, S	sfarrauto@hwdsb.on.ca	5757	RAMSON, M	mramson@hwdsb.on.ca
5720	FRENCH, R.	rfrench@hwdsb.on.ca	4460	REX, H.	hrex@hwdsb.on.ca
5721	GAULEY, M.	mgauley@hwdsb.on.ca	5758	RODDIE, R.	rroddie@hwdsb.on.ca
5722	GRANT, A.	aegrant@hwdsb.on.ca		ROGLIC, T	troglic@hwdsb.on.ca
5723	GRANT, J.	jmgrant@hwdsb.on.ca	5760	ROSEBERY, T	troseber@hwdsb.on.ca
5724	GRANT, N.	ngrant@hwdsb.on.ca	5761	SALVADOR, L.	lsalvado@hwdsb.on.ca
5725	GROVES, T	tgroves@hwdsb.on.ca	5762	SCARCELLI, J.	jscarcel@hwdsb.on.ca
5726	GUAGLIANO, P.	pguaglia@hwdsb.on.ca	5763	SCARCELLI, M.	mscarcel@hwdsb.on.ca
5728	HAGGAR, D	dhagger@hwdsb.on.ca	5764	SHABOLUK, J.	jshabolu@hwdsb.on.ca
5729	HARRISON, V	vharriso@hwdsb.on.ca	5765	SHAW, J.	jshaw@hwdsb.on.ca
	HENDERSON, P	phenders@hwdsb.on.ca	5766	STARK, K.	kstark@hwdsb.on.ca
5730	HEWAK, P	phewak@hwdsb.on.ca	5768	SYKULA, J.	jsykula@hwdsb.on.ca
	HOANG, M.	mahoang@hwdsb.on.a	5769	THOMAS, D.	dthomas@hwdsb.on.ca
5731	HODGSON, S.	shodgson@hwdsb.on.ca	5770	TIMOFJEV, J.	jtimofej@hwdsb.on.ca
5732	HOLMES, N.	nholmes@hwdsb.on.ca	5771	TRINK, M.	mtrink@hwdsb.on.ca
5733	KERRIGAN, T.	tkerriga@hwdsb.on.ca		VERMEER, J.	jvermeer@hwdsb.on.ca
5734	KUEPFER, C.	ckuepfer@hwdsb.on.ca	5773	WATSON, J.	jwatson@hwdsb.on.ca
5735	LACKOVIC, A.	alackovi@hwdsb.on.ca		WILLS, A.	awills@hwdsb.on.ca
5736	LEPISCHAK, D.	dlepisch@hwdsb.on.ca			
	LITFIN, C	cqlitfin@hwdsb.on.ca			
<b>ADMINISTRATION</b>			<b>EDUCATIONAL ASSISTANT</b>		
	MALHOTRA, G (Principal)	gmalhotr@hwdsb.on.ca		PECKHAM, D	dpeckham@hwdsb.on.ca
	PILLININI, C (A-L)	cpillini@hwdsb.on.ca	<b>OFFICE STAFF</b>		
	STEPANIUK, D (M-Z)	dstepani@hwdsb.on.ca		ABBOTT, J	jabbott@hwdsb.on.ca
<b>HEAD CUSTODIAN</b>				BEITZ, H	hbeitz@hwdsb.on.ca
	LAWRENCE, T. (Daytime)			CARDWELL, S	scardwel@hwdsb.on.ca
	HUDDLESTON, J (Evening)			COULSON, S	scoulson@hwdsb.on.ca
<b>School Phone: 905-385-5395</b>				HISCOX, L	lhiscox@hwdsb.on.ca



# WESTMOUNT MAPS





# SAFEARRIVAL AND THE SCHOOLMESSENGER COMMUNICATION PLATFORM

As a school in the HWDSB, one of our greatest priorities is ensuring that all students safely arrive at school every day.

Please register for SafeArrival, a student absence reporting system within the SchoolMessenger communication platform. SafeArrival makes it easy for families to report student absences and allows school staff to respond quickly and thoroughly to all unexplained absences through notifications. SchoolMessenger will also notify you of other important announcements.

Follow the steps below to **create an account** and **set your preferences**:

1. **Download the SchoolMessenger App**, or visit [go.schoolmessenger.ca](http://go.schoolmessenger.ca).
2. **Create an account** (using the email address you have on file with your child's school).
3. Once you are logged in, go to **Preferences** on the left-hand menu and turn on/off phone, text, or email for each message type.

Use the **SchoolMessenger app** and website so that you receive messages in one or more of these ways:



**Phone**  
(Home, cell or both)



**Email**



**Text**



**SchoolMessenger  
App/Website**

For each of the following message types:

- **Attendance**
- **General**
- **Non-School Hours Emergency**
- **SafeArrival**
- **School Hours Emergency**
- **Survey**

**With SafeArrival, families report a child's absence one of three ways:**

1. Use the **SafeArrival website**, [go.schoolmessenger.ca](http://go.schoolmessenger.ca). Select **Attendance** then **Report an Absence**
2. Using your mobile device, download and install the **SchoolMessenger app** from the Apple App Store or Google Play Store (or from [go.schoolmessenger.ca](http://go.schoolmessenger.ca)). Select **Attendance** then **Report an Absence**.
3. **Call the toll-free number 1-844-506-4350** to report an absence using the automated phone system.

These options are available 24 hours/day, seven days a week. If you have any questions or if you try to explain an absence using SafeArrival, but are then told that it is past the cut-off time, please contact the school directly.

# HWDSB CODE OF CONDUCT

---

As members of the Hamilton-Wentworth District School Board (HWDSB) community, each of us has a responsibility to contribute to a positive school climate that is inclusive and accepting of all students and staff, and that promotes the prevention of bullying and harassment. The HWDSB Code of Conduct Policy sets out the expectations for behavior consistent with the Provincial Code of Conduct.

***As a student at HWDSB, to show respect and responsibility to myself and others I will:***

- Come to school prepared, on time, and ready to learn
- Treat one another and those in authority with dignity and respect at all times, even when there is a disagreement
- Refrain from bringing anything to school that may compromise the safety of myself or others
- Demonstrate responsibility for actions or behaviour on or off school property or outside of the school day that would have an impact on the school climate
- Follow the established rules and expectations and take responsibility for my own actions
- Promote the safety of people in schools by preventing bullying and using non-violent ways to resolve conflict
- Demonstrate appropriate participation in the civic life (physical and digital) of the community.

*\*This is a sample of the expectations of students. The full Code of Conduct can be found at [www.hwdsb.on.ca](http://www.hwdsb.on.ca).*

## HWDSB STANDARDS OF BEHAVIOUR

---

The provincial *Code of Conduct* sets clear provincial standards of behaviour. These standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system—parents, guardians, caregivers, volunteers, teachers and other staff members—whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

Specific standards of behaviour are required. These include:

***Respect, Civility and Responsible Citizenship:*** All members of the school community must recognize that a whole school approach is required, and that everyone including trustees, Board employees, students, parents/guardians, Home and School, School Council, visitors, volunteers, contractors, 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:

- respect and comply with all applicable federal, provincial, and municipal laws
- comply with the Equity and Inclusion Policy and other Board policies
- demonstrate honesty and integrity
- respect differences in people, their ideas, and their opinions
- treat one another with dignity and respect at all times, and especially when there is disagreement
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, creed, sex, gender identity, gender expression, marital status, family status or disability

- respect the rights of others
- show proper care and regard for school property and the property of others
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully
- respect all members of the school community, especially persons in positions of authority
- respect the need of others to work in an environment that is conducive to learning and teaching
- not swear at a teacher or at another person in a position of authority
- follow standards consistent with the Provincial Code of Conduct
- promote the prevention of bullying

**Safety:** All members of the school community must not:

- engage in any bullying behaviours including the use of any physical, verbal, electronic, written, or other means of bullying
- engage in any hateful behaviours (physical, verbal, electronic, written) that are based on racist, anti-Semitic, Islamophobic, sexist, homophobic, transphobic and other hateful ideologies.
- engage in gender-based violence and incidents based on homophobia, transphobia or biphobia
- commit sexual assault
- traffic weapons or illegal drugs
- give drugs, alcohol or cannabis to a minor
- commit robbery
- be in possession of any weapon, including firearms
- use any object to threaten or intimidate another person
- cause injury to any person with an object
- be in possession of, or be under the influence of, or provide others with alcohol, illegal drugs and cannabis (unless the individual has been authorized to use cannabis for medical purposes)
- provide others with alcohol, illegal drugs or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)
- inflict or encourage others to inflict bodily harm on another person
- engage in propaganda and other forms of behaviour motivated by hate or bias,
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

## WESTMOUNT STUDENT GUIDELINES

---

In order to promote a safe and effective learning environment for all, the following school guidelines must be adhered to by all students:

### **Attendance and Punctuality**

At Westmount, regular attendance at school is essential for learning. Please follow the appropriate procedures regarding school absences, arriving late, and leaving early. These are outlined below:



**School Absences:**

- a parent/guardian/caregiver should phone the school (905-385-5395) and leave a message on the answering machine with the student name and the reason for absence
- OR**
- a parent/guardian/caregiver should report the absence using the *School Messenger* website or app
- OR**
- the student should bring a note from the parent/guardian/caregiver to the office on the day they return to school (the note must indicate the date(s) of the absence and the reason for the absence(s))

*If a student will be absent from school for a prolonged period of time, the parent/guardian/caregiver must phone the school and speak directly to the appropriate vice principal.*

**Arriving Late:**

- students who arrive late to school (unexplained) should report directly to class
- teachers will mark the student as 'late' in the student attendance system
  
- students who arrive late to school (explained) should report to the office upon arrival to obtain an admit slip
- parents/guardians/caregivers should report late arrivals using the *School Messenger* website or app, by phoning the school, or by sending a note (that indicates the time of arrival and the reason for arriving late) with their student

Frequent unexplained absences and/or lates may be handled in several ways, including notification of parents/guardians/caregivers, detentions, meetings with the Vice Principal, withdrawal from a course, referral to the school Social Worker and/or suspension.

**Leaving Early:**

- parents/guardians/caregivers should report early excusals using the *School Messenger* website or app, by phoning the school, or by sending a note (that indicates the time of dismissal and the reason for early excusal) with their student
- the student should report to the office (before school starts, during a break or at lunch) to obtain an excusal slip to show their teacher

*If a student becomes ill while at school, they must report to the office for assistance. Someone from the school will contact home. Students are not to leave the school unless permission from a parent/guardian/caregiver has been received by the office.*

**Students Over 18:**

Students over the age of 18 are responsible for reporting absences, late arrivals and early excusals to the office using the *School Messenger* website or app, by phone or in person. Supporting documentation (such as medical notes) may be required. Persistent absences and/or lates for students over 18 will result in a referral to the appropriate vice principal.

*Parents please note that once a student has reached the age of 18, all school correspondence (i.e. phone calls, mail, etc...) will be directed to the student. Students over 18 years of age may choose to provide consent for the school to share their attendance and progress information with parents/guardians/caregivers. A consent form is available from the main office.*

## **Bullying**

Bullying is defined as repeated aggression in which there is an imbalance of power between the individual who bullies and the individual who is victimized. Bullying is unacceptable in any form. This includes bullying behaviour that may occur in classrooms, hallways, lunchrooms, the cafeteria, washrooms, on school property, by electronic means or bullying behaviour off school property that affects the school climate. Consequences for engaging in bullying may include contacting parents/guardians/caregivers, suspension and/or expulsion and/or involvement of the Hamilton-Wentworth Regional Police.

## **Smoking and Vaping**

By law, smoking cannabis or tobacco and vaping any substance is prohibited anywhere on school property and in public areas within 20 metres of the perimeter of the school grounds. Smoking and vaping are additionally not permitted at off-site events or on school trips. Consequences for smoking or vaping on school property may include notifying parents/guardians/caregivers, monetary fines from the Public Health Department and/or suspension from school.

## **Possession of/Under the Influence of Alcohol or Illegal Drugs**

As per the Suspension and Expulsion Policy, no student shall be in possession or under the influence of alcohol and/or illegal drugs or drug paraphernalia. Consequences may include notifying parents/guardians/caregivers, suspension and/or expulsion, and/or possible involvement of the Hamilton-Wentworth Regional Police. Being under the influence impairs judgment and places oneself and others at risk: both health and safety.

## **Hallways at Lunch**

Students may eat lunch in the following areas only: cafeteria, designated classrooms and the outside grounds. Students are expected to pick up any garbage in the areas they use during lunch. Students should maintain clear passageway through the hallways at all times and respect the instructions of the teaching and cafeteria staff regarding lunchtime behaviour. Students must remain outside of all instructional areas during their lunch period.

## **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. Students using school lockers are responsible for keeping them clean and free of graffiti. Students are responsible for removing all items from their locker by the final exam day in Semester 2. *The school bears no responsibility for lost or stolen items. Do not bring valuables to school. **Please be aware that lockers are the property of the school and may be accessed at any time by school authorities.***

## **Dress Code**

Students are expected to dress appropriately for school to foster and represent a positive learning environment. Students should not wear anything that displays vulgar, racist, sexist, profane or otherwise inappropriate language, images or themes. No clothing, hats or accessories should be worn that bear:

- sexual or racist comments or subjective/objectable messages
- representation or advertisement for alcohol, drugs or tobacco
- representation of violence
- any other inappropriate language, images, or themes

Any student wearing an item of clothing that is deemed to be inappropriate will be requested to change it. If a student is unable to modify his or her dress, a parent/guardian/caregiver will be called to bring proper dress. Repeated failure to comply with school expectations regarding dress code may result in disciplinary consequences as determined by the Administration.

## Dances

All Westmount students attending a school dance must purchase tickets ahead of time and show valid Westmount student identification at the door. Guests must have a pre-purchased ticket and their name must be registered at the time of purchase. Valid school identification for guests must be shown at the door. The behaviour of a guest is the responsibility of the host Westmount student. The school Dress Code applies to students and guests at all dances.

## Guidelines for Participating in Co-Curricular Activities

Students participating in co-curricular activities such as sports, clubs, dances, prom, trips, etc... are ambassadors for our school and represent the values that we promote at Westmount. As ambassadors, participants must demonstrate these values consistently as a prerequisite to taking part in any co-curricular activity. Representing Westmount through participation in co-curricular activities is a privilege which must be earned, not just through special ability, but also through good citizenship and student responsibility. In some circumstances, the privilege to participate in these activities may be revoked as a consequence for inappropriate behaviour.

## Eligibility and Participation Guidelines for Co-Curricular Activities

- Participants must adhere to all the Hamilton Wentworth District School Board (HWDSB) Safe Schools Policy and to all HWDSB guidelines that apply to the specific activity.
- Participants in athletics must sign, agree to and abide by the HWDSB Code of Ethics for Athletes.
- Participants must be full-time students. For students in Grades 9 and 10, this means taking four courses each semester. For students in Grades 11 and 12, this means taking at least three courses each semester.
- Participants must be making regular progress in 2 out of 3 (Grades 11 and 12) or 3 out of 4 (Grades 9 or 10) courses with a minimum of 60% average on their most recent report card. Students participating in spring activities must have achieved the above criteria on their first semester report card to be eligible for that activity.
  
- Participants must maintain a regular attendance record as determined by the teacher, supervisor or coach.
- Participants must attend classes on the day of competition or event unless excused early by their teacher or supervisor.
- Participants must have paid all user or participation fees unless waived by the Principal.

Students who do not meet the above requirements cannot participate in school co-curricular activities. A student who has extenuating circumstances and wishes to appeal the above conditions may request, in writing, to be heard by an Appeal Panel consisting of one member of Administration, the appropriate staff, a Coach/Activity advisor, and a parent/guardian/caregiver who may accompany the participant.

## Under Review

Students who repeatedly fail to take ownership for their academic progress or behaviour risk being put **Under Review** by the Principal or Vice-Principal. Students placed **Under Review** may have privileges (sign-out, co-curricular eligibility) suspended during the period of assessment. When inappropriate behaviour occurs, a range of interventions, supports and consequences including opportunities for students to learn from mistakes, and a focus on improving behaviour will be utilized. Participation in co-curricular activities (such as sports, clubs, dances, prom, trips, etc...) is an opportunity available to all students. In some circumstances the privilege to participate in these activities may be revoked as a consequence for inappropriate behaviour. Other consequences may include detentions, in-school suspensions, short-term suspension, long-term suspension and/or expulsion.

## FUNDRAISING/VOLUNTEERS

---

Fundraising at our school is used to raise money or fund other resources for our school and students, as approved by the school principal, in consultation with, and upon the advice of the school council, Home & School Association and/or a school fundraising organization.

We welcome and encourage the participation of volunteers in our school for events, activities and fundraising initiatives. Should you wish to volunteer, please speak with your child's teacher and complete the process outlined in the HWDSB Volunteer Policy. Please visit <https://www.hwdsb.on.ca/secondary/get-involved/volunteers-in-schools/> to learn more about the volunteer process.

## VISITORS TO SCHOOL

---

*All visitors must:*

- Enter through the front door only;
- Report to the office and sign in or risk a trespass charge;
- Have a classroom visit pre-arranged with the teacher, school educator or staff, typically outside of instructional time;
- Not enter the hallways or classrooms without prior authorization;
- Not allow others to catch the entry door to avoid the risk of students/adults not checking into the office.
- Students are asked to meet friends, who are not Westmount students, after school hours and off school property.

## TRANSPORTATION

---



# ASSESSMENT, EVALUATION AND REPORTING AT WESTMOUNT

---

The Westmount Assessment, Evaluation and Reporting (AER) Policy was developed in alignment with HWDSB Policy 6.2, Assessment, Evaluation and Reporting and The Ministry of Education's *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* document.

## ASSESSMENT:

As we encourage Westmount students to be independent and autonomous learners who take ownership of their learning, students are often at different points of academic progress while in the same course. This creates a challenge for teaching staff as they must ensure that they are aware of, and monitoring the academic plan and progress of each student and communicating that information with the student and their parent/guardian/caregiver.

Ongoing descriptive feedback linked specifically to the Ontario curriculum expectations is a powerful tool for improving student learning and is fundamental to building a culture of learning within the classroom. Student-teacher conferencing is an effective way to give students' useful feedback.

Course work/guides should provide students with ongoing opportunities to receive specific and timely descriptive feedback to support improved learning and achievement. This is Assessment "of" and Assessment "as" learning, and should be embedded into the ongoing classroom instruction providing students with precise information about what they are doing well and what needs to be improved in order for them to be successful in the evaluation of learning expectations. All assessed work will be returned to students.

## EVALUATION

At Westmount, evaluation is based on curriculum expectations, is fair, transparent, and varied in nature.

We believe students succeed in a personalized learning program that is self-directed and self-paced; therefore, students must be provided opportunities to demonstrate their learning when it is determined that they are ready. We also believe in the role classroom teachers have in facilitating evaluations. Therefore, when a student is ready to complete an evaluation, they will do so in the classroom with the support of the classroom teacher. When the classroom circumstances do not allow for an optimal environment to complete an evaluation, the student will be supported in completing the evaluation in an environment that meets their learning needs.

Students must also receive descriptive feedback on all formal evaluations to allow for continued learning and student achievement. This feedback should occur in a timely fashion to allow for continued academic progress. Evaluated work will contain feedback that is important to students' continued understanding. Students will always have access to their evaluated work within the classroom.

Evaluation information used to determine report card marks comes from evidence of achievement of **overall expectations gathered as end of learning (summative) activities** throughout the course (70%) and in the final activities for evaluation (30%).

## REPORTING:

Teachers take various considerations into account before making a decision about the grade to be entered on the report card. – *Ontario Ministry of Education, Growing Success, page 39.*

The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time. Student achievement is evaluated in accordance with the achievement charts in the provincial curriculum and reported using percentage marks. Determining a report card grade requires teachers' professional judgment and interpretation of the evidence of achievement gathered throughout the reporting period. Report card grades reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

In determining report card grades, teachers consider:

- the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course;
- the evidence of achievement of clusters of specific expectations used to exemplify overall expectations;
- all evidence collected through observations, conversations, and student products;
- the student's most consistent level of achievement;
- the student's more recent level of achievement, particularly when trends are apparent.

### **Lower Limits on Report Cards**

Lower limits are put in place as a communication tool to promote student success. During reporting times, this is one more indicator to teachers, students and parents/guardians/caregivers that more work needs to be done and next steps need to be put in place, giving the message that there is hope for the student to be successful.

If your student has been unsuccessful in obtaining a course credit (a mark below 50%) you may see one of the following lower limits on your student's report card.

**40%** This mark will indicate to parents/guardians/caregivers, students and educators including guidance counsellors, administration, student success teams and the teacher that additional learning is required. If the mark is on a final report, the student may be eligible for Credit Recovery based on teacher and principal recommendation and course availability.

If the mark is on a mid-term report, the student and teacher, in consultation with parents/guardians/caregivers, will plan next steps as to how learning can be improved and supported.

**30%** This mark will indicate to parents/guardians/caregivers, students and educators including guidance counsellors, administration, student success teams and the teacher that significant additional learning is required. It could indicate a change in program may be necessary or, at final report card time, this student will be recommended to repeat the course.

**0%** This indicates no evidence of learning through observations, conversations, or products.

**NA** At Westmount Secondary this code will appear if the student has been granted a carryover in the course. Students should have met with their guidance counselor to make timetable changes to allow for the continuation of this course in the next or future semesters.

### **ACADEMIC DISHONESTY:**

The Westmount policy on academic dishonesty was developed in accordance with HWDSB Policy 6.2, Assessment, Evaluation and Reporting and includes a responsibility to review the responsibilities of the student, the proper method for citing sources, and the school policy at the beginning of each course. In circumstances where a student has committed academic dishonesty:

The teacher will conference with the student and contact the parent/guardian/caregiver to explain the situation.

- The incident will be reported to administration and tracked.
- Where the integrity of an evaluation activity has been compromised, a student is still responsible for meeting missed expectations. For a first offence, the teacher should provide an opportunity for the student to re-submit the evaluation activity or an alternate assignment. At the teacher's discretion, the student may be required to complete the alternate evaluation activity under supervised conditions.
- Choosing not to complete the alternate evaluation activity will result in a mark of zero being assigned.
- For instances where a student demonstrates a pattern of behaviour, administrators may determine an appropriate consequence, such as the loss of the opportunity to complete the evaluation activity and a mark of zero being assigned.

## **WHAT HAPPENS WHEN...**

---

### **...a course is carried over into another semester?**

At the end of the initial semester of the course, a temporary holding code of NA is assigned until the course is completed. Upon completion, the NA is replaced with the earned authentic mark.

We believe in our students' academic ability and expect students to finish a course in a single semester. A course carryover is a tool for purposeful planning to fast track or to purposefully pace learning. Students are expected to attend classes on a daily basis, to put forth a reasonable amount of effort, and to make continuous progress. If the purposeful plan is to carryover the course, the teacher and student will co-create a plan for the student which includes an expected completion date. By the last day of work submission, the student will ensure that they have completed a *Request for Carryover Form* and booked an appointment with their guidance counsellor.

It is the student's responsibility to request and complete the *Request for Carryover Form* and to make an appointment with their guidance counsellor as soon as the student knows that a carryover is necessary. Students are expected to continue to attend class each day until the exam days begin. Carryover students can make progress during exam week. Teachers will facilitate access to learning guides, textbooks, and resource material.

Requests for timetable adjustments and guidance appointments should be completed prior to the beginning of the next semester. **Parent/guardian/caregiver permission is required for all carryovers for students under 18.** Students will be timetabled into the requested courses as seats are available. In some cases, waiting lists will be required.

### **...a course is completed early?**

When a student completes a course early (other than at the end of a semester), they must return all materials to the teacher and ask for a yellow "Course Completion Verification Form." The student must then book a Guidance appointment (or drop in and wait) to bring the form to their counsellor who will then schedule the student into a new course. Students will receive a "Final Mark Report" via their school email accounts.

There is a "no movement" policy in effect towards the end of the semester. Check the planner for the "Last Day for Course Changes" in each semester. After this date, students will not be able to change their timetables for any reason. Even if a student finishes a course during this time, the student is to remain in the class and work on other subjects. The final exam, if applicable, will be written with the rest of the class during the regular examination period. Please note: if a student does not plan to start a new course after finishing a course early, there is no purpose in taking a "resource" period in the Learning Commons. The student should stay in the class and work on other subjects. A resource period is appropriate at that point only if extra help with remaining course work is required.

### **...full disclosure takes effect?**

All attempts at senior level courses (Grades 11 and 12) are to be recorded on the Ontario Student Transcript. Students have until five days after the mid-semester reporting date to withdraw from a course without having a mark entered on the Ontario Student Transcript. If a course is dropped after full disclosure, marks of zero are assigned to incomplete units up to the point of discontinuation and a withdrawal mark is calculated and recorded on the student's transcript.

### **...a student leaves Westmount with unfinished course(s)?**

Zeroes will be entered for incomplete units and a final mark will be calculated. For Grade 9 and 10 courses, students may be able to complete the course through Credit Recovery (subject to teacher or principal recommendation and course availability) at their new school.

### **...a student fails a course?**

A failure can occur if carryover criteria is not met, if a student has not successfully achieved the course expectations (which may take up to a maximum of two semesters), or if a student does not demonstrate the curriculum expectations

and make continual progress through the course. A failing mark indicates that additional learning is required. It could indicate a change in program may be necessary or that a student needs to repeat the course. Students and parents/guardians/caregivers should consult with the teacher and their guidance counsellor to determine appropriate next steps should they fail (or be at risk of failing) a course.

## LEARNING SKILLS AND WORK HABITS

---

### RESPONSIBILITY

- I bring the required materials to class.
- I complete & submit work on time.
- I am in class when the bell rings.
- I show respectful behaviour.
- I follow all established class rules.

### INDEPENDENT WORK

- I work quietly & efficiently.
- I use class time for class work.
- I complete tasks without reminders.
- I avoid distractions (cell phones, etc.)
- I am not a distraction to others.

### INITIATIVE

- I seek help when needed.
- I start tasks without being asked.
- I am engaged in class discussions.
- I challenge myself to improve.
- I continue learning outside of class.

### ORGANIZATION

- I have an organized notebook.
- I manage class time effectively.
- I plan how I will complete a task.
- I use an agenda to track due dates.
- I prioritize tasks.

### COLLABORATION

- I am an equal contributor.
- I listen to others without judging.
- I provide positive & helpful feedback.
- I cooperate with others.
- I encourage peers to be involved.

### SELF-REGULATION

- I assess my strengths & weaknesses.
- I look for ways to improve my work.
- I set goals & make a plan to achieve it.
- I ask for help when I need it.
- I look for feedback to improve.

# VIRTUAL LEARNING

## HWDSB

### Guiding Principles and Tips to Engage in Virtual Learning *for Students*

#### K- Grade 2

- ✓ Ask your parent/guardian to set up a learning area, free of distractions
- ✓ Have a fully charged device
- ✓ Only one speaker at a time, wait for the teacher to call on you
- ✓ Turn off video and microphone
- ✓ Even though we aren't together in a classroom, this is our new classroom and our same expectations apply
- ✓ Be kind and forgiving when someone makes a mistake

curiosity

#### Grades 3-6

- ✓ Find an area free of distractions
- ✓ Have a fully charged device
- ✓ Only one speaker at a time, wait for the teacher to call on you or open discussions
- ✓ Turn off video and microphone
- Even though we aren't together in a classroom, this is our new classroom and our same expectations apply
- ✓ Be kind and forgiving when someone makes a mistake
- ✓ Avoid slang terms or short forms like "u" for you or "ur" for your

creativity

#### Grades 7-12

- ✓ Turn off video and microphone
- ✓ Be on time for scheduled lessons
- ✓ Find an area free of distractions
- ✓ Have a fully charged device
- ✓ Only one speaker at a time, wait for the teacher to call on you or open discussions
- ✓ Be kind and forgiving when someone makes a mistake
- ✓ Avoid slang terms or short forms like "u" for you or "ur" for your
- ✓ Remember your digital footprint-how you engage on these devices and in these platforms can't be erased

possibility

Virtual Education in HWDSB:  
Norms and Learning Environment

## HWDSB

### Guiding Principles and Tips for Virtual Learning *for Parents/Guardians*

Your continued support in creating optimal learning conditions at home for your child can be done by:

#### K-2

- ✓ Maintaining consistent communication with child's educator(s)
- ✓ Ensuring your child participates in some exercise throughout the day
- ✓ Ensuring students have a quiet, safe space to work
- ✓ Taking interest in what they are learning
- ✓ Answering questions your child may have
- ✓ Contacting your child's educator if your child is having difficulty with the content
- ✓ Contacting your child's educator if you have concerns about your child
- ✓ Asking the educator questions if you don't understand what students are learning

curiosity

#### Grades 3-6

- ✓ Making sure students have a quiet, safe space to work
- ✓ Taking interest in what they are learning
- ✓ Answering any questions your child may have
- ✓ Contacting your child's educator if your child is having difficulty with the content
- ✓ Contacting your child's educator if you have concerns about your child
- ✓ Asking the educator questions if you don't understand what students are learning

creativity

#### Grades 7-12

- ✓ Making sure students have a quiet, safe space to work
- ✓ Taking an interest in what they are learning
- ✓ Answering any questions your child may have
- ✓ Contacting your child's educator if your child is having difficulty with the content
- ✓ Contacting your child's educator if you have concerns about your child
- ✓ Asking the educator questions if you don't understand what students are learning

possibility

Virtual Education in HWDSB:  
Norms and Learning Environment



### **Work together to set house rules for using technology**

This works best when expectations and rules are created and agreed upon together. For example, during academic time, we all agree to try to limit noise; avoid streaming video for entertainment.

### **Devices**

Think about what devices need to be used by every family member and, if possible, around what time of the day. When several people are sharing a device(s) and/or limited bandwidth, this schedule becomes even more important. Others in the household streaming video for entertainment (such as Netflix, YouTube, etc.) can significantly decrease the bandwidth available to those working. This can be frustrating when it causes delay, dragging, and/or freezing for the student(s) working online. Try to limit strains on bandwidth when students are working online.

### **Decision Making**

Make decisions together, whenever possible, so students feel greater accountability to the rules. Consider having older students sign your agreement. Ensure anyone supervising students online is aware of your house rules.

### **Support**

Provide positive, encouraging feedback and support children with completing assigned work and tasks. Reach out to your child's teacher(s) if your child is having difficulty with the content, if you have questions about the learning and if you need ideas on how to support your child's learning.

curiosity

creativity

possibility

## RESPONSIBILITY FOR PERSONAL ELECTRONIC DEVICES:

Our school supports access to new and exciting learning opportunities available through the use of digital technology. When bringing a personal electronic device on to HWDSB property, including school buses, or to Board sponsored events, remember:

- The secure storage of these devices is the sole responsibility of the owner/user;
- HWDSB does not accept responsibility for lost or stolen personal electronic devices; students bring the devices to school at their own risk.

*Students will support a positive teaching and learning environment and be responsible when using digital technology and/or personal electronic devices:*

- As learning tools during instructional time, unless authorized to use otherwise by a teacher or principal/vice-principal;
- Outside of instructional time, as well as for health and medical purposes;
- In a way that respects the dignity, rights, and privacy of all students;
- By refraining from inappropriate use, including but not limited to cyberbullying, viewing inappropriate content, and racist, sexist, classist, homophobic, transphobic, ableist, or any other oppressive behavior.

## Virtual Classroom Guidelines for Privacy and Security

The Board's Privacy Office created this fact sheet to support educators, students and families to teach and learn in virtual environments including the HUB and MS Teams with privacy in mind. Students and their families are required to follow these guidelines when participating in both "live" (synchronous) classroom activities and those that allow students to contribute as they are available (asynchronous classroom activities.) **Educators will monitor classroom activities to ensure these align with HWDSB's expectations for privacy and information security and address any concerns directly with students and their parent/guardian, as appropriate.** Failure to respect these guidelines may result in a suspension of online classroom privileges.

- ⇒ **HWDSB platforms are preferred:** these have been reviewed to ensure they meet the legal requirements for school board activities. Teachers will inform parents/guardians before an account for students is created in a new web app. Parents/guardians are advised to take this opportunity to ask questions and voice concerns about the new app.
- ⇒ **Recording and screenshots are not allowed!** Educators can only record online learning activities for pedagogical or evaluation purposes and will not do so without prior notice to participants. No one can take screenshots or use another device to record classroom activities without asking first. Unauthorized recording or copying of teaching and learning materials, classroom chats or discussion forums, and others' personal information including photos or videos violates HWDSB policies and potentially copyright laws.
- ⇒ **Keep your personal privacy in mind when choosing where to sit during videoconferences and when taking photos or videos:** you are inviting school into your home when you videoconference or take a photo or video to share, so be mindful not to share private spaces like bedrooms, personal effects such as photographs, or other details you wouldn't normally share with other teachers and students. Participate from shared spaces like a home office, kitchen, or living room if you can.
- ⇒ **Can others in my home join in?** Educators will ensure others in their home do not "sit in" on "live" classroom activities without informing students and parents/guardians as they would for guest speakers in the school. Parents/guardians must exercise discretion when supervising students' online learning and try to keep other children or pets in the home from interrupting whenever possible. Parents/guardians who incidentally learn personal information about other classmates while supervising their student online must keep these details confidential.
- ⇒ **Avoid increasing digital footprints!** Teaching and learning online should not lead to more online exposure of personal information. We ask parents/guardians to support students in making informed decisions about what to share online and with who, be cautious about free apps that trade privacy for convenience, and consider using made up names or first name, last initial when creating accounts, avoid faces in photos, and read the "fine print" before agreeing to terms of service.

As your Privacy League, we want to remind everyone that **HWDSB's Code of Conduct and Responsible Use of Digital Technology Procedure** continue to apply.

*We all must lead by example and constructively participate in online activities with these policies in mind!*



Questions? Contact Christi Garneau, Privacy & Information Management Officer, at [privacy@hwdsb.on.ca](mailto:privacy@hwdsb.on.ca)

**curiosity • creativity • possibility**



# WESTMOUNT STUDENT INFORMATION

---

**Self-Pacing** - At Westmount, we believe that students learn at different rates and therefore complete work at different times. Students are expected to achieve a credit within a semester but may work with their teacher to fast track or take more time if needed.

**Self-Direction** - At Westmount, we believe that students can determine how to demonstrate their learning. Students are encouraged to conference with teachers and create opportunities to determine why they are learning, how they will learn the curriculum and what they will do to demonstrate their learning.

Students demonstrate their learning as stipulated in the Learning Guide and/or negotiated with their teachers. Demonstration of learning can take place at different times. All assignments are accepted and evaluated without penalty whenever they are handed in. After providing evidence of learning and consulting with the teacher, it is expected that each student will make continual progress. In a case where a student is not making continual progress, the teacher will work through the normal pyramid of interventions to encourage the student to make the necessary academic progress. Students who are not making academic progress will receive support. If there continues to be a lack of academic progress, a student may be removed from the course or assigned a failing grade.

If all summative evaluations are complete, it is expected that a student will write the final exam (subject to extenuating circumstances). Students can always make proposals to teachers on how they wish to demonstrate learning.

Structures such as **Flex Days**, **Advisor** and **Sign Outs** exist to support student learning in a self-paced, self-directed environment.

**Flex Days** - Provide greater opportunities for students to self-direct their learning. Attendance expectations remain the same as for a regular school day. In consultation with their Advisor, students plan their day to meet their individual academic needs. Students are expected to be at school on Flex Days. Students in Grade 9 begin with more structure as they gradually progress into the program.

**Advisor** - All students are assigned an Advisor teacher. The role of the Advisor is to monitor progress, to provide support as an advocate, and to relay information. All students must attend each Advisor period when it is scheduled.

**Sign-outs** - It is integral to our belief that students be given a degree of control and are held responsible for their own learning. Signing out allows students in Grades 10 to 12 to leave their timetabled class and to work in another area of the school. Students in Grade 9 begin with more structure as they gradually progress into the program. Sign out privileges may be removed if continual progress is not demonstrated.

Teachers will take the following factors into consideration:

- Is the student on track in the class?
- Does the student have a valid purpose for signing out?
- Does the student have an available work area to go to (learning commons or another classroom)?
- Has the student demonstrated the ability to handle this autonomy?
- Does the student have good attendance?

Students must follow use their planners in order to leave class. Teachers will sign the students' planner before the student is permitted to leave the classroom. Students are expected to return to their timetabled class at least ten minutes before the end of class with their planner signed by the receiving teacher. Teachers are expected to accept students who have signed out into their class. If a student has signed out to an area which is in full use, the student must return to his/her timetabled class.

## **Graduation Requirements/Ceremony Eligibility**

To be eligible to graduate, students must have earned 30 credits (18 compulsory and 12 elective credits), passed the Literacy Test or Course, and provided proof of completion of 40 hours of Community Service. Proof of Community Service is due to the Guidance Office by no later than January 31<sup>st</sup> in a student's graduating year. Students must have completed all requirements for graduation by June of the student's graduating year to be eligible to participate in the Graduation Ceremony. Students who complete graduation requirements in summer school will be invited to participate in the following year's graduation ceremony.

## **Community Service Graduation Requirement**

Students may begin to accumulate Community Service hours the summer before Grade 9. At Westmount, we encourage students to complete all 40 hours by the end of Grade 10. All students must complete 40 hours of community service to be eligible to graduate. Forms to document your Community Service are available on the Board's website and in the Guidance Office. ***Please note that working at a job without pay does NOT qualify as a community service.*** Here are the types of service that do qualify:

- An event or activity designed to benefit the community in general.
- An event or activity to support a not-for-profit agency, institution or foundation that meets ethical standards of the Board and the Ministry of Education.
- Any program that promotes tutoring, mentoring, visiting or coaching, or assists others in need.
- Participation in an event or activity that supports ethical work of a global nature or that promotes positive environmental awareness.
- Participation in an event or activity that contributes to the health and well-being of others.
- That is affiliated with a club, religious or political organization, arts or cultural association that seeks to make a positive and ethical contribution in the community.

### **Examples of Eligible Activities:**

- Supporting Sports e.g. timekeeping, managing a team or coaching
- Fundraising
- Charity Walk-a-thons or Runs
- Community Events, Festivals or Fairs
- Community Projects e.g. tending a community garden
- Environmental Projects e.g. a community clean-up
- Youth Programs or Mentorship Programs
- Volunteer Work with Seniors
- Camp Leader or Counsellor
- Office Work for a non-profit organization
- Committee Work e.g. the Literacy Committee at your local library
- Advisory Board

Note: Where an event or activity does not clearly fall within the previously stated guiding principles, the parent and student may apply in writing to the Principal of his/her Secondary School, who has discretionary authority to approve or deny such requests.

## HWDSB Honours Criteria

Grade 9 - 80% average in 7 courses taken from HWDSB course offerings during the school year.

Grade 10 - 80% average in 7 courses taken from HWDSB course offerings during the school year.

Grade 11 - 80% average in 6 courses taken from HWDSB course offerings during the school year.

Grade 12 - 80% average in 6 senior division courses taken from HWDSB course offerings during the school year.

In order to qualify for an Honour award, students can take courses from one or a combination of the following avenues: HWDSB Secondary School (day school), any school in the Province of Ontario that follows the Ontario Curriculum, eLearning, night school, and summer school (these courses also must meet Ontario Curriculum expectations). Courses must be taken July through June of the school year. The calculation date will take place in June of the school year. Any courses taken after June will count for the next school year.

## Ontario Scholar Requirements

6 credits (480 marks) in:

- Grade 12 U,M,C,E or O courses
- awarded as a GRADUATE or POSTGRADUATE
- qualifying courses may be completed over more than 1 year
- any courses shall be multiplied by its credit value (i.e. CO-OP mark will count 2x)

## Primus Tenure

Students who meet the following eligibility requirements may have their name placed on the Primus Tenure wall in the Auditorium after graduation.

- earned a minimum of 6 senior credits during their fourth year of high school
- met HWDSB Honour Criteria in Years 3 and 4
- been enrolled at Westmount for Years 3 and 4 (students who choose to participate in a one semester system program are cross-enrolled and will remain eligible for Primus Tenure status but may not qualify for subject specific awards)
- be a graduate from Westmount
- meet Ontario Scholar Requirements (see above)

## Credit Cap

Effective September 2015, students who have graduated from high school and who do not have IEPs will be eligible to earn a maximum of 34 credits in day school (note that repeated courses are considered additional credits for this purpose). Students who wish to pursue further credits after completing one semester post-graduation should consult with their guidance counsellor to explore additional options.

## Guidance

The Guidance Department assists students with all aspects of school life such as course selection, post-secondary planning, problem-solving, counselling referrals, and lending a caring ear when students just need to talk. If students have questions or concerns but don't know where to start, your guidance counsellor will be able to point you in the right direction. Students new to Westmount are strongly encouraged to book an appointment to meet their assigned counsellor. In an effort to help improve time management skills and reduce paper waste, students are asked to **bring their agendas** to guidance when booking and attending guidance appointments.

Counsellors are assigned to students by alphabet (surnames):

A - F= Ms. Currie

G - H = Mr. Vermeer

I - O = Ms. Nagpal

P - Z = Ms. Rex

**Timetable Changes** - Up until the age of 18 **all students require permission to make a timetable change**. Please bring a note signed by a parent/guardian/caregiver to your appointment for speedier service.

**Outlook** – All communication with students is done via our Outlook email system. Students are required to check their email accounts on a regular basis. Please note that Final Mark Reports for students who complete a course during the semester will be emailed to the student on this account. To access Outlook, students should go to <http://home.hwdsb.on.ca>, click Office 365, and enter their school username and password (or click the Outlook link on D2L)

### Learning Resource

Located in the Andrea Robertson Learning Commons - the LC, Westmount's Learning Resource teachers create a welcoming place where the needs of a wide variety of students are served. It is common to see a student from Grade 9 receiving one-on-one help with a unit from his applied math class sitting beside a Grade 12 student who is having her *Hamlet* essay revised. Working in collaboration with librarians, these teachers support many Westmount students. The team also meets the needs of the almost 300 students at Westmount who have an Individual Education Plan (IEP).

## PLANNER INSTRUCTIONS

---

The Westmount Student Planner is designed for you to manage your own time. The instructions below will help you do this effectively. Every day, you should have a plan. For each Time Frame, you should include specifics of what you plan to do. For example: Math: Working on understanding characteristics of linear relations – Text problems #5-10 and assignment. Each goal that you set should be specific.

### Use the Planner for Sign-outs

Sign-out is a privilege that is extended to students who demonstrate responsibility and regular academic progress. A student may choose to work in a different work location if they negotiate appropriately with their teacher. Each student is to have a specific task planned and written into the box that corresponds with the appropriate time frame. The teacher signs the box to allow the student to leave the classroom and the student proceeds immediately to his or her destination. When the student has completed their task, or there is 10 minutes remaining in class, the student will have the teacher at their destination initial and give the time in their planner and the student will return immediately to their timetabled class.

### Legend:

Destination	work location student will be going to
Out 1	time that student was signed out
Initials	initials of teacher permitting sign out
Out 2	time that student signed out to return back to class
Initials	initials of teacher indicating that student is now returning to class

## Flex Day Planner Use

Flex Days are intended for students to have greater choice in how they spend their time. Students can choose to use larger blocks of time in order to accomplish tasks that may take more time or need to be completed at school.

On a Flex Day, students are responsible for:

- planning their Flex Day
- following their plan and working in their selected work locations
- using their time effectively
- being in attendance at school all day and reporting to each period of an attendance check

Teacher schedules on a Flex Day may differ from their normal schedules, so students are reminded to note the changes in the locations and timeframes of their teachers. The Flex Day schedule is available on the Hub and school website. The cafeteria is closed to students except for Break and Lunch times. All students should be scheduled into appropriate work locations.

## WESTMOUNT STYLE GUIDE

---

**PLAGIARISM** - Definition: The act of taking words or ideas from someone else and not properly acknowledging the source. Unintentional plagiarism is considered equivalent to intentional plagiarism in an academic environment.

### Types of Plagiarism:

- Copying a passage (be it a paragraph, sentence or phrase) word for word and not using quotation marks.
- Putting a passage into your own words but not properly acknowledging the source of the information.
- Using visual material such as charts, graphs, illustrations, etc. and not properly acknowledging the source.
- Submitting someone else's work as your own.

***PLEASE NOTE: There are several different ways to cite information and that varies from department to department. This Style Guide lists the style that may be appropriate for your course. Please check with your teacher about which style to use if you are not sure.***

### Proper Citation

You do not need to cite (or acknowledge) information that may be considered common knowledge. For example, if you read in a text that World War I ran from 1914-1918, you would not need to cite that information. Many people know this to be true and no one would disagree with it; however, if you are expressing someone else's opinion you must acknowledge the source of that information.

Go to the website for further information:

English - Citation Method:

MLA - Go to Purdue OWL, MLA Formatting and Style Guide  
<https://owl.english.purdue.edu/owl/resource/747/13/>

History - Citation Method:

Chicago Style - Go to Purdue OWL, Chicago Manual of Style  
<https://owl.english.purdue.edu/owl/resource/717/01/>

Humanities & Science - Citation Method: APA -

Go to APA Style Guide McMaster University Library  
<https://library.mcmaster.ca/guides/apa-style-guide>



# What do you need to graduate from high school?

## 18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

✓	12 optional credits†
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

### Group 1:

- English or French as a second language\*\*
- a Native language
- a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education\*\*\*

### Group 2:

- health and physical education
- the arts
- business studies
- French as a second language\*\*
- cooperative education\*\*\*

### Group 3:

- science (Grade 11 or 12)
- technological education
- French as a second language\*\*
- computer studies
- cooperative education\*\*\*

\* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

\*\* In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

\*\*\* A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.



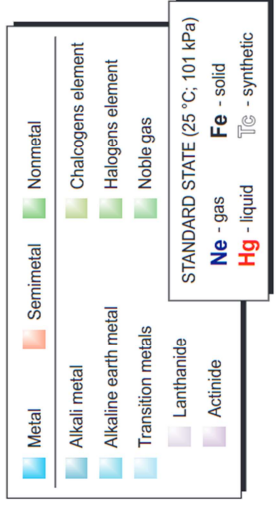
support every child  
reach every student



# PERIODIC TABLE OF THE ELEMENTS

<http://www.periodni.com/en/>

PERIOD	GROUP	RELATIVE ATOMIC MASS (1)	GROUP IUPAC	GROUP CAS	ATOMIC NUMBER	SYMBOL	ELEMENT NAME
1	1	1.0079	IA		1	H	HYDROGEN
2	2	4.0026	IIA		2	He	HELIUM
3	3	6.941	IIIA		3	Li	LITHIUM
4	4	9.0122	IIA		4	Be	BERYLLIUM
5	5	10.811	IIIA		5	B	BORON
6	6	12.011	IVA		6	C	CARBON
7	7	14.007	VA		7	N	NITROGEN
8	8	15.999	VIA		8	O	OXYGEN
9	9	18.998	VIIA		9	F	FLUORINE
10	10	20.180	VIIIA		10	Ne	NEON
11	11	22.990			11	Na	SODIUM
12	12	24.305			12	Mg	MAGNESIUM
13	13	26.982			13	Al	ALUMINIUM
14	14	28.086			14	Si	SILICON
15	15	30.974			15	P	PHOSPHORUS
16	16	32.065			16	S	SULPHUR
17	17	35.453			17	Cl	CHLORINE
18	18	39.948			18	Ar	ARGON
19	19	39.098			19	K	POTASSIUM
20	20	40.078			20	Ca	CALCIUM
21	21	44.956			21	Sc	SCANDIUM
22	22	47.867			22	Ti	TITANIUM
23	23	50.942			23	V	VANADIUM
24	24	51.996			24	Cr	CHROMIUM
25	25	54.938			25	Mn	MANGANESE
26	26	55.845			26	Fe	IRON
27	27	58.933			27	Co	COBALT
28	28	58.693			28	Ni	NICKEL
29	29	63.546			29	Cu	COPPER
30	30	65.409			30	Zn	ZINC
31	31	69.723			31	Ga	GALLIUM
32	32	72.64			32	Ge	GERMANIUM
33	33	74.922			33	As	ARSENIC
34	34	78.96			34	Se	SELENIUM
35	35	79.904			35	Br	BROMINE
36	36	83.798			36	Kr	KRYPTON
37	37	85.468			37	Rb	RUBIDIUM
38	38	87.62			38	Sr	STRONTIUM
39	39	88.906			39	Y	YTTORIUM
40	40	91.224			40	Zr	ZIRCONIUM
41	41	92.906			41	Nb	NIوبيUM
42	42	95.94			42	Mo	MOLYBDENUM
43	43	98.906			43	Tc	TECHNETIUM
44	44	101.07			44	Ru	RUTHENIUM
45	45	102.91			45	Rh	RHODIUM
46	46	106.42			46	Pd	PALLADIUM
47	47	107.87			47	Ag	SILVER
48	48	112.41			48	Cd	CADMIUM
49	49	114.82			49	In	INDIUM
50	50	118.71			50	Sn	TIN
51	51	121.76			51	Sb	ANTIMONY
52	52	127.60			52	Te	TELLURIUM
53	53	126.90			53	I	IODINE
54	54	131.29			54	Xe	XENON
55	55	132.91			55	Rb	RUBIDIUM
56	56	137.33			56	Sr	STRONTIUM
57	57	138.91			57	La	LANTHANUM
58	58	140.12			58	Ce	CERIUM
59	59	140.91			59	Pr	PRASEODYMIUM
60	60	144.24			60	Nd	NEODYMIUM
61	61	144.24			61	Pm	PROMETHIUM
62	62	150.36			62	Sm	SAMARIUM
63	63	151.96			63	Eu	EUROPIUM
64	64	157.25			64	Gd	GADOLINIUM
65	65	158.93			65	Tb	TERBIUM
66	66	162.50			66	Dy	DYSPROSIUM
67	67	164.93			67	Ho	HOLMIUM
68	68	167.26			68	Er	ERBIUM
69	69	168.93			69	Tm	THULIUM
70	70	173.04			70	Yb	YTTERIUM
71	71	174.97			71	Lu	LUTETIUM
72	72	175.10			72	Hf	HAFNIUM
73	73	180.95			73	Ta	TANTALUM
74	74	183.84			74	W	TUNGSTEN
75	75	186.21			75	Re	OSMIUM
76	76	190.23			76	Os	IRIDIUM
77	77	192.22			77	Pt	PLATINUM
78	78	195.08			78	Au	GOLD
79	79	196.97			79	Hg	MERCURY
80	80	200.59			80	Tl	THALLIUM
81	81	204.38			81	Pb	LEAD
82	82	207.2			82	Bi	BISMUTH
83	83	208.98			83	Po	POLONIUM
84	84	209			84	At	ASTATINE
85	85	210			85	Rn	RADON
86	86	222			86	Xe	XENON
87	87	223			87	Fr	FRANCIUM
88	88	226			88	Ba	BARIUM
89	89	227			89	Ac	ACTINIUM
90	90	232.04			90	Th	THORIUM
91	91	231.04			91	Pa	PROTACTINIUM
92	92	238.03			92	U	URANIUM
93	93	237			93	Np	NEPTUNIUM
94	94	244			94	Pu	PLUTONIUM
95	95	243			95	Am	AMERICIUM
96	96	247			96	Cm	CURIUM
97	97	247			97	Bk	BERKELIUM
98	98	251			98	Cf	CALIFORNIUM
99	99	252			99	Es	EINSTEINIUM
100	100	257			100	Fm	FERMIUM
101	101	258			101	Md	MENDELEVIUM
102	102	259			102	No	NOBELIUM
103	103	262			103	Lr	LAWRENCIUM



Copyright © 2007 Eni Generalic

(1) Pure Appl. Chem., 78, No. 11, 2051-2066 (2006)  
 Relative atomic masses are expressed with five significant figures. For elements that have no stable nuclides, the value enclosed in brackets indicates the mass number of the longest-lived isotope of the element. However three such elements (Th, Pa and U) do have a characteristic terrestrial isotopic composition, and for these an atomic weight is tabulated.



# COUNSELLING RESOURCES (Updated May 2020)

---

**COVID Mental Health Support** - online resources from CAMH to deal with COVID-related mental health issues: <https://www.camh.ca/en/health-info/mental-health-and-covid-19>

**COAST** – 905-972-8338/[www.coasthamilton.ca](http://www.coasthamilton.ca)

This is a 24 hour crisis line. If you require immediate assistance due to emotional distress, you may phone COAST. Note: if you are experiencing a medical emergency, phone 911!

**CONTACT Hamilton** – 905-570-8888/[www.contacthamilton.ca](http://www.contacthamilton.ca)

This is a central referral agency for all youth (*up to age 18*) requiring counselling services. Students must self-refer. After referral, youth also will have access to walk-in counselling while on the wait list.

**Youth Wellness Centre** – <http://www.stjoes.ca/hospital-services/mental-health-addiction-services/mental-health-services/youth-wellness-centre> Provides a safe environment for young people *aged 17 to 25* to receive expert care for mental health and addiction issues. Click the web site for details.

**Child and Adolescent Services** - provides brief therapy sessions to youth under 18 and their families at no cost. Click [www.hamilton.ca/public-health/clinics-services/child-and-adolescent-services](http://www.hamilton.ca/public-health/clinics-services/child-and-adolescent-services) for details.

**Catholic Family Services** – 905-527-3823, ext. 279/<http://www.cfshw.com> (all ages)

This agency operates a Walk-in Counselling Clinic for individuals, couples and families. Check web site for time and location. No appointment required. Fee is geared to income (see web site). Note: this agency serves the general public; counselling is not Catholic faith-based.

**Hamilton Indian Regional Centre** - web site provides resources for Indigenous youth and their families, including the Indigenous Youth Wellness Program. Visit the web site: <https://www.hric.ca/programs.php>

**HWDSB Helps** - for non-urgent support. Get help or share anonymous tips by text: 905-963-0066, with the HWDSB Helps app, or through web chat: [www.hwdsb.on.ca/wehelp](http://www.hwdsb.on.ca/wehelp)

**Kids Help Phone** – 1-800-668-6868/[www.kidshelpphone.ca](http://www.kidshelpphone.ca)

Professionally-trained counsellors are available by phone or text 24 hours/day.

**Mind Your Mind** - resource for mental health and wellness: <http://mindyourmind.ca/>

**ConnexOntario** - obtain counselling by phone, chat, or email 24/7 if experiencing mental health, gambling, or addiction issues: <https://www.connexontario.ca/>

**Be Safe** - app to access local support services. Download from: <http://mindyourmind.ca/interactives/be-safe>

**Big White Wall** - a 24/7 anonymous online education and discussion platform for mental health support: <https://www.bigwhitewall.com/>

**Youthspace.ca** - similar to kids help phone but can get counselling via text or online chat from 6:00 pm to midnight PST (which is *9:00 pm to 3:00 am* our time). Click [youthspace.ca](http://youthspace.ca).

**Here to help** - interactive web site related to managing anxiety; based out of BC but includes valuable general information about anxiety and substance abuse. Click [www.heretohelp.bc.ca/](http://www.heretohelp.bc.ca/).

**LGBTQ Resources** - comprehensive web site detailing supports and events available to the LGBTQ community. Visit <https://www.hamiltonfht.ca/en/managing-my-health/LGBTQ.aspx>

**Bereaved Families of Ontario** (Hamilton/Burlington) – 905-318-0070  
– <http://www.bfo-hamiltonburlington.on.ca/home>

Offers support for those who are grieving the loss of a loved one.

**Bounce Back Ontario** - online counselling service. Click [bouncebackontario.ca/what-is-bounceback-youth/](http://bouncebackontario.ca/what-is-bounceback-youth/).

**Family Physician/Walk-In Clinic**

Remember that your family doctor is your primary healthcare provider. S/he may have a counsellor attached to the medical practice whom you may be able to access; also, your doctor needs to know what's going on with you to assess you for serious medical conditions (such as depression or anxiety).

To Find a Family Doctor – [www.hamiltondoctors.ca](http://www.hamiltondoctors.ca)

**Sexual Health Information Line** – 905-528-5894

Offers confidential phone counselling and clinic information. Hours are Monday through Friday from 8:30 a.m. to 4:30 p.m. Click here for details: <https://www.hamilton.ca/public-health/clinics-services/sexual-health-clinics>

**Sexual Assault Centre Crisis Line** – 905-525-4162/[www.sacha.ca](http://www.sacha.ca)

**Suicide Prevention Hotline & Supportive Counselling** – 905-522-1477/[www.hopesalive.ca](http://www.hopesalive.ca)

**Alternatives for Youth** – 905-527-4469/[www.ay.on.ca](http://www.ay.on.ca)

**Al-Anon/Alateen** – 905-522-1733/<http://www.alanonhamiltonburlington.ca/alateen.html>

This agency offers confidential counselling for young al-anon members, usually 10–19 years of age, who are experiencing difficulties related to someone else's alcohol use. Service is free of charge. Visit the web site for meeting times and locations.

**Ontario Works** – 905-546-4800

**Online Gaming Addiction Support** - <http://www.olganon.org/>

# NUTRITION GUIDELINES

---

HWDSB and our school, believe in the development of healthy school environments that support student learning and success by encouraging our students, educators, and parents/guardians to make nutritious food and beverage choices.

## Healthy Eating Tips

### *Canada's Food Guide recommends that Canadians:*

- Limit sugar
- Eat whole-grain food that is higher fiber and lower in fat and sodium
- Choose grain products that are lower in fat, sugar or salt
- Drink skim, 1% or 2% milk each day.
- Choose lower-fat milk alternatives i.e. partly skimmed mozzarella, light cheddar
- Eat extra-lean meat and vegetarian alternatives prepared with no or little added fat or sodium
- Eat meat alternatives like beans, lentils, and tofu
- Eat at least two servings of fish each week
- Choose lean meat and alternatives made with little or no added fat or salt
- Drink water to satisfy thirst
- Consume vegetables and fruit whole more often than in juice



Limit sugar

Eat whole-grain that is high in fiber

### *To create healthy learning environments our school will:*

- Promote healthy eating and safe food practices for planned events and classroom activities that are in line with the current edition of Eating Well with Canada's Food Guide.
- Follow the Student Nutrition Program Nutrition Guidelines developed by the Ministry of Children and Youth Services.
- Consider the following when food or beverages are sold or provided:
  - Offer, when available and when possible, food and beverages that are produced in Ontario;
  - Be environmentally aware;
  - Take the appropriate measures to keep students with prevalent medical conditions, such as Anaphylaxis, safe when offering food or beverages. Find the Anaphylaxis Plan of Care at <https://www.hwdsb.on.ca/wp-content/uploads/2018/08/Supporting-Students-with-Prevalent-Medical-Conditions.pdf> ;
  - Avoid offering food or beverages as a reward or an incentive for good behaviour, achievement or participation.

Learn more about how to stay healthy at school by visiting <https://www.hwdsb.on.ca/secondary/supports/healthy-schools/>.

Be respectful when connected. ¶

**THINK FIRST.** →



Identity...



Purpose...



Respect...



Organization...







# We Help.

**Worried about a friend?**  
Talk to someone immediately.

[kidshelpphone.ca](http://kidshelpphone.ca) 1-800-668-6868

HWDSB Helps app / text 905-963-0066 (non-crisis situations)

Suggest how we can help each other using #HWDSBwehelp

[www.hwdsb.on.ca/wehelp](http://www.hwdsb.on.ca/wehelp)

## **HWDSB** *Helps*

*An anonymous way for students to find help for themselves and one another.*

**We all have the power to help.**

**Get help or share anonymous tips.**

- Text message to **905-963-0066**. Standard rates apply.
- App for iOS and Android
- Web chat at: [www.hwdsb.on.ca/hwdsbhelps](http://www.hwdsb.on.ca/hwdsbhelps)

- Bullying
- Concern about a friend
- Harassment
- Drugs
- Fighting



## **HWDSB**