



HWDSB



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HWDSB

2 22 2 23

curiosity

creativity

possibility



BELL TIMES

REGULAR DAY SCHEDULE

PERIOD	TIME
PERIOD 1	8:40 – 9:55 (9:17)
TRAVEL TIME	9:55 – 10:00
PERIOD 2	10:00 – 11:15 (10:42)
TRAVEL TIME	11:15-11:20
PERIOD 3	11:20 – 12:35 (12:07)
Travel Time	12:35 – 12:40
PERIOD 4	12:40 – 1:55 (1:17)
Travel Time	1:55 – 2:00
PERIOD 5	2:00 – 3:15 (2:37)

ADVISOR DAY SCHEDULE

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

WESTMOUNT SECONDARY SCHOOL

"Home of the Wildcats"

AGENDA 2022 - 2023

Principal: Geeta Malhotra
Vice-Principal: Lisa Farrugia (A-L)
Vice-Principal: Dan Stepaniuk (M-Z)



Westmount Secondary School
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<http://www.hwdsb.on.ca/westmount/>

NAME _____

LAND ACKNOWLEDGEMENT

The Hamilton-Wentworth District School Board acknowledges our presence on ancestral Anishinaabe and Haudenosaunee Confederacyland 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 a new 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 2022-2023 Agenda. 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 agenda 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. It will also help you with mindfulness practices and reflections—important strategies to promote well-being. This agenda is a key tool to flex in and out of classes so be sure to have it on hand every day.

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

HWDSB HOLY DAYS AND DAYS OF RELIGIOUS SIGNIFICANCE

Baha'i

(All Baha'i Holy Days commence on the preceding evening at sunset)

These are Holy Days on which workdays and school days are suspended.

Oct 26, 2022	Birth of the Báb
Oct 27, 2022	Birth of Bahá'u'lláh
Mar 21, 2023	Naw -Rúz (Bahá' i New Year)
Apr 21, 2023	First Day of Ridván
Apr 29, 2023	Ninth Day of Ridván
May 2, 2023	Twelfth Day of Ridván
May 24, 2023	Declaration of the Báb
May 29, 2023	Ascension of Bahá'u' lláh
Jul 10, 2023	Martyrdom of the Báb

Days of Religious Significance – Workdays and school days are not suspended

Feb 26 – Mar 1 2023	Ayyám-i-Há
Nov 26, 2023	Day of the Covenant
Nov 28, 2023	Ascension of Ábdu'l-Bahá
Mar 2-20, 2023	Days of Fasting

Buddhism

Oct 14, 2022	Avalokitesvara Bodhisattva's Pravrajya
Nov 8, 2022	Ananpanasati Day/Loi Krathong
Dec 31, 2022	Bodhi Day (Rohatsu)
Dec 10, 2022	Amitabha Buddha's Birthday
Jan 7, 2023	Mahayana New Year
Jan 22, 2023	Chinese New Year
Feb 5, 2023	Magha Puja/Sanga Day
Feb 15, 2023	Parinirvana Day
Feb 21, 2023	Tibetan New Year (Losar)
April 13 & 14, 2023	Theravada New Year
May 5, 2023	Vesak/Buddha Day(Commemoration of Buddha's Birth, Enlightenment, Nirvana)
Jun 14, 2023	Poson Poya Day (Asalha Puja Day)
Jul 3, 2023	Asalha Puja
Jul 3, 2023	Guru Purnima
Jul 13, 2023	Vassa begin

Aug 13, 2023
Nov 28, 2023
Dec 31, 2023

Bon Fesitval
Loy Krathong
Bodhi Day

Christianity

Holy Days

Dec 25, 2022	Christmas Day
Jan 7, 2023	Orthodox Christmas
Apr 7, 2023	Good Friday
Apr 9, 2023	Easter Sunday
Apr 14, 2023	Holy Friday (Orthodox)
Apr 16, 2023	Orthodox Easter – Pascha
Apr 17, 2023	Bright Monday (Orthodox)
May 25, 2023	Ascension (Orthodox)
Jun 4, 2023	Pentecost (Orthodox)
Aug 19, 2023 T	Transfiguration (Orthodox)

Date will vary

Based on Patron

Saint of Individual

Family Patron Saint

Days of Religious Significance

Sep 11, 2022	Coptic New Year
Nov 1, 2022	All Saints Day
Nov 27-Dec 24, 2022	Advent
Jan 6, 2023	Epiphany
Jan 6, 2023	Theophany (Orthodox)
Feb 19, 2023	Transfiguration
Feb 22, 2023	Ash Wednesday
Apr 2, 2023	Palm Sunday
Apr 6, 2023	Maunday Thursday
Apr 9, 2023	Palm Sunday (Orthodox)
May 18, 2023	Ascension Day
May 28, 2023	Pentecost
Jun 11, 2023	All Saints Day (Orthodox)
Aug 15, 2023	Dormition

Heathenism

Holy Days center on the ability to come together as a kindred to celebrate what are called blot and symbol, generally near the change of the seasons. Dates will vary depending on the chosen kindred.

Hinduism

Holy Days

Oct 24, 2022	Diwali
Jan 14, 2023	Makar Sankranti
Feb 5, 2023	Thaipusam
Feb 18, 2023	Maha Shivaratri
Mar 7, 2023	Holi

Days of Religious Significance

Sep 26, 2022	Sharad Navarati Begins
Oct 4, 2022	Sharad Navarati Ends
Oct 5, 2022	Dasera
Jan 25, 2023	Vasant Panchami
Mar 22, 2023	Chaitra Navratri
Mar 30, 2023	Ram Navami

Indigenous Spirituality

Indigenous spirituality and ceremony refer to the spiritual beliefs and practices that Indigenous peoples identify as being ‘traditional’ or ‘customary’ among Indigenous peoples.

Indigenous traditions and ceremonies differ amongst Indigenous peoples. For example, Anishinaabe traditions and ceremonies will vary from Indigenous people who identify as Haudenosaunee. Ceremonies often follow a seasonal cycle.

Indigenous peoples have the right to promote, develop and maintain their institutional structures and their distinctive customs, spirituality, traditions, procedures, practices and, in the cases where they exist, juridical systems or customs, in accordance with international human rights standards.” – **United Nations Declaration on the Rights of Indigenous Peoples**. In HWDSB, we respect our role as treaty partners, to **honour** and protect the earth and the sacred integrity of Indigenous ceremony.

Islam

Muslim holidays are based on the Lunar Calendar. Observances may vary by a day before or after the dates given below. Dates are subject to the appearance of the moon. A representative of the Muslim Association will advise HWDSB on the event of variance from the dates shown below.

Holy Days

Apr 21-22, 2023	Eid-ul-Fitr
Jun 28-29, 2023	Eid-ul-Adha
Jul 27-28, 2023	Ashura

Days of Religious Significance

Oct 8, 2022	Mawlid al Nabi
Feb 17, 2023	Isr'a Wa Me'raaj/Lailat al Miraj
Mar 22, 2023	Ramadan Begins
Apr 18, 2023	Lailat-ul-Qadr
April 20, 2023	Ramadan Ends
Apr 21, 2023	Jum'atul-Wida
Jun 27, 2023	Wuquf-ul-Arafa/Day of Hajj
Jul 19, 2023	Hijra/Muharram (New Year)

Jainism

Holy Days

Oct 24, 2022	Diwali
Apr 4, 2023	Mahavira Jayanti

Days of Religious Significance

Aug 23-30, 2022	Payushana Parva
Sep 9, 2022	Anant Chaturdashi
Nov 22, 2022	Lokashah Jayanti
Feb 15, 2023	Nirvana Day

Judaism

Note: Friday evening (sunset) to Saturday evening (sunset) is considered the Sabbath Day and events should not be planned during this time. All Jewish Holy Days commence on the preceding evening at sunset. On Jewish Hold Days, no work is permitted.

Holy Days

Sep 25, 2022	Rosh Hashanah (Day 1)
Sep 26, 2022	Rosh Hashanah (Day 2) Ending at sundown Sep 27, 2022
Oct 5, 2022	Yom Kippur
Oct 9, 2022	Sukkot – (Day 1)

Oct 10, 2022	Sukkot – (Day 2)
Oct 9-16, 2022	Sukkot
Oct 17, 2022	Shemini Atzeret
Oct 18, 2022	Simchat Torah
Apr 5-13, 2023	Pesach/Passover
Apr 5-6, 2023	Pesach/Passover (First Days)
Apr 12-13, 2023	Pesach/Passover (Last Days)
May 25, 2023	Shavuot (First Day)
May 26, 2023	Shavuot (Second Day) Ends Sundown May 27, 2023
Jul 26, 2023	Tish'a B'av -Ends Sundown July 27, 2023

Days of Religious Significance

Dec 18-26, 2022	Hannukah
Jan 27, 2023	International Holocaust Day
Feb 5, 2023	Tu B'Shevat
Mar 7, 2023	Purim
Apr 17, 2023	Yom HaShoah
Apr 25, 2023	Yom Ha'Atzmaut
May 8, 2023	Lag B'Omer Ends Sundown May 9, 2023

Sikh

Holy Days

Oct 24, 2022	Bandi Chhor Divas
Nov 8, 2022	Birth of Guru Nank Dev Ji
Jan 5, 2023	Birth of Guru Gobind Singh Ji
Mar 14, 2023	Sikh New Year (Nanakshahi Calendar)
Apr 14, 2023	Vaisakhi /Khalsa

Days of Religious Significance

Sep 1, 2022	Installation of Guru Granth Sahib Ji
Nov 24, 2022	Martyrdom of Guru Tegh Bahadur Ji
Jan 13, 2023	Maghi
Mar 14, 2023	Holla Mohalla
June 16, 2023	Martyrdom of Guru Arjan Dev Ji

Wiccan

Holy Days

Sep 22, 2022	Mabon – Imbolic
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Oct 31-Nov 1, 2022	Samhain
Dec 21, 2022	Winter Solstice/Yule
Feb 2, 2023	Candlemas – Imbolic
Mar 21, 2023	Ostara/Vernal Equinox
May 1, 2023	Beltane
Jun 21, 2023	Litha/Summer Solstice
July 31 or Aug 1, 2023	Lughnassad/Lammas

Zoroastrianism

Holy Days

Iranian Zarathustis follow the Fasli Calendar (F)
 Most Parsi Zarathustis follow the Shenshahi Calendar (S)

Dec 26, 2022	Zarthost – no Diso (F and S) (death anniversary of Prophet Zarathustra)
Mar 21, 2023	Norouz (F and S)
March 26, 2023	Khoradad Sal (birthday of Prophet Zarathustra) (F)

Days of Religious Significance

Sept 12-16, 2022	Paitishahem Ghambar (F)
Oct 12-16, 2022	Avathrem Ghambar (F)
Dec 31, 22-Jan 4, 23	Maidhyarem Ghambar (F)
Mar 16-20, 2023	Hamaspathmaidem Ghambar (F)
Apr 30 – May 4, 2023	Maidyozarem Ghambar (F)
Jun 29 – July 3, 2023	Maidyoshem Ghambar (F)

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ADDITIONAL INFORMATION IS AVAILABLE ON THE SCHOOL WEBSITE AT

www.hwdsb.on.ca/westmount

USING THIS AGENDA

The agenda 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/).

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 Agenda with your child. Take note of important dates and school events listed on the school calendar.
- Check the Student Agenda regularly for academic plans, homework, SDL day plans etc....
- Participate with your child in setting academic goals using the dates in the Student Agenda as a guide.
- Encourage your child to use the Hub to access course information and announcements.
- Review course tracking sheets with your child and encourage them to reflect on previous assignments and to develop plans for improvement.
- Review achievement reports with your child each month.
- Contact your child'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...

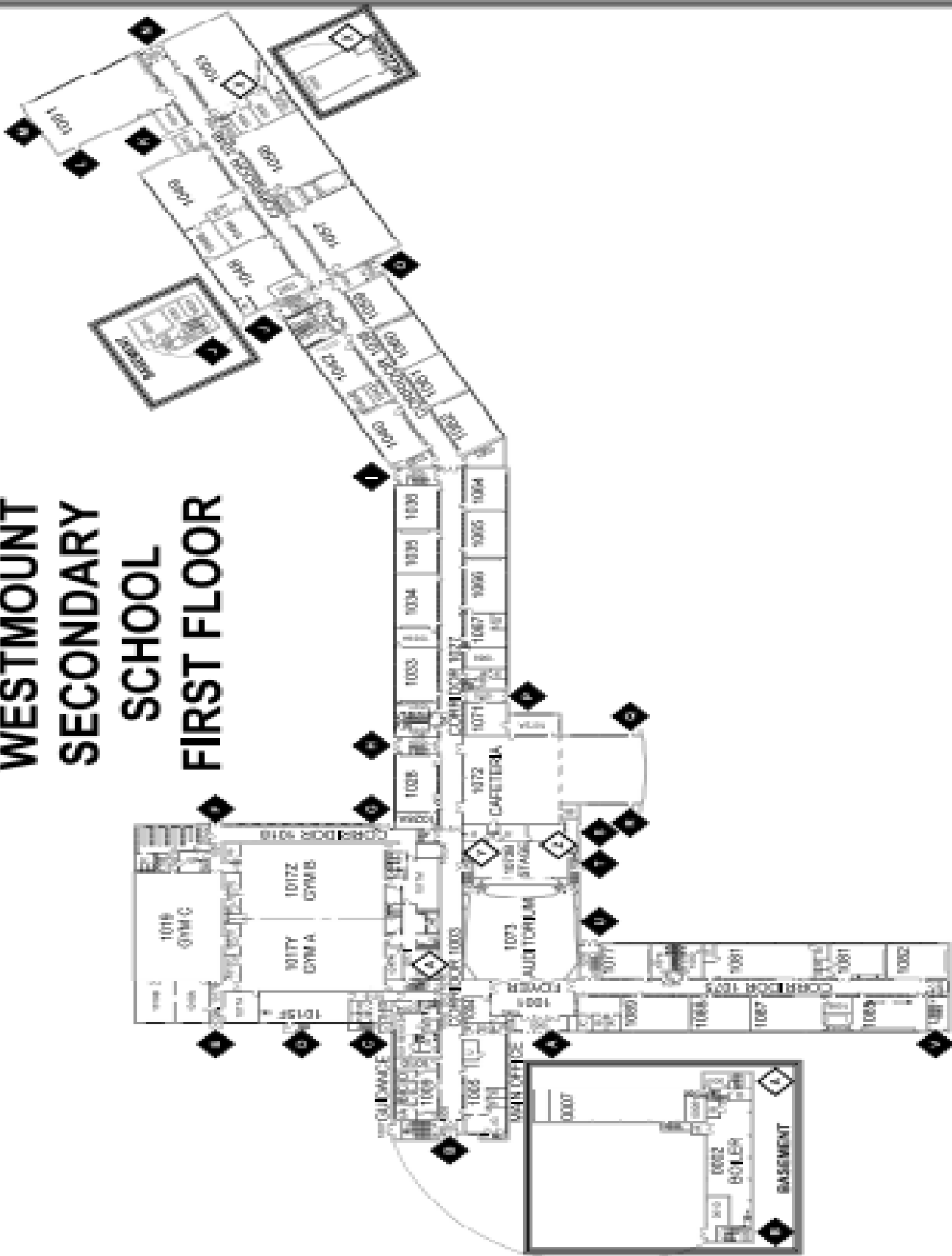
We welcome questions from parents/guardians/caregivers and invite you to contact the school at anytime.

WESTMOUNT STAFF DIRECTORY

TEACHING STAFF	EMAIL	TEACHING STAFF	EMAIL
ANDREWS, M	mandrews@hwdsb.on.ca	LACKOVIC, A	alackovi@hwdsb.on.ca
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KEATING, M	mkeating@hwdsb.on.ca	TRINK, M	mtrink@hwdsb.on.ca
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		CARDWELL, S	scarawel@nwasb.on.ca
		COULSON, S	scoulson@hwdsb.on.ca

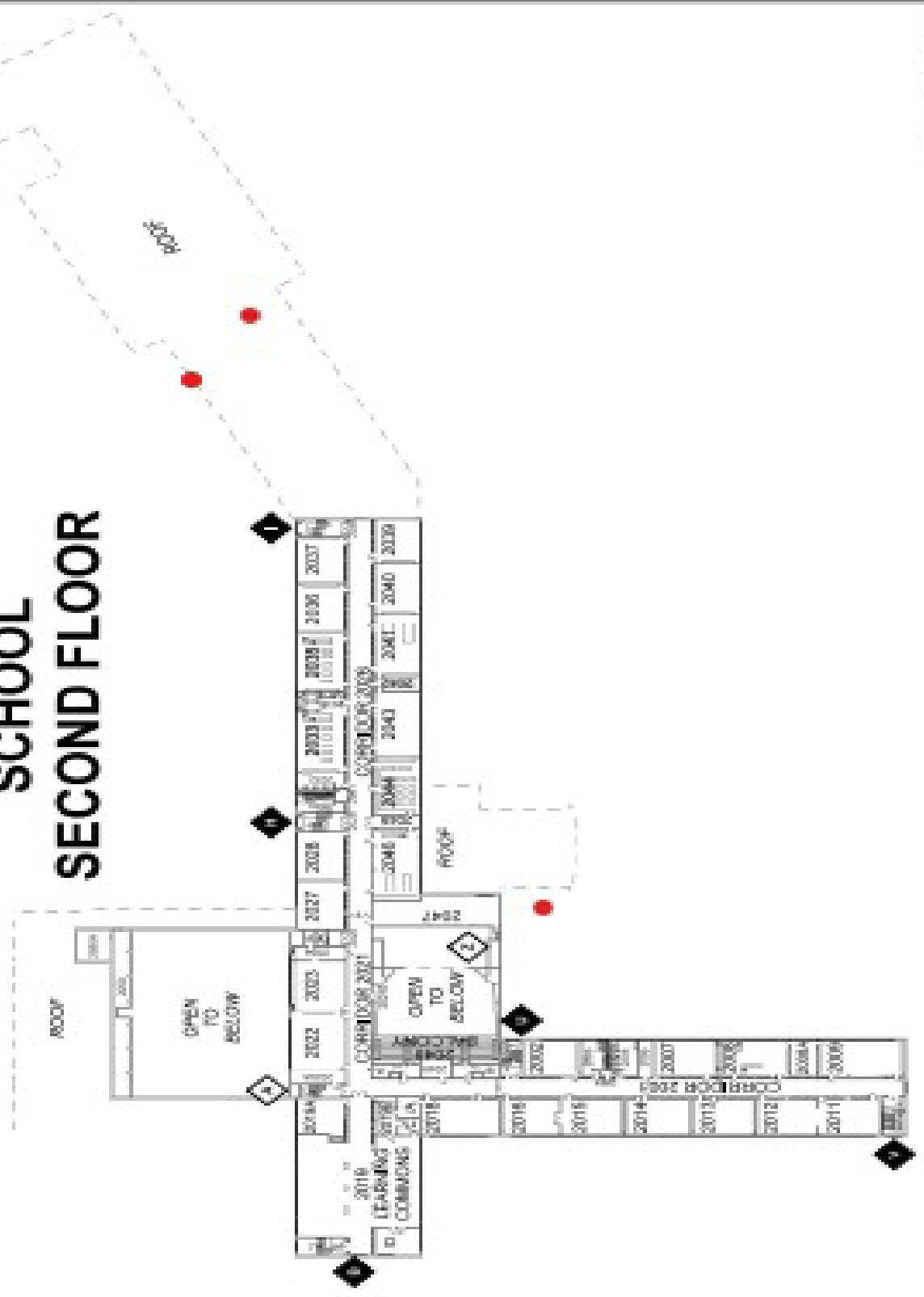
WESTMOUNT MAPS – FIRST FLOOR

WESTMOUNT SECONDARY SCHOOL FIRST FLOOR



WESTMOUNT SECONDARY SCHOOL MAPS – SECOND FLOOR

WESTMOUNT SECONDARY SCHOOL SECOND FLOOR



SAFE ARRIVAL AND THE SHOOLMESSENGER 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.
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. 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). 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.*

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 should report directly to class
- teachers will mark the student as 'late' in the student attendance system
- 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 child

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 Police Services. 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

School dress codes have been written and enforced in ways that disproportionately and negatively impact many students, including those who identify or present as female, those who are racialized, gender diverse, transgender, non-binary, students with disabilities, those who are socioeconomically marginalized and Indigenous, First Nation, Métis, and Inuit students. The new student dress guidelines will use the principles of anti-oppression, anti-racism, anti-colonialism, equity and inclusion. Please visit hwdsb.on.ca for more information.

- Student:
- 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 drugs, 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

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

The resumption of co-curricular activities will be conducted in accordance with directions from the HWDSB and Hamilton Public Health. 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

Parents wishing to connect with the school should do so by phone or by virtual appointment.

All visitors must:

- Enter through the main office 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

There is no Board provided transportation for Westmount students.

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 are 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.

Students who have completed insufficient work in their class by the end of the course may be eligible for a "carry-over". (See below.) In some instances, students who are significantly behind at the end of the course try to submit a significant amount of work in a short period of time. This typically adds additional stress to students and is challenging for students' mental health since they are now attempting to complete even more work in a compressed period of time. In addition, there are fewer opportunities for feedback, consolidation, and deep learning which comes with a progression of learning over time. In addition, it may not be possible for teachers to adequately grade and assess a large body of work if it is submitted all at once. It is always best for students to try to maintain a steady pace in their class and to not fall too far behind. Students should submit work as it is completed and not try to hand in multiple units of study at the same time. If more than two units are submitted at the end of the semester the student may be referred to carryover the course. In this instance, the work that has been submitted will be honoured and it will be marked, but it may not be graded until the next semester. Students who need grades with critical timelines in mind (graduation/scholarships) should be mindful of this.

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. As discussed above (under Assessment), students are permitted to submit no more than 2 units per week unless otherwise negotiated with their classroom teacher. 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. Please book a guidance appointment when you determine that a carryover will occur.

It is the student's responsibility 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. The student must then book a Guidance appointment with 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 agenda 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)?

Zeros will be entered for incomplete units and a final mark will be calculated. 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 <ul style="list-style-type: none">• 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.	ORGANIZATION <ul style="list-style-type: none">• 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.
INDEPENDENT WORK <ul style="list-style-type: none">• 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.	COLLABORATION <ul style="list-style-type: none">• 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.
INITIATIVE <ul style="list-style-type: none">• 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.	SELF-REGULATION <ul style="list-style-type: none">• 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.

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 (carryover)**.

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. Students may submit up to 2 units per week unless otherwise negotiated with their classroom teacher. This facilitates students who may either fast-track or carryover. 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 **Self-Directed Learning Days, Advisor** and **Sign Outs** exist to support student learning in a self-paced, self-directed environment.

Self-Directed Learning Days (SDL Day) - 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/Classroom Teacher, students plan their day to meet their individual academic needs. Students are expected to be at school on SDL 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)?
- 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 agenda in order to leave class. Teachers will sign the student's agenda 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 agenda 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 their 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 (OSSLT) 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 31st in a student's graduating year. Students in grade 10 and 11 should expect that the requirement to complete the full 40 hours of Community Service and the OSSLT will resume beginning in 2022-2023.

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 an IEP or not identified as English Language Learners 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 to email their guidance counsellors directly to make an appointment. Please do not use class time to book your appointments. Counsellors are assigned to students by alphabet (surnames):

A - F = Ms. Currie

G - K = Mr. Vermeer

L - 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 or have a parent email the counsellor in advance.

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 this 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 math class sitting beside a Grade 12 student who is having her *Hamlet* essay reviewed. 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

Learning Commons

A space that combines Library and Learning Resource staff to support ALL students, during all periods of the day, with their academics. Located in the LC are various resources for student use. Students may sign-out from their classroom with teacher permission (indicated by teacher's initials in the agenda). They will return to the classroom before the end of the period with a LC stamp in the agenda.

AGENDA INSTRUCTIONS

The Westmount Student Agenda 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 Agenda for Sign-outs

Certain students, with their teacher's permission and prior arrangements may be given permission to work in the Learning Commons or another classroom.

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 timeframe. 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 agenda and the student will return immediately to their timetabled class.

Self-Directed Learning Days

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

On a Self-Directed Learning Day, students are responsible for:

- planning their SDL time
- 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

The cafeteria is closed to students except for lunch times. All students should be scheduled into appropriate worklocations.

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.
- Submitting your own work to more than one teacher. (Work may only be submitted once for grades)

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. When in doubt, cite it!

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>

What do you need to graduate from high school?

18 compulsory credits

Students must earn the following 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)
	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in arts
1	credit in health and physical education
1	credit in French as a second language
M.S	credit in career studies
M.S	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:	
1	<ul style="list-style-type: none"> English or French as a second language a Native language a historical or international language social sciences or the humanities Canadian and world studies guidance and career education cooperative education*
Group 2:	
1	<ul style="list-style-type: none"> health and physical education the arts business studies French as a Second Language** cooperative education*
Group 3:	
1	<ul style="list-style-type: none"> science (Grade 11 or 12) technology, education French as a Second Language** computer studies cooperative education*

* A maximum of 3 credits in English 11 or English 12 or English 16 (ELD) may be counted towards the 12 optional credits. In English 11, 12 or 16, a maximum of 2 credits may be counted towards the 12 optional credits. In English 16, a maximum of 1 credit may be counted towards the 12 optional credits. In English 11, 12 or 16, a maximum of 1 credit may be counted towards the 12 optional credits.

** A maximum of 1 credit may be counted towards the 12 optional credits. In English 11, 12 or 16, a maximum of 1 credit may be counted towards the 12 optional credits.

WILDCATS Character Building

Each month we will be focusing on a character trait that exemplifies the spirit of our Westmount community.

The purpose of this is to build your character with intent by journaling and reflecting on your actions and behaviour. There will be prompts to help you get started in this practice with the idea that this becomes a routine.

The 7 WILDCATS traits are: Wisdom, Integrity, Leadership, Dedication, Citizenship, Accountability, Trustworthiness and Strength. It's important to note that we are not born with these traits. Rather, we must develop these characteristics by learning skills that exemplify these traits. The more experience you gain in developing these traits, the more comfortable they become.

September 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1	2	3
				PA DAY	SCHOOL HOLIDAY	
4	5	6	7	8	9	10
	LABOUR DAY	FIRST DAY SEMESTER 1		CABINET	1	
11	12	13	14	15	16	17
					PICTURE DAY	
18	19	20	21	22	23	24
	SCHOOL COUNCIL			STAFF MEETING	3	
25	26	27	28	29	30	1
		Applying to Post Secondary Presentations Period 2	ADVISOR DAY Scholarships and awards presentation Period 3	SDL DAY	ORANGE SHIRT DAY	Ontario Universities Fair Metro Toronto Convention Centre (ontariouniversitie sfair.ca)
					4	

WISDOM

Traits of WILDCATS

Wisdom, Inclusiveness, Leadership, Dedication, Citizenship, Accountability, Trustworthy, and Strength

Wisdom: the quality of having experience, knowledge, and good judgment; the quality of being wise. To be wise is to show good judgment, to be open-minded, to learn from mistakes, to be observant, to be accepting of change, to be humble, to be observant and to be curious.

Here are some prompts to help you focus on Wisdom this month:

- 1, I will try to show good judgment when making decisions by _____

- 2.I can be more open-minded by _____

3. Making mistakes is human. I can learn from my mistakes through _____

4. Change happens. I can make change easier by _____

5. Humility is difficult. I will try to be humble by _____



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY



MONDAY, SEPT 5

P E R I O D				
1	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
2	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
3	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
4	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
5	Destination:			
	Out 1	Initial	Out 2	Initial

TUESDAY, SEPT 6

P E R I O D				
1	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
2	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
3 & 4	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
5	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
5	Destination:			
	Out 1	Initial	Out 2	Initial

WEDNESDAY, SEPT 7					THURSDAY, SEPT 8					FRIDAY, SEPT 9				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY



MONDAY, SEPT 12

P
E
R
I
O
D

1

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

2

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

3

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

4

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

5

Destination:

Out 1

Initial

Out 2

Initial

TUESDAY, SEPT 13

P
E
R
I
O
D

1

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

2

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

3

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

5

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

5

Destination:

Out 1

Initial

Out 2

Initial

WEDNESDAY, SEPT 14					THURSDAY, SEPT 15					FRIDAY, SEPT 16				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY

One thing that made me smile this week...



MONDAY, SEPT 19

TUESDAY, SEPT 20

P
E
R
I
O
D

1

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

2

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

3

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

4

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

5

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

1

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

2

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

3

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

5

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

5

Destination:

Out 1

Initial





Out 2

Initial

WEDNESDAY, SEPT 21					THURSDAY, SEPT 22					FRIDAY, SEPT 23				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, SEPT 28					THURSDAY, SEPT 29					FRIDAY, SEPT 30				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

October 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6	7	8
NATIONAL CUSTODIAL DAY Ontario Universities Fair Metro Toronto Convention Centre (ontariouniversitiesfair.ca)			WORLD TEACHER'S DAY	Post-Secondary Education fair Westmount Cafeteria 8:45-10:45 CABINET		
9	10	11	12	13	14	15
	STATUTORY HOLIDAY	Virtual University Fair (ontariouniversitiesfair.ca) 5-8 pm	ADVISOR DAY	SDL DAY		
16	17	18	19	20	21	22
	SCHOOL COUNCIL		College Fair - Eneercare Centre, Exhibition Place, Hall B, Toronto 5-9PM	College Fair - Eneercare Centre, Exhibition Place, Hall B, Toronto 9AM-2PM STAFF MEETING	PICTURE RETAKE DAY 	
23	24	25	26	27	28	29
	PA DAY		ADVISOR DAY	SDL DAY		
30	31					

WISDOM SCORECARD

I demonstrated good judgement last month.	1	2	3	4	5
I was open-minded last month.	1	2	3	4	5
I learned from mistakes last month.	1	2	3	4	5
I was able to accept change last month.	1	2	3	4	5
I was humble last month.	1	2	3	4	5

Traits of WILDCATS

Wisdom, Inclusiveness, Leadership, Dedication, Citizenship, Accountability, Truth, and Strength

Inclusiveness: Inclusiveness is treating all people with respect and in an equitable manner. An inclusive person is someone whom treats people with fairness, is open-minded, shows empathy, is collaborative, is humble and is authentic.

Here are some prompts to help you focus on **Inclusiveness** this month:

1. I can treat everyone fairly this month by _____

2. I can be collaborative in class activities this month by _____

3. I have a positive impact on the school and outside communities by _____

4. I can help to create a safe, welcoming and accepting environment by _____

5. I can be open-minded and receptive towards all people by _____

MINDFUL MONDAY



MONDAY, OCT 3

TUESDAY, OCT 4

P
E
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1

Destination:

Out 1	Initial	Out 2	Initial
-------	---------	-------	---------

P
E
R
I
O
D

1

Destination:

Out 1	Initial	Out 2	Initial
-------	---------	-------	---------

P
E
R
I
O
D

2

Destination:

Out 1	Initial	Out 2	Initial
-------	---------	-------	---------

P
E
R
I
O
D

2

Destination:

Out 1	Initial	Out 2	Initial
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THIS WEEK'S PRIORITIES

1

2

3

P
E
R
I
O
D

3

Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
I
O
D

3

Destination:

Out 1	Initial	Out 2	Initial
-------	---------	-------	---------

REFLECTIVE FRIDAY

I am special to this person _____

P
E
R
I
O
D

4

Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
I
O
D

5

Destination:

Out 1	Initial	Out 2	Initial
-------	---------	-------	---------

P
E
R
I
O
D

5

Destination:

Out 1	Initial	Out 2	Initial
-------	---------	-------	---------

P
E
R
I
O
D

5

Destination:

Out 1	Initial	Out 2	Initial
-------	---------	-------	---------



WEDNESDAY, OCT 5					THURSDAY, OCT 6					FRIDAY, OCT 7				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

ADVISOR/SDL WEEK	MONDAY, OCT 10					TUESDAY, OCT 11				
NOTES:	P E R I O D					P E R I O D				
_____		1	Destination:				1	Destination:		
_____		Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	
_____	P E R I O D					P E R I O D				
_____		2	Destination:				2	Destination:		
_____		Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	
_____	P E R I O D					P E R I O D				
_____		3	Destination:				3	Destination:		
_____		Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	
_____	P E R I O D					P E R I O D				
_____		4	Destination:				5	Destination:		
_____		Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	
_____	P E R I O D					P E R I O D				
_____		5	Destination:				5	Destination:		
_____		Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	

<u>TEACHER CONCERN:</u>										
Period 1	P E R I O D	Initials				P E R I O D				
Period 2		Initials								
Period 3		Initials								
Period 4		Initials								
Period 5		Initials								
	5	Destination:			5	Destination:				
		Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	

WEDNESDAY, OCT 12					THURSDAY, OCT 13					FRIDAY, OCT 14				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY

One thing I accomplished this week that I'm proud of...



MONDAY, OCT 17

P E R I O D				
	Destination:			
1	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
2	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
3	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
4	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
5	Out 1	Initial	Out 2	Initial

TUESDAY, OCT 18

P E R I O D				
	Destination:			
1	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
2	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
3 & 4	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
5	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
5	Out 1	Initial	Out 2	Initial

WEDNESDAY, OCT 19					THURSDAY, OCT 20					FRIDAY, OCT 21				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, OCT 26					THURSDAY, OCT 27					FRIDAY, OCT 28				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

INCLUSIVENESS SCORECARD

I treated all people with respect.	1	2	3	4	5
I included all students in class activities.	1	2	3	4	5
I had a positive impact on my community.	1	2	3	4	5
I helped to create a safe, welcoming and accepting environment.	1	2	3	4	5
I have been open-minded and receptive towards all people (in school and the community).	1	2	3	4	5

Traits of WILDCATS

Wisdom, Inclusiveness, Leadership, Dedication, Citizenship, Accountability, Truth, and Strength

Leadership includes a set of skills that help us influence and inspire others in a positive way.

Here are some prompts to help you focus on **Leadership** this month:

1. Leaders set meaningful and achievable goals. I will set goals in the following areas: _____

2. Leaders are empathetic and can emotionally understand what others are feeling. I can show empathy towards my peers by _____

3. Leadership involves communicating clearly and listening to the needs of others. How can I communicate effectively in the school setting? _____

4. Strong leaders are motivated. I can show motivation in my classes by _____

5. Leading by example is an important leadership skill. I can set a good example in the school setting by _____



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1 _____

2 _____

3 _____

REFLECTIVE FRIDAY

This week I helped _____



MONDAY, OCT 31

P
E
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1

Destination:

Out 1	Initial	Out 2	Initial
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P
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D

2

Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
I
O
D

3

Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
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O
D

4

Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
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D

5

Destination:

Out 1	Initial	Out 2	Initial
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TUESDAY, NOV 1

P
E
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1

Destination:

Out 1	Initial	Out 2	Initial
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P
E
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D

2

Destination:

Out 1	Initial	Out 2	Initial
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P
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3

Destination:

Out 1	Initial	Out 2	Initial
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P
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5

Destination:

Out 1	Initial	Out 2	Initial
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P
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D

5

Destination:

Out 1	Initial	Out 2	Initial
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WEDNESDAY, NOV 2					THURSDAY, NOV 3					FRIDAY, NOV 4				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, NOV 9					THURSDAY, NOV 10					FRIDAY, NOV 11				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY

I could have spent more time on _____ this week.



MONDAY, NOV 14

P E R I O D				
	1			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	2			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	3			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	4			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	5			
	Destination:			
	Out 1	Initial	Out 2	Initial

TUESDAY, NOV 15

P E R I O D				
	1			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	2			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	3 & 4			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	5			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	5			
	Destination:			
	Out 1	Initial	Out 2	Initial

WEDNESDAY, NOV 16					THURSDAY, NOV 17					FRIDAY, NOV 18				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, NOV 23					THURSDAY, NOV 24					FRIDAY, NOV 25				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY

I was kind to myself this week by...



MONDAY, NOV 28

P E R I O D				
	1			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	2			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	3			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	4			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	5			
	Destination:			
	Out 1	Initial	Out 2	Initial

TUESDAY, NOV 29

P E R I O D				
	1			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	2			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	3 & 4			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	5			
	Destination:			
	Out 1	Initial	Out 2	Initial
P E R I O D				
	5			
	Destination:			
	Out 1	Initial	Out 2	Initial

WEDNESDAY, NOV 30					THURSDAY, DEC 1					FRIDAY, DEC 2				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

December 2022

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	1	2	3
				Virtual University Fair (ontariouniversitiesfair.ca) 5-8PM		INTERNATIONAL DAY OF PEOPLE WITH DISABILITIES
				CABINET	13	
4	5	6	7	8	9	10
			ADVISOR DAY	SDL DAY		
					14	
11	12	13	14	15	16	17
				WINTER MUSIC CONCERT		
				STAFF MEETING	15	
18	19	20	21	22	23	24
			ADVISOR DAY	SDL DAY		
					16	
25	26	27	28	29	30	31
	← WINTER BREAK →					

LEADERSHIP SCORECARD

I developed meaningful goals.	1	2	3	4	5
I showed empathy to my peers.	1	2	3	4	5
I used effective communication skills in both my speaking and listening.	1	2	3	4	5
I was motivated in my classes.	1	2	3	4	5
I set a good example in the school community.	1	2	3	4	5

Traits of WILDCATS

Wisdom, Inclusiveness, Leadership, Dedication, Citizenship, Accountability, Trustworthy, and Strength

Citizenship: What does it mean to have good citizenship? Students demonstrate good citizenship by fulfilling their civic and social responsibilities and contribute to the well-being of the communities in which they are a member: home, Westmount, neighbourhood, Canada, and the greater world.

Here are some prompts to help you focus on **Citizenship** this month:

1. I will be respectful of others and their property by _____

2. I will be respectful of Westmount property by _____

3. I will follow Westmount rules. _____

4. I will display good character by _____

5. I will give back to the Westmount community by _____

WEDNESDAY, DEC 7					THURSDAY, DEC 8					FRIDAY, DEC 9				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY

I was kind to someone else this week by...



MONDAY, DEC 12

TUESDAY, DEC 13

P
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1

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
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D

2

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

3

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

4

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

5

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

1

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

2

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

3

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

5

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
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D

5

Destination:

Out 1

Initial

Out 2

Initial

WEDNESDAY, DEC 14					THURSDAY, DEC 15					FRIDAY, DEC 16				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, DEC 21					THURSDAY, DEC 22					FRIDAY, DEC 23				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1 _____

2 _____

3 _____

REFLECTIVE FRIDAY



MONDAY, DEC 26

TUESDAY, DEC 27

P
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1

Destination:

Out 1	Initial	Out 2	Initial
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P
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R
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D

2

Destination:

Out 1	Initial	Out 2	Initial
-------	---------	-------	---------

P
E
R
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O
D

3

Destination:

Out 1	Initial	Out 2	Initial
-------	---------	-------	---------

P
E
R
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D

4

Destination:

Out 1	Initial	Out 2	Initial
-------	---------	-------	---------

P
E
R
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D

5

Destination:

Out 1	Initial	Out 2	Initial
-------	---------	-------	---------

P
E
R
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D

1

Destination:

Out 1	Initial	Out 2	Initial
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P
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R
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D

2

Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
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D

3

Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
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D

5

Destination:

Out 1	Initial	Out 2	Initial
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P
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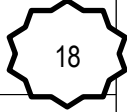
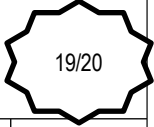
5

Destination:

Out 1	Initial	Out 2	Initial
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WEDNESDAY, DEC 28					THURSDAY, DEC 29					FRIDAY, DEC 30				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

January 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
	← WINTER BREAK →					
8	9	10	11	12	13	14
				Deadline to apply to university through OUAC for equal consideration CABINET		
15	16	17	18	19	20	21
			ADVISOR DAY	SDL DAY		
22	23	24	25	26	27	28
			LAST DAY SEMESTER 1 Last day for work submission. 	EXAM DAY	EXAM DAY	
29	30	31	1	2	3	4
	EXAM DAY Recommended deadline for graduating students to submit their 40 hours of community service hours to guidance	EXAM DAY				

CITIZENSHIP SCORECARD

I was respectful to others and their property last month	1	2	3	4	5
I was respectful of Westmount property last month	1	2	3	4	5
I followed Westmount rules last month	1	2	3	4	5
I displayed good character last month	1	2	3	4	5
I gave back to Westmount community last month	1	2	3	4	5

Traits of WILDCATS

Wisdom, Inclusiveness, Leadership, Dedication, Citizenship, Accountability, Trustworthiness, and Strength

Dedication: the quality of committing to ideas, values, classes, causes, or people.

To be dedicated means to commit to things. This may include being dedicated to your classes (timeliness, work completion, and thoroughness). It may also mean being dedicated to concepts or ideas. You may be committed to physical fitness and mental wellness. You may be committed to treating people around you with respect and dignity. You may be committed to supporting the environment or another important cause. Being dedicated also means to persevere when things are not easy.

Here are some prompts to help you focus on Dedication this month:

1. I will try to show dedication to my classes by _____

2. A cause that is very important to me is _____

3. Two values that are very important to me are _____ and

4. _____
5. I will commit to focus on my personal well being by _____

6. Something that causes me to lose my dedication or motivation is

(A) _____

The opposite of (A) is _____

I will try to focus on (B) _____ this month.



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY



MONDAY, JAN 2

P
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1

Destination:

Out 1

Initial

Out 2

Initial

P
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2

Destination:

Out 1

Initial

Out 2

Initial

P
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R
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D

3

Destination:

Out 1

Initial

Out 2

Initial

P
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4

Destination:

Out 1

Initial

Out 2

Initial

P
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D

5

Destination:

Out 1

Initial

Out 2

Initial

TUESDAY, JAN 3

P
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1

Destination:

Out 1

Initial

Out 2

Initial

P
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2

Destination:

Out 1

Initial

Out 2

Initial

P
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3

Destination:

Out 1

Initial

Out 2

Initial

P
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5

Destination:

Out 1

Initial

Out 2

Initial

P
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5

Destination:

Out 1

Initial

Out 2

Initial

WEDNESDAY, JAN 4					THURSDAY, JAN 5					FRIDAY, JAN 6				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial


MINDFUL MONDAY

MONDAY, JAN 9

TUESDAY, JAN 10

P
E
R
I
O
D

1

Destination:			
Out 1	Initial	Out 2	Initial

P
E
R
I
O
D

1

Destination:			
Out 1	Initial	Out 2	Initial

P
E
R
I
O
D

2

Destination:			
Out 1	Initial	Out 2	Initial

P
E
R
I
O
D

2

Destination:			
Out 1	Initial	Out 2	Initial

P
E
R
I
O
D

3

Destination:			
Out 1	Initial	Out 2	Initial

P
E
R
I
O
D

3

Destination:			
Out 1	Initial	Out 2	Initial

P
E
R
I
O
D

4

Destination:			
Out 1	Initial	Out 2	Initial

P
E
R
I
O
D

5

Destination:			
Out 1	Initial	Out 2	Initial

P
E
R
I
O
D

5

Destination:			
Out 1	Initial	Out 2	Initial

P
E
R
I
O
D

5

Destination:			
Out 1	Initial	Out 2	Initial

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY

Note one time this week that you were "fully present"



WEDNESDAY, JAN 11					THURSDAY, JAN 12					FRIDAY, JAN 13				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

ADVISOR/SDL WEEK	MONDAY, JAN 16				TUESDAY, JAN 17					
NOTES: <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> THIS WEEK'S PRIORITIES 1 <hr/> 2 <hr/> 3 <hr/> TEACHER CONCERN: <hr/> Period 1 Initials <hr/> Period 2 Initials <hr/> Period 3 Initials <hr/> Period 4 Initials <hr/> Period 5 Initials	P E R I O D 1	 				P E R I O D 1	 			
	Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial		
	P E R I O D 2	 				P E R I O D 2	 			
	Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial		
	P E R I O D 3	 				P E R I O D 3 & 4	 			
	Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial		
	P E R I O D 4	 				P E R I O D 5	 			
Destination:										
Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial			
P E R I O D 5	 				P E R I O D 5	 				
										Destination:
Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial			

WEDNESDAY, JAN 18					THURSDAY, JAN 19					FRIDAY, JAN 20				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1 _____

2 _____

3 _____

REFLECTIVE FRIDAY

What did you do this week to feel "fully alive"?



MONDAY, JAN 23

P E R I O D				
	Destination:			
1	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
2	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
3	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
4	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
5	Out 1	Initial	Out 2	Initial

TUESDAY, JAN 24

P E R I O D				
	Destination:			
1	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
2	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
3	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
4	Out 1	Initial	Out 2	Initial
P E R I O D				
	Destination:			
5	Out 1	Initial	Out 2	Initial

WEDNESDAY, JAN 25					THURSDAY, JAN 26					FRIDAY, JAN 27				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial



MINDFUL MONDAY

MONDAY, JAN 30

TUESDAY, JAN 31

THIS WEEK'S PRIORITIES

1 _____

2 _____

3 _____

REFLECTIVE FRIDAY




One thing I accomplished this week that I am proud of ...



MONDAY, JAN 30					TUESDAY, JAN 31						
P E R I O D	1	Destination:				P E R I O D	1	Destination:			
		Out 1	Initial	Out 2	Initial			Out 1	Initial	Out 2	Initial
P E R I O D	2	Destination:				P E R I O D	2	Destination:			
		Out 1	Initial	Out 2	Initial			Out 1	Initial	Out 2	Initial
P E R I O D	3	Destination:				P E R I O D	3 & 4	Destination:			
		Out 1	Initial	Out 2	Initial			Out 1	Initial	Out 2	Initial
P E R I O D	4	Destination:				P E R I O D	5	Destination:			
		Out 1	Initial	Out 2	Initial			Out 1	Initial	Out 2	Initial
P E R I O D	5	Destination:				P E R I O D	5	Destination:			
		Out 1	Initial	Out 2	Initial			Out 1	Initial	Out 2	Initial

WEDNESDAY, FEB 1					THURSDAY, FEB 2					FRIDAY, FEB 3				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

February 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
29	30	31	1 EXAM DAY Deadline to apply to college through OCAS for equal consideration	2 PA DAY	3 FIRST DAY SEMESTER 2	4
5	6	7	8	9 CABINET	10 	11
12	13 SCHOOL COUNCIL	14	15	16	17 	18
19	20 FAMILY DAY	21	22 ADVISOR DAY	23 SDL DAY	24 STAFF MEETING 	25
26	27	28	1	2	3	4

DEDICATION SCORECARD

I demonstrated commitment to my classes last month.	1	2	3	4	5
I supported a cause that was important to me.	1	2	3	4	5
I tried to live by positive values.	1	2	3	4	5
I looked after myself last month.	1	2	3	4	5
I tried to overcome obstacles to my motivation.	1	2	3	4	5

Traits of WILDCATS

Wisdom, Inclusiveness, Leadership, Dedication, Citizenship, Accountability, Truth, and Strength

Accountability helps you take responsibility for your actions, learning, and helps you improve your academic performance.

Here are some prompts to help you focus on **Accountability** this month:

1. Attending class demonstrates accountability. I will attend _____ of my classes.
2. When I sign out of class, I can show how responsible I am by _____

3. To show accountability with my learning, I can better use teacher feedback by _____

4. Meeting target dates show accountability. To meet my target dates, I will _____

7. My agenda can help keep me accountable and attain my goals. I will use my agenda to _____



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY

This week, I was amazing at...



MONDAY, FEB 6

P
E
R
I
O
D

1

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

2

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

3

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

4

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

5

Destination:

Out 1

Initial

Out 2

Initial

TUESDAY, FEB 7

P
E
R
I
O
D

1

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
O
D

2

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
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O
D

3

Destination:

Out 1

Initial

Out 2

Initial

&

4

P
E
R
I
O
D

5

Destination:

Out 1

Initial

Out 2

Initial

P
E
R
I
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D

5

Destination:

Out 1

Initial

Out 2

Initial





WEDNESDAY, FEB 8					THURSDAY, FEB 9					FRIDAY, FEB 10				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, FEB 15					THURSDAY, FEB 16					FRIDAY, FEB 17				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, FEB 22					THURSDAY, FEB 23					FRIDAY, FEB 24				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, MAR 1					THURSDAY, MAR 2					FRIDAY, MAR 3				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

March 2023

Sun		Mon		Tue		Wed		Thu		Fri		Sat	
26		27		28		1		2		3		4	
										PA DAY			
													
5		6		7		8		9		10		11	
						ADVISOR DAY		SDL DAY					
													
12		13		14		15		16		17		18	
		← SPRING BREAK →											
19		20		21		22		23		24		25	
		SCHOOL COUNCIL											
26		27		28		29		30		31		1	
						ADVISOR DAY		SDL DAY					
													

ACCOUNTABILITY SCORECARD

I showed accountability last month by attending all my classes.	1	2	3	4	5
I was responsible when signing out of classes last month.	1	2	3	4	5
I used teacher feedback to improve my learning.	1	2	3	4	5
I met my target dates last month.	1	2	3	4	5
I used my agenda to attain my goals.	1	2	3	4	5

Traits of WILDCATS

Wisdom, Inclusiveness, Leadership, Dedication, Citizenship, Accountability, Trustworthiness, and Strength

Trustworthiness is the ability to be relied by others as honest and truthful. To be trustworthy person is to have integrity, to be selfless, to be consistent and to be compassionate. Here are some prompts to help you focus on **Trustworthiness** this month:

1. I will be accountable to others this month by _____

2. I can demonstrate trustworthiness when I sign out of class by _____

3. I will be honest to myself this month by _____

4. Having integrity means being committed to a cause. The cause I will be committed to this month is _____

5. I will focus on being compassionate to others this month by _____



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY

*Did you use this talent this week?
Explain.*



MONDAY, MAR 6

P E R I O D				
	1			
Destination:				
Out 1	Initial	Out 2	Initial	
P E R I O D				
	2			
Destination:				
Out 1	Initial	Out 2	Initial	
P E R I O D				
	3			
Destination:				
Out 1	Initial	Out 2	Initial	
P E R I O D				
	4			
Destination:				
Out 1	Initial	Out 2	Initial	
P E R I O D				
	5			
Destination:				
Out 1	Initial	Out 2	Initial	

TUESDAY, MAR 7

P E R I O D				
	1			
Destination:				
Out 1	Initial	Out 2	Initial	
P E R I O D				
	2			
Destination:				
Out 1	Initial	Out 2	Initial	
P E R I O D				
	3 & 4			
Destination:				
Out 1	Initial	Out 2	Initial	
P E R I O D				
	5			
Destination:				
Out 1	Initial	Out 2	Initial	
P E R I O D				
	5			
Destination:				
Out 1	Initial	Out 2	Initial	

WEDNESDAY, MAR 8					THURSDAY, MAR 9					FRIDAY, MAR 10				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY



MONDAY, MAR 13

P
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1 Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
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D

2 Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
I
O
D

3 Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
I
O
D

4 Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
I
O
D

5 Destination:

Out 1	Initial	Out 2	Initial
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TUESDAY, MAR 14

P
E
R
I
O
D

1 Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
I
O
D

2 Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
I
O
D

3 & 4 Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
I
O
D

5 Destination:

Out 1	Initial	Out 2	Initial
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P
E
R
I
O
D

5 Destination:





Out 1	Initial	Out 2	Initial
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WEDNESDAY, MAR 15					THURSDAY, MAR 16					FRIDAY, MAR 17				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, MAR 22					THURSDAY, MAR 23					FRIDAY, MAR 24				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, MAR 29					THURSDAY, MAR 30					FRIDAY, MAR 31				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

April 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	21	1
2	3	4	5	6	7	8
		OSSLT Modified SDL Day		 CABINET	STATUTORY HOLIDAY	
9	10	11	12	13	14	15
	STATUTORY HOLIDAY		ADVISOR DAY INTERNATIONAL DAY OF PINK	SDL DAY		
16	17	18	19	20	21	22
	SCHOOL COUNCIL			STAFF MEETING		
23	24	25	26	27	28	29
			ADVISOR DAY ADMINISTRATIVE PROFESSIONALS DAY	SDL DAY PROM		

TRUSTWORTHINESS SCORECARD

I was accountable to others this month by honouring commitments.	1	2	3	4	5
I was trustworthy when signing out of classes last month.	1	2	3	4	5
I was honest to myself this month by staying true to my goals.	1	2	3	4	5
I was committed to a cause last month.	1	2	3	4	5
I was compassionate to others last month.	1	2	3	4	5

Traits of WILDCATS

Wisdom, Inclusiveness, Leadership, Dedication, Citizenship, Accountability, Trustworthy, and Strength

Strength: To show or have strength means that you have the power to withstand significant forces that work to challenge you. This may be facing obstacles head-on, with a clear and determined action plan to overcome them (i.e., completing assignments on-time or managing a balance with work/social/academics). Strength can also be demonstrated through healthy coping skills and accepting failures as opportunities to grow. You can serve as source of strength for others by actively listening and supporting them through life's adversity. Physical strength is also part of this trait that works to contribute to your body's optimal health and allow you to become a more independent young adult.

Here are some prompts to help you focus on **Strength** this month:

1. I will tackle _____
(something challenging) this week with a strong, positive mind.
2. I can show strength to a friend by _____

3. I can support my physical strength this week by _____

4. By doing hard things like _____ I
am going to be better at doing hard things.
5. I "failed" (wasn't as successful as I had hoped) at _____
this month and learned _____ about myself.

ADVISOR/SDL WEEK	MONDAY, APR 3				TUESDAY, APR 4					
NOTES: 	P E R I O D 1					P E R I O D 1				
		Destination:					Destination:			
		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
THIS WEEK'S PRIORITIES 1 2 3 	P E R I O D 2					P E R I O D 2				
		Destination:					Destination:			
		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
	P E R I O D 3					P E R I O D 3 & 4				
		Destination:					Destination:			
		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
<u>TEACHER CONCERN:</u> Period 1 <i>Initials</i> Period 2 <i>Initials</i> Period 3 <i>Initials</i> Period 4 <i>Initials</i> Period 5 <i>Initials</i>	P E R I O D 4					P E R I O D 5				
		Destination:					Destination:			
		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, APR 5					THURSDAY, APR 6					FRIDAY, APR 7				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, APR 12					THURSDAY, APR 13					FRIDAY, APR 14				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

ADVISOR/SDL WEEK	MONDAY, APR 17				TUESDAY, APR 18																																									
<p>NOTES:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>THIS WEEK'S PRIORITIES</p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>TEACHER CONCERN:</p>	<p>P E R I O D</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	<p>Destination:</p> <table border="1"> <tr> <td>Out 1</td> <td>Initial</td> <td>Out 2</td> <td>Initial</td> </tr> </table> <p>Destination:</p> <table border="1"> <tr> <td>Out 1</td> <td>Initial</td> <td>Out 2</td> <td>Initial</td> </tr> </table> <p>Destination:</p> <table border="1"> <tr> <td>Out 1</td> <td>Initial</td> <td>Out 2</td> <td>Initial</td> </tr> </table> <p>Destination:</p> <table border="1"> <tr> <td>Out 1</td> <td>Initial</td> <td>Out 2</td> <td>Initial</td> </tr> </table> <p>Destination:</p> <table border="1"> <tr> <td>Out 1</td> <td>Initial</td> <td>Out 2</td> <td>Initial</td> </tr> </table>				Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	<p>P E R I O D</p> <p>1</p> <p>2</p> <p>3 & 4</p> <p>5</p>	<p>Destination:</p> <table border="1"> <tr> <td>Out 1</td> <td>Initial</td> <td>Out 2</td> <td>Initial</td> </tr> </table> <p>Destination:</p> <table border="1"> <tr> <td>Out 1</td> <td>Initial</td> <td>Out 2</td> <td>Initial</td> </tr> </table> <p>Destination:</p> <table border="1"> <tr> <td>Out 1</td> <td>Initial</td> <td>Out 2</td> <td>Initial</td> </tr> </table> <p>Destination:</p> <table border="1"> <tr> <td>Out 1</td> <td>Initial</td> <td>Out 2</td> <td>Initial</td> </tr> </table>				Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial	Out 1	Initial	Out 2	Initial
Out 1	Initial	Out 2	Initial																																											
Out 1	Initial	Out 2	Initial																																											
Out 1	Initial	Out 2	Initial																																											
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Out 1	Initial	Out 2	Initial																																											
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Out 1	Initial	Out 2	Initial																																											
Out 1	Initial	Out 2	Initial																																											
<table border="1"> <tr> <td>Period 1</td> <td>Initials</td> </tr> <tr> <td>Period 2</td> <td>Initials</td> </tr> <tr> <td>Period 3</td> <td>Initials</td> </tr> <tr> <td>Period 4</td> <td>Initials</td> </tr> <tr> <td>Period 5</td> <td>Initials</td> </tr> </table>	Period 1	Initials	Period 2	Initials	Period 3	Initials	Period 4	Initials	Period 5	Initials	<p>P E R I O D</p> <p>5</p>	<p>Destination:</p> <table border="1"> <tr> <td>Out 1</td> <td>Initial</td> <td>Out 2</td> <td>Initial</td> </tr> </table>				Out 1	Initial	Out 2	Initial	<p>P E R I O D</p> <p>5</p>	<p>Destination:</p> <table border="1"> <tr> <td>Out 1</td> <td>Initial</td> <td>Out 2</td> <td>Initial</td> </tr> </table>				Out 1	Initial	Out 2	Initial																		
Period 1	Initials																																													
Period 2	Initials																																													
Period 3	Initials																																													
Period 4	Initials																																													
Period 5	Initials																																													
Out 1	Initial	Out 2	Initial																																											
Out 1	Initial	Out 2	Initial																																											

WEDNESDAY, APR 19					THURSDAY, APR 20					FRIDAY, APR 21				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY
The number of times I was kind to myself this week...



MONDAY, APR 24

P E R I O D				
	1 Destination: Out 1 Initial Out 2 Initial			
P E R I O D				
	2 Destination: Out 1 Initial Out 2 Initial			
P E R I O D				
	3 Destination: Out 1 Initial Out 2 Initial			
P E R I O D				
	4 Destination: Out 1 Initial Out 2 Initial			
P E R I O D				
	5 Destination: Out 1 Initial Out 2 Initial			

TUESDAY, APR 25

P E R I O D				
	1 Destination: Out 1 Initial Out 2 Initial			
P E R I O D				
	2 Destination: Out 1 Initial Out 2 Initial			
P E R I O D				
	3 & 4 Destination: Out 1 Initial Out 2 Initial			
P E R I O D				
	5 Destination: Out 1 Initial Out 2 Initial			
P E R I O D				
	5 Destination: Out 1 Initial Out 2 Initial			

WEDNESDAY, APR 26					THURSDAY, APR 27					FRIDAY, APR 28				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

May 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	1 The most common deadline for accepting offers to college	2	3	4	5	6
		AP EXAMS			12	
7	8 DELF	9 DELF	10 ADVISOR DAY	11 SDL DAY	12	13
		AP EXAMS			13	
14	15	16	17	18	19	20
		WE WILL RICK YOU PERFOANCES				
		MATINEE	MATINEE	,EVENING	EVENING	EVENING
	SCHOOL COUNCIL			STAFF MEETING	14	
21	22 STATUTORY HOLIDAY	23	24 ADVISOR DAY	25 SDL DAY	26	27
					15	
28	29 Date all Ontario university applicants can expect a decision from universities	30	31	1	2	3

STRENGTH SCORECARD

I tackled a challenge and was successful!	1	2	3	4	5
I showed strength to a friend who needed me.	1	2	3	4	5
I did physical activity last month that helped me get stronger.	1	2	3	4	5
I did a hard thing last month.	1	2	3	4	5
I learned about my failure and will do better next time.	1	2	3	4	5

WEDNESDAY, MAY 3					THURSDAY, MAY 4					FRIDAY, MAY 5				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY

I moved or played this week by...



MONDAY, MAY 8

P E R I O D	1	Destination:			
		Out 1	Initial	Out 2	Initial
P E R I O D	2	Destination:			
		Out 1	Initial	Out 2	Initial
P E R I O D	3	Destination:			
		Out 1	Initial	Out 2	Initial
P E R I O D	4	Destination:			
		Out 1	Initial	Out 2	Initial
P E R I O D	5	Destination:			
		Out 1	Initial	Out 2	Initial

TUESDAY, MAY 9

P E R I O D	1	Destination:			
		Out 1	Initial	Out 2	Initial
P E R I O D	2	Destination:			
		Out 1	Initial	Out 2	Initial
P E R I O D	3 & 4	Destination:			
		Out 1	Initial	Out 2	Initial
P E R I O D	5	Destination:			
		Out 1	Initial	Out 2	Initial
P E R I O D	5	Destination:			
		Out 1	Initial	Out 2	Initial

WEDNESDAY, MAY 10					THURSDAY, MAY 11					FRIDAY, MAY 12				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, MAY 17					THURSDAY, MAY 18					FRIDAY, MAY 19				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1

2

3

REFLECTIVE FRIDAY

A feeling I had this week that I'd like to repeat is...



MONDAY, MAY 22

TUESDAY, MAY 23

P
E
R
I
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D

1

Destination:

Out 1 | Initial | Out 2 | Initial

P
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2

Destination:

Out 1 | Initial | Out 2 | Initial

P
E
R
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O
D

3

Destination:

Out 1 | Initial | Out 2 | Initial

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E
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D

4

Destination:

Out 1 | Initial | Out 2 | Initial

P
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5

Destination:

Out 1 | Initial | Out 2 | Initial

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Destination:

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Destination:

Out 1 | Initial | Out 2 | Initial

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5





Destination:

Out 1 | Initial | Out 2 | Initial

WEDNESDAY, MAY 24					THURSDAY, MAY 25					FRIDAY, MAY 26				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, MAY 31					THURSDAY, JUNE 1					FRIDAY, JUNE 2				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

June 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1	2	3
				SPRING MUSIC CONCERT Deadline for Ontario university applicants to accept an offer of admission through OUAC		
4	5	6	7	8	9	10
			ADVISOR DAY	SDL DAY CABINET		
11	12	13	14	15	16	17
						
18	19	20	21	22	23	24
		LAST DAY SEMESTER 2 Last day for work submission 	EXAM DAY	EXAM DAY	EXAM DAY	
25	26	27	28	29	30	1
	EXAM DAY	EXAM DAY	PA DAY	PA DAY STAFF MEETING	BOARD HOLIDAY	



MINDFUL MONDAY

THIS WEEK'S PRIORITIES

1 _____

2 _____

3 _____

REFLECTIVE FRIDAY

*Something I let go of this week
that was not mine to carry was...*

MONDAY, JUNE 5

P
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Destination:

Out 1	Initial	Out 2	Initial
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2

Destination:

Out 1	Initial	Out 2	Initial
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3

Destination:

Out 1	Initial	Out 2	Initial
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P
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4

Destination:

Out 1	Initial	Out 2	Initial
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5

Destination:

Out 1	Initial	Out 2	Initial
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TUESDAY, JUNE 6

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Destination:

Out 1	Initial	Out 2	Initial
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Destination:

Out 1	Initial	Out 2	Initial
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3

Destination:

Out 1	Initial	Out 2	Initial
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Destination:

Out 1	Initial	Out 2	Initial
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Destination:

Out 1	Initial	Out 2	Initial
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WEDNESDAY, JUNE 7					THURSDAY, JUNE 8					FRIDAY, JUNE 9				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, JUNE 14					THURSDAY, JUNE 15					FRIDAY, JUNE 16				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, JUNE 21					THURSDAY, JUNE 22					FRIDAY, JUNE 23				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

WEDNESDAY, JUNE 28					THURSDAY, JUNE 29					FRIDAY, JUNE 30				
P E R I O D 1					P E R I O D 1					P E R I O D 1				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 2					P E R I O D 2					P E R I O D 2				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 3 & 4					P E R I O D 3 & 4					P E R I O D 3 & 4				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial
P E R I O D 5					P E R I O D 5					P E R I O D 5				
	Destination:					Destination:					Destination:			
	Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial		Out 1	Initial	Out 2	Initial

COUNSELLING RESOURCES (Updated June 2023)

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

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

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 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>

Ontario 211 - an online search tool to find services in your community: [Ontario 211 | Community and Social Services Help Line \(211ontario.ca\)](http://www.ontario.ca/211)

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

Kids Help Phone – 1-800-668-6868/www.kidshelpphone.ca

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

Mind Your Mind - resource for mental health and wellness for Muslims: <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>

Togetherall - a 24/7 anonymous online education and discussion platform for mental health support: <https://togetherall.com/en-ca/>

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.

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/.

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>

<https://translifeline.org/hotline/> or **877-330-6366** - Family & Friends Line that provides peer support for friends, partners, family members and professionals supporting trans loved ones and community members.

LGBT Youthline - www.youthline.ca; 1-800-268-9688

Spectrum Hamilton - www.spectrum.ca - LBTTQQ2SI resources

Grief Support – can text 289-278-1885 from 10:00 a.m. to 10:00 p.m. or visit kemphospice.org/support-line Offers a text and chat service for those who are grieving the loss of a loved one.

Bounce Back Ontario - online counselling service. Click bouncebackontario.ca/what-is-bounceback-youth/.

Body Brave - <https://bodybrave.ca/> - provides treatment and support for eating disorders (for ages 17+)

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

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

Suicide Prevention Hotline & Supportive Counselling – 905-522-1477/www.hopesalive.ca

Alternatives for Youth – 905-527-4469/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

PERIODIC TABLE OF THE ELEMENTS

GROUP IUPAC: 1 IA, 2 IIA, 3 IIIB, 4 IVB, 5 VB, 6 VIB, 7 VIIB, 8 VIII B, 9 VIII B, 10 VIII B, 11 IB, 12 IIB, 13 IIIA, 14 IVA, 15 VA, 16 VIA, 17 VIIA, 18 VIIIA

PERIOD: 1, 2, 3, 4, 5, 6, 7

RELATIVE ATOMIC MASS (1): 1.0079 (H), 6.941 (Li), 9.0122 (Be), 10.811 (B)

GROUP CAS: 1, 2, 13, 14, 15, 16, 17, 18

ATOMIC NUMBER: 1, 2, 3, 4, 5, 13, 14, 15, 16, 17, 18

SYMBOL: H, Li, Be, B

ELEMENT NAME: HYDROGEN, LITHIUM, BERYLLIUM, BORON

STANDARD STATE (25 °C; 101 kPa): Ne - gas, Fe - solid, Hg - liquid, U - synthetic

Legend: Metal (blue), Semimetal (orange), Nonmetal (green), Alkali metal (light blue), Alkaline earth metal (medium blue), Transition metals (dark blue), Lanthanide (purple), Actinide (dark purple), Chalcogens element (light green), Halogens element (medium green), Noble gas (dark green)

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

1	2											18					
1	2											18					
1	2											18					
3	4											10					
11	12											18					
19	20	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54
55	56	57-71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86
87	88	89-103	104	105	106	107	108	109	110	111							
LANTHANIDE																	Copyright © 2007 Eni Generalić
57		58	59	60	61	62	63	64	65	66	67	68	69	70	71		
La		Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu			
LANTHANUM		CERIUM	PRASEODYMIUM	NEODYMIUM	PROMETHIUM	SAMARIUM	EUROPIUM	GADOLINIUM	TERBIUM	DYSPROSIUM	HOLMIUM	ERBIUM	THULIUM	YTTERBIUM	LUTETIUM		
ACTINIDE																	
89		90	91	92	93	94	95	96	97	98	99	100	101	102	103		
Ac		Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr		
ACTINIUM		THORIUM	PROTACTINIUM	URANIUM	NEPTUNIUM	PLUTONIUM	AMERICIUM	CURIUM	BERKELIUM	CALIFORNIUM	EINSTEINIUM	FERMIUM	MENDELEVIUM	NOBELIUM	LAWRENCIUM		

(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.

