

# WESTMOUNT SECONDARY SCHOOL

*“Home of the Wildcats”*

## AGENDA 2023 - 2024

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



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NAME: \_\_\_\_\_

*Front Cover Designed by Billy Truong*

# LAND ACKNOWLEDGEMENT

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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

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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 2023-2024 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 intentionally plan 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

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## 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 16, 2023 Birth of the Báb

Oct 17, 2023 Birth of Bahá'u'lláh

Mar 21, 2024 Naw -Rúz (Bahá' i New Year)

Apr 20, 2024 First Day of Ridván

Apr 29, 2024 Ninth Day of Ridván

May 2, 2024 Twelfth Day of Ridván

May 24, 2024 Declaration of the Báb

May 29, 2024 Ascension of Bahá'u' lláh

Jul 9, 2024 Martyrdom of the Báb

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

Feb 26 – 29, 2024 Ayyám-i-Há

Nov 26, 2023 Day of the Covenant

Nov 28, 2023

Ascension of Ábdu'l-Bahá

Mar 1-19, 2024

Days of Fasting

## Buddhism

Dec 08, 2023 Bodhi Day (Rohatsu)

Dec 10, 2023 Amitabha Buddha's Birthday

Jan 25, 2024 Mahayana New Year

Feb 10, 2024 Chinese New Year

Feb 10, 2024 Tibetan New Year (Losar)

Feb 15, 2024 Parinirvana Day

Feb 24, 2024 Magha Puja/Sanga Day

April 13, 2024 Theravada New Year

May 23, 2024 Vesak/Buddha Day

(Commemoration of Buddha's Birth, Enlightenment, Nirvana)

Jul 21, 2024 Asala – Dharma Day)

Jul 21, 2024 Guru Purnima

Jul 22, 2024 Vassa begins

Aug 13, 2024 Bon Festival

## Christianity

Note: Orthodox Christians may use different calendars so there may be two dates listed for the same observance.

### Holy Days

Dec 25, 2023 Christmas Day

Jan 7, 2024 Orthodox Christmas

Mar, 29, 2024 Good Friday

Mar 31, 2024 Easter Sunday

May 3, 2024 Holy Friday (Orthodox)

May 5, 2024 Orthodox Easter – Pascha

May 6, 2024 Bright Monday (Orthodox)

May 9, 2024 Ascension (Orthodox)

June 23, 2024 Pentecost (Orthodox)

Aug 6 or 19, 2024 Transfiguration (Orthodox)

Date will vary based on Family Patron Saint of Individual Family

### Days of Religious Significance

Sep 8 or 21, 2023 The Birth of Theotokos(Orthodox)

Sep 12, 2023 Coptic New Year

Sep 14 or 27 The Exaltation of the Cross (Orthodox)

Nov 1, 2023 All Saints Day

Dec 3-Dec 24, 2023 Advent

Jan 6, 2024 Epiphany

Jan 6 or 19, 2024 Theophany (Orthodox)

Feb 11, 2024 Transfiguration

Feb 14, 2024 Ash Wednesday

Mar 24, 2024 Palm Sunday

Mar 28, 2024 Maunday Thursday

Apr 28, 2024 Palm Sunday (Orthodox)

May 9, 2024 Ascension Day

May 19, 2024 Pentecost

May 26, 2024 All Saints Day (Orthodox)

Aug 15 or 28, 2024 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

Nov 12, 2023 Diwali

Jan 15, 2024 Makar Sankranti

Jan 25, 2024 Thaipusam Maha

Mar 8, 2024 Shivaratri

Mar 25, 2024 Holi

## Days of Religious Significance

Oct 15, 2023 Sharad Navarati Begins

Oct 23, 2023 Sharad Navarati Ends

Oct 23, 2023 Dasera

Feb 13, 2024 Vasant Panchami

Apr 9, 2024 Chaitra Navratri

Apr 16, 2024 Ram Navami

# Indigenous Philosophy

Indigenous philosophy and ceremony refer to the 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

## Holy Days

Apr 9-10, 2024 Eid-ul-Fitr

Jun 16, 2024 Eid-ul-Adha

Jul 16, 2024

Ashura

## Days of Religious Significance

Sept 27, 2023 Malid un Nabi

Feb 08, 2024 Miraj

Mar 11, 2024 Ramadan Begins

Apr 06, 2024 Lailatul Qadr

Apr 5, 2024 Jumatul Wida

April 09, 2024 Ramadan Ends

Jun 15, 2024 Wuquf-ul-Arafa/Day of Hajj

Jul 07, 2024 Hijra/Muharram (New Year)

# Jainism

## Holy Days

Nov 12, 2023 Diwali

Apr 21, 2024

Mahavira Jayanti

## Days of Religious Significance

Sep 11-19, 2023 Payushana Parva

Sep 19, 2023 Samvatsari Day

Sep 28, 2023 Anant Chaturdashi

Oct 28, 2023

Lokashah Jayanti

Feb 15, 2024

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 Holy Days, no work is permitted.

## Holy Days

Sep 15, 2023	Rosh Hashanah (Day 1)	Apr 22-30, 2024	Pesach/Passover
Sep 17, 2023	Rosh Hashanah (Day 2) Ending at sundown	Apr 22-23, 2024	Pesach/Passover (First Days)
Sep 24, 2023	Yom Kippur	Apr 29-30, 2024	Pesach/Passover (Last Days)
Sep 29, 2023	Sukkot – (Day 1)	Jun 11, 2024	Shavuot (First Day)
Sep 30, 2023	Sukkot – (Day 2)	Jun 12, 2024	Shavuot (Second Day) Ends
Sep 29-Oct 6, 2023	Sukkot	Sundown Jun 13, 2024	
Oct 6, 2023	Shemini Atzeret	Aug 12, 2024	Tish'a B'av -Ends Sundown Aug 13, 2024
Oct 7, 2023	Simchat Torah		

## Days of Religious Significance

Dec 7-15, 2023	Hannukah	May 4, 2024	Yom HaShoah
Jan 27, 2024	International Holocaust Day	May 12, 2024	Yom Ha'Atzmaut
Jan 24, 2024	Tu B'Shevat	May 25, 2024	Lag B'Omer Ends Sundown May 26, 2024
March 23, 2024	Purim		

# Sikh

Note: Dates are lunar based and so dates may vary.

## Holy Days

Nov 12, 2023	Bandi Chhor Divas	Mar 14, 2024	Sikh New Year (Nanakshahi Calendar)
Nov 27, 2023	Birth of Guru Nank Dev Ji	Apr 13, 2024	Vaisakhi /Khalsa Day
Jan 17, 2024	Birth of Guru Gobind Singh Ji		

## Days of Religious Significance

Sep 16, 2023	Installation of Guru Granth Sahib Ji	Mar 25, 2024	Holla Mohalla
Nov 24, 2023	Martyrdom of Guru Tegh Bahadur Ji	June 16, 2024	Martyrdom of Guru Arjan Dev Ji
Jan 13, 2024	Maghi		

# Wiccan Holy Days

## Holy Days

Sep 21, 2023	Mabon – Imbolic	Mar 20, 2024	Ostara/Vernal Equinox
Oct 31-Nov 1, 2023	Samhain	May 1, 2024	Beltane
Dec 21, 2023	Winter Solstice/Yule	Jun 20, 2024	Litha/Summer Solstice
Feb 2, 2024	Candlemas – Imbolic	Aug 1, 2024	Lughnassad/Lammas

# Zoroastrianism

## Holy Days

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

Dec 26, 2023	Zarthost – no Diso (F and S) (death anniversary of Prophet Zarathustra)	March 26, 2024	Khoradad Sal (birthday of Prophet Zarathustra) (F)
Mar 19, 2024	Norouz (F and S)		

## Days of Religious Significance

Sept 12-16, 2023	Paitishahem Ghambar (F)	Mar 16-20, 2024	Hamaspathmaidem Ghambar (F)
Oct 12-16, 2023	Avathrem Ghambar (F)	Apr 30 – May 4, 2024	Maidyozarem Ghambar (F)
Dec 31, 2022 -Jan 4, 2024	Maidhyarem Ghambar (F)	Jun 29 – July 3, 2024	Maidyoshem Ghambar (F)

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**ADDITIONAL INFORMATION IS AVAILABLE ON THE SCHOOL WEBSITE AT  
[www.hwdsb.on.ca/westmount](http://www.hwdsb.on.ca/westmount)**

# USING THIS AGENDA

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

## HOW PARENTS/GUARDIANS/CAREGIVERS CAN HELP

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

- Subscribe to Westmount's website to get the latest news, announcements, and information.
- Ensure that the school has your **CORRECT HOME/CELL PHONE NUMBER** and a **DAYTIME PHONE NUMBER** where you can be reached in case of an emergency.
- Review this Student 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.
- 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 any time.***

# WESTMOUNT STAFF DIRECTORY

## ADMINISTRATION

**Principal: Geeta Malhotra** (gmalhotra@hwdsb.on.ca)  
**Vice-Principal (A-L): Lisa Farrugia** (lfarrugi@hwdsb.on.ca)  
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 Kane, S – skane@hwdsb.on.ca

### LC TECH

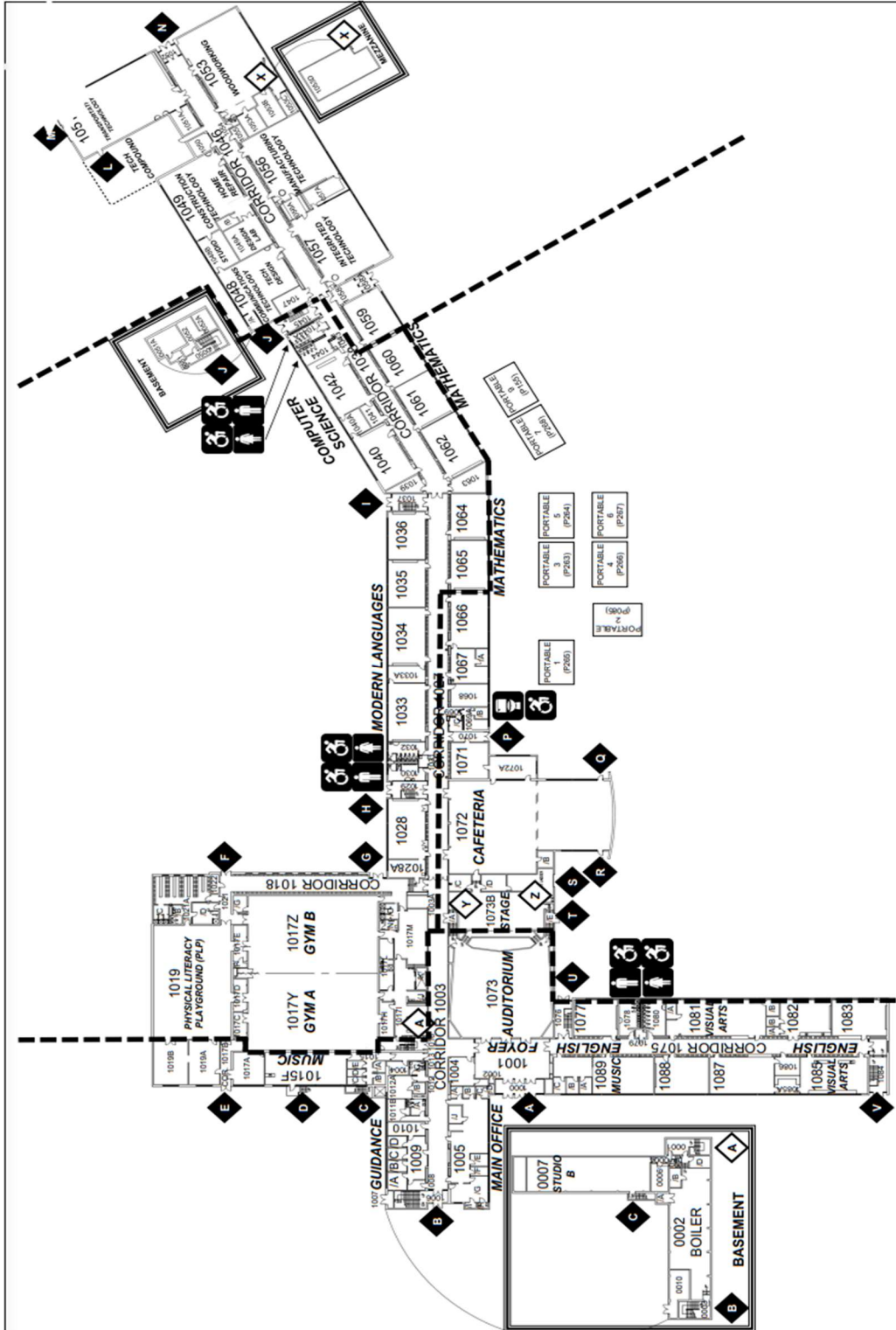
Hughes, A – ajhughes@hwdsb.on.ca

### CUSTODIANS

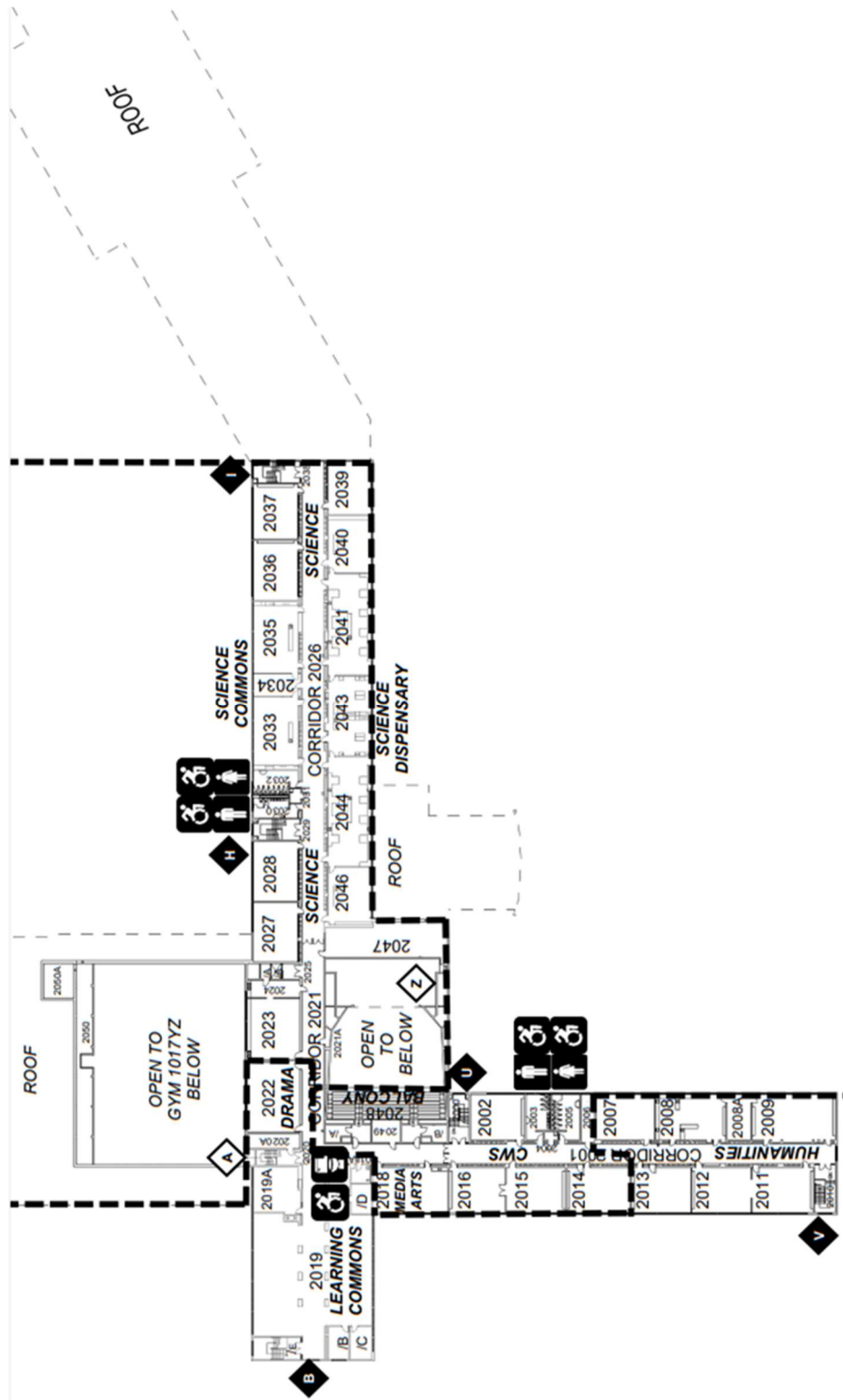
Ferleyko, P (Daytime)  
 Muia, D (Evening)



# WESTMOUNT MAPS – FIRST FLOOR



# WESTMOUNT MAPS – SECOND FLOOR



# SAFE ARRIVAL AND THE SHOOLMESSENGER COMMUNICATION PLATFORM

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

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

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

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

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



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



**Email**



**Text**



**SchoolMessenger  
App/Website**

For each of the following message types:

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

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

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

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

# HWDSB CODE OF CONDUCT

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

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

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

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

# HWDSB STANDARDS OF BEHAVIOUR

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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, 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

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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](http://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 durags, ball caps, head scarves etc.
- May wear dress or headwear requirements to support religious/creed accommodations and similar human rights accommodations
- May not wear undergarments as outerwear
- May not wear anything that promotes or symbolizes drugs, alcohol, illegal activity, hate or discrimination, profanity, pornography; that incites violence or harassment; or threatens health and safety
- May not wear anything that depicts or displays hate speech targeting groups based on race, ethnicity, gender, disability, sexual orientation, gender identity, religious affiliation or any other protected groups

## **Dances**

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

The school Dress Code applies to students and guests at all dances.

### **Guidelines for Participating in Co-Curricular Activities**

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

### **Eligibility and Participation Guidelines for Co-Curricular Activities**

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

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

### **Under Review**

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



# FUNDRAISING/VOLUNTEERS

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Fundraising at our school is used to raise money or fund other resources for our school and students. Initiatives must align with board policies, supported by student council and approved by the school principal.

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/administration 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

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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;
- 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

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There is no Board provided transportation for Westmount students.

## ASSESSMENT, EVALUATION AND REPORTING AT WESTMOUNT

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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%).

At Westmount, we value your choice to write and complete tasks when you feel prepared and in consultation with your teacher. A re-write may be warranted when you have not achieved a

minimum level of understanding, or the level of achievement on the evaluation is inconsistent with your overall achievement in the strand. When contemplating a rewrite, you must consider if you have the time and energy to significantly improve overall achievement without affecting progress for the remainder of the course.

Before you approach your teacher to suggest a re-write or a do over, please consider the following questions.

- Am I on track? Do I have the time and energy to significantly improve my overall achievement without falling behind in any of my courses?
- Will I end up being rushed in a later grade that may be harder than I realize, and not have the time to learn it properly?
- Does it fit within the maximum 2 units per week submission policy (unless otherwise negotiated with my teacher)?
- Will I have other opportunities to showcase this learning later in the course, such as a final exam question or culminating task?
- Will a re-write significantly improve my level of understanding?
- Have I discussed the need for a re-write with a parent or guardian?

A re-write is not an automatic process at Westmount; consultation with your teacher is needed. Each department may have limits on the number of times you will be able to rewrite or complete evaluations.

### **REPORTING:**

Teachers take various considerations into account before making a decision about the grade to be entered on the reportcard. – *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...

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## **...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 carry over the course, the teacher and student will co-create a plan for the student which includes an expected completion date. Students should contact their guidance counsellor once they have a carryover approved by their teacher, to arrange a timetable change (note – they will need to drop or delay a course to fit in the carried over course – students may or may not be able to return to the original course, depending on availability at the time). In some cases, wait lists may be created for the course that needs to be carried over. Sometimes the course isn't offered again until the following year and will need to be delayed.

Students with carryovers 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.

## **...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. Once the teacher has submitted the information for the report card, the student may take a spare (if eligible) or begin a new course. The student should connect with their guidance counsellor to determine the next steps.

Note: 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.

## **...a university/college applicant has a carryover?**

Graduating students who have applied to post-secondary school should plan their time wisely starting in September to ensure that they finish their courses in one semester so that marks can be seamlessly transmitted to Ontario colleges and universities without impacting admission consideration. In the event that a student does have to carry over a course, zeroes will be entered for every unit that has not been completed according to the carryover plan or according to the number of weeks that have passed in the course (whichever applies). If a student has paced appropriately according to the plan but has not finished the course by mid-semester, a mark of N/A will be submitted to colleges and universities (which could have an adverse impact on admission consideration, depending on the student's specific circumstances).

# LEARNING SKILLS AND WORK HABITS

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## RESPONSIBILITY

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

## INDEPENDENT WORK

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

## INITIATIVE

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

## ORGANIZATION

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

## COLLABORATION

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

## SELF-REGULATION

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

# WESTMOUNT STUDENT INFORMATION

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**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 use their agenda 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**

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 31<sup>st</sup> in a student's graduating year.

### **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 = Mr. Armstrong

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 the semester will be emailed to the student on this account. To access Outlook, students should go to <http://home.hwdsb.on.ca>, click Office 365, and enter their school username and password (or click the Outlook link on D2L)

## Learning Resource

Located in the Andrea Robertson Learning Commons - the LC, Westmount's Learning Resource teachers create a welcoming place where the needs of a wide variety of students are served. It is common to see a student from Grade 9 receiving one-on-one help with a unit from his math class sitting beside a Grade 12 student who is having their 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 Agender 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 work locations.

# WESTMOUNT STYLE GUIDE

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**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 (including AI generated work).
- 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 compulsory credits to obtain the Ontario Secondary School Diploma:

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

In addition, students must complete:

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

Plus one credit from each of the following groups:

1	<b>Group 1:</b>
	<ul style="list-style-type: none"> <li>English or French as a second language**</li> <li>a Native language</li> </ul>
	<ul style="list-style-type: none"> <li>a classical or international language</li> <li>social sciences and the humanities</li> </ul>
	<ul style="list-style-type: none"> <li>Canadian and world studies</li> <li>guidance and career education</li> <li>cooperative education***</li> </ul>
1	<b>Group 2:</b>
	<ul style="list-style-type: none"> <li>health and physical education</li> <li>the arts</li> </ul>
	<ul style="list-style-type: none"> <li>business studies</li> <li>French as a second language**</li> <li>cooperative education***</li> </ul>
1	<b>Group 3:</b>
	<ul style="list-style-type: none"> <li>science (Grade 11 or 12)</li> <li>technological education</li> </ul>
	<ul style="list-style-type: none"> <li>French as a second language**</li> <li>computer studies</li> <li>cooperative education***</li> </ul>

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

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

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

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

## WHY IS WESTMOUNT SECONDARY SCHOOL SO SPECIAL?

Westmount is a school of choice. Students from all over the Hamilton Wentworth District choose to come to Westmount. Why?

Is it because Westmount bolsters a student's self-pacing and self-directing skills? Yes, for sure, but it's more than that. It's because Westmount has a special atmosphere. An atmosphere affectionally known as ***The Westmount Way***.

*The Westmount Way* is intangible, but it can be seen every day in the hallways, the classrooms, and on the playing fields. Our students, our Westmount Wildcats, demonstrate *The Westmount Way* in their daily actions.

Westmount Wildcats promote *The Westmount Way*, for a Wildcat possesses character traits that exemplify the spirit of *The Westmount Way*. The 6-character traits of a **WILDCAT** are: **Wisdom**, **Integrity**, **Leadership**, **Dedication**, **Citizenship**, **Accountability**, and **Trustworthiness**.





- **Wisdom:** Wildcats show good judgment, are observant, learn from mistakes, are humble, accept change, and are curious.
- **Inclusiveness:** Wildcats treat others with respect, fairness, open-mindedness, empathy, and apply equity.
- **Leadership:** Wildcats lead explicitly and/or implicitly, they take challenges, and they positively influence and inspire others.
- **Dedication:** Wildcats face obstacles head-on, with a clear and determined plan to overcome them such as completing assignments while managing a balance of academics, social and work obligations. Westmount students persevere when things are not easy.
- **Citizenship:** Wildcats fulfill their civic and social responsibilities and contribute to the well-being of all their communities: home, Westmount, neighbourhood, Canada, and the greater world.
- **Accountability** Wildcats take responsibility for their actions, and learning.
- **Trustworthiness** Wildcats are honest and truthful. They have integrity and keep promises.

Students and families choose Westmount because *The Westmount Way* embodies a thought process that prompts students to become Westmount Wildcats during their years here in high school and beyond.

# September 2023


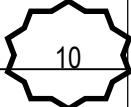


Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30	31	1	2
			Grade 9 Orientation & Picture Day			
3	4	5	6	7	8	9
	STATUTORY HOLIDAY	PA DAY	FIRST DAY SEMESTER 1  GR9 Assembly 8:40, AUD			
10	11	12	13	14	15	16
		SEM1 Mandatory eLEARNING Students Meeting 9AM, AUD  New Student Lunch (GR 10,11,12) P3		Clubs & Teams Fair P1&2, CAF		
	1				2	
17	18	19	20	21	22	23
				Applying To Post Secondary School Presentation P2, AUD	PICTURE DAY	
					3	
24	25	26	27	28	29	30
	SCHOOL COUNCIL	Virtual Ontario Universities Info Session ( <a href="http://www.ontariouniversitiesfair.ca">www.ontariouniversitiesfair.ca</a> )	ADVISOR DAY	SDL DAY  Scholarships & Awards Presentation  GR 9 Fun Night		National Day for Truth and Reconciliation
					4	

# October 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 National Custodial Day  All GR9 & 10,11,12 New Students! Start booking Meet 'n Greet Appointment with Guidance	3 Post-Secondary Education fair Westmount Cafeteria 8:45-10:45	4	5 WORLD TEACHER'S DAY	6 	7
8	9 STATUTORY HOLIDAY	10	11 ADVISOR DAY	12 SDL DAY  SHSM Launch Party	13 	14
15	16	17 ONT College Info Program @Mohawk College, Fennell Campus 9:30-NOON	18 PICTURE RETAKE DAY  ONT College Fair Toronto 5-9PM <a href="https://ontariocollegefair.ca">https://ontariocollegefair.ca</a>	19 ONT College Fair Toronto, 9AM-2PM <a href="https://ontariocollegefair.ca">https://ontariocollegefair.ca</a>  Family Night 5-7PM  School Council, 7PM	20 PA DAY  	21 ONT University Fair, Toronto 10am-5pm <a href="http://www.ontariouniversitiesfair.ca">www.ontariouniversitiesfair.ca</a>
22 ONT University Fair, Toronto 10am-5pm <a href="http://www.ontariouniversitiesfair.ca">www.ontariouniversitiesfair.ca</a>	23	24	25 ADVISOR DAY	26 SDL DAY	27 	28
29	30	31				




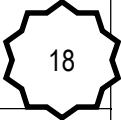

# November 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
					 9	
5	6	7	8	9	10	11
			<b>ADVISOR DAY</b> Virtual University Fair-5-8PM (ontariouniversitiesfair.ca)  Indigenous Veterans Day Treaty Week	SDL DAY		REMEMBRANCE DAY
←					 10	→
12	13	14	15	16	17	18
					PA DAY	
				 11		
19	20	21	22	23	24	25
			<b>ADVISOR DAY</b>  Virtual Ontario Universities Info Session www.ontariouniversitiesfair.ca	<b>SDL DAY</b>  <b>GR 7/8 Information Evening</b> <b>5PM-8PM</b>  First Aid/CPR Certification for Grade 12 SHSM students	<b>JAZZ AND DESSERTS</b>	
	SCHOOL COUNCIL				 12	
26	27	28	29	30		




# December 2023

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28	29	30		1	2
					13	
3	4	5	6	7	8	9
INTERNATIONAL DAY OF PEOPLE WITH DISABILITIES			ADVISOR DAY	SDL DAY		
					14	
10	11	12	13	14	15	16
				WINTER MUSIC CONCERT		
					15	
17	18	19	20	21	22	23
			ADVISOR DAY  GR 12 & Graduating Students Commencement Info Session P3	SDL DAY  Last Day to Finish, Start or Drop a Course-SEM1		
					16	
24	25	26	27	28	29	30
	← WINTER BREAK →					

# January 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat	
31	1	2	3	4	5	6	
		← WINTER BREAK →					
7	8	9	10	11	12	13	
					Co-op Employer Appreciation Breakfast		
							
14	15	16	17	18	19	20	
	GR 8 LETTER OF INTENT DUE 1PM  Deadline to apply to university through OUCA for equal consideration	Study Skills & Snacks P3/4 Student Success	ADVISOR DAY	SDL DAY MATH EQAO			
							
21	22	23	24	25	26	27	
	SCHOOL COUNCIL			LAST DAY SEMESTER 1 - Last day for work submission.  GR 8 Acceptance Emails to Families	EXAM DAY		
							
28	29	30	31				
	EXAM DAY  Recommended deadline for graduating students to submit their 40 hours of community service hours to guidance	EXAM DAY	EXAM DAY				

# February 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 EXAM DAY Deadline to apply to college through OCAS for equal consideration	2 PA DAY	3
4	5 FIRST DAY SEMESTER 2	6	7 Course selection process opens in Xello	8 Grade 8 Option Sheet Night GR 8 Information & Option Sheet Evening	9 Deadline for GR 12 students to hand in Community Service hours for consideration for Graduation & Awards 	10
11	12	13 NEW STUDENT LUNCH (GR 10, 11, 12)	14	15	16 	17
18	19 FAMILY DAY	20 Deadline to enter options in Xello for 2024-2025	21 ADVISOR DAY	22 SDL DAY	23 	24
25	26 SCHOOL COUNCIL	27	28	29		

# March 2024





Sun	Mon	Tue	Wed	Thu	Fri	Sat	
					1	2	
					PA DAY		
				4			
3	4	5	6	7	8	9	
			ADVISOR DAY	SDL DAY			
					5		
10	11	12	13	14	15	16	
		← SPRING BREAK →					
17	18	19	20	21	22	23	
				Family Night 5-7PM School Council, 7PM			
					6		
24	25	26	27	28	29	30	
			ADVISOR DAY	SDL DAY	STATUTORY HOLIDAY	Indigenous Language Day	
					7		



# May 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			Deadline to accept and offer to college through OCAS for most programs			
					12	
5	6	7	8	9	10	11
Red Dress Day	DELFB2	DELFB1	ADVISOR DAY DELF-A2	SDL DAY	Bear Witness Day	
	AP EXAMS				13	
12	13	14	15	16	17	18
				Child & Youth in Care Day		
	AP EXAMS				14	
19	20	21	22	23	24	25
	STATUTORY HOLIDAY		ADVISOR DAY	SDL DAY SPRING CONCERT		
					15	
26	27	28	29	30	31	
	SCHOOL COUNCIL			Last Day to Finish, Start or Drop a Course-SEM2	Co-op Employer Appreciation Breakfast	

# June 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
						
2	3	4	5	6	7	8
	Deadline to accept university offers through OCAC for most programs		ADVISOR DAY	SDL DAY		
						
9	10	11	12	13	14	15
			Athletic Banquet	SDL DAY MATH EQAO		
						
16	17	18	19	20	21	22
			LAST DAY SEMESTER 2 Last day for work submission	EXAM DAY	EXAM DAY Indigenous Peoples Day	
						
23	24	25	26	27	28	29
	EXAM DAY	EXAM DAY	PA DAY	PA DAY	PA DAY	



# COUNSELLING RESOURCES (Updated June 2023)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

<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](http://www.youthline.ca); 1-800-268-9688

**Spectrum Hamilton** - [www.spectrum.ca](http://www.spectrum.ca) - LBGTQQ2SI resources

**Grief Support** – can text 289-278-1885 from 10:00 a.m. to 10:00 p.m. or visit [kemphospice.org/support-line](http://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/](http://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](http://www.hamiltondoctors.ca)

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

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

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

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

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

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

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

**Ontario Works** – 905-546-4800