



Collège de l'Ouest de l'île
West Island College

PARENT – STUDENT HANDBOOK

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I - Beliefs and Structures

1. Statements of Belief

WIC's Organizational Values

At WIC we believe that

- ◆ excellence is achieved by developing one student at a time
- ◆ inspired teachers broaden students' horizons
- ◆ individuals gain respect by respecting others
- ◆ languages open doors to the world
- ◆ proactive curriculum prepares our graduates to succeed in an ever-changing world

Our Vision: *We are a lead school, redefining the educational experience through innovative teaching and learning.*

Our Mission: *To provide an innovative learning culture in a bilingual environment, in which each student develops the skills necessary to excel in post-secondary education and in life.*

Our Motto: "The Pursuit of Excellence"



Collège de l'Ouest de l'Île
West Island College

"Above and Beyond"

2. The Philosophy of the College

All children love to learn and the satisfaction derived from working to one's potential can seldom be equaled. The excitement of new discoveries and new ideas, the entirely new dimension of a second language used as the vehicle of instruction and the development of responsible and independent thought are educational goals and experiences that West Island College extends to its students.

At WIC, all programs are directed toward the full development of the individual student. This is achieved through a fine balance of academic, physical, and character-building programs. Small classes, coupled with a caring and professional staff, provide the enriched environment that allows students to achieve their very best.

Although West Island College is non-denominational, the development of sound ethics, moral values, and social responsibility is given significant attention. While the College recognizes that values cannot be imposed, it does feel that values can be properly promoted. The school would be neglecting an important function if it were to ignore this area of education.

3. School Administration

At West Island College, five administrators working as a team serve the school community. Their specific responsibilities are tailored to the needs of the different stakeholders within that community. Learning at West Island College requires a shared commitment by teachers, students, parents and administrators. Our organigram facilitates the placement of students at the centre of a nuclear structure around which three influential spheres orbit: parents, teachers and administrators.

Our school's management structure is comprised of the following individuals:

Headmaster: Mr. Michel Lafrance

Director of Finance & Operations: Mrs. Lise Lafontaine

Director of Studies: Mrs. Lori Belair

Director of Student Services: Mrs. Émilie Simard

Director of Professional Growth: Mrs. Sylvie Bastien

Should you wish to speak with an administrator, please feel free to call or make an appointment. We look forward to getting to know you and your family so that we may better serve your child. While any one of this group welcomes the opportunity to meet and speak with you, the following description of responsibilities is intended as a helpful guide to contacting the person best placed to help you.

The Headmaster

Responsible for the overall delivery of our services to students and parents with overall responsibility of teaching personnel. The Headmaster is the guardian of school culture and its educational leader. The Headmaster also assumes responsibility for the evaluation, selection and dismissal of faculty, supervises the Director of Studies, the Director of Student Services and the Director of Professional Growth.

The Director of Finance & Operations

Responsible for budgets, finance, banking and legal matters; all external communications, overseeing all special events, developing and implementing annual marketing plans, development strategies and admissions procedures. Also responsible for human resource management as well as the maintenance of the physical plant.

The Director of Studies

Responsible for the social and academic progress of Secondary IV and V students, curriculum development, evaluation of students, teaching materials, curriculum supervision (content and pace), and timetabling.

The Director of Student Services

Responsible for the social and academic progress of Secondary I & II students, extra-curricular activities, outdoor education, student council and/or leadership, community service and international trips.

The Director of Professional Growth

Responsible for the social and academic well-being of Secondary III students. Responsible for the creation and implementation of faculty professional growth plans, as well as the professional development of all staff. Also responsible for overseeing the integration of new technologies and teaching strategies across the curriculum and the evolution of the IT infrastructure, network and services to the end users.

4. Code of Conduct

Students, teachers, and administrators contributed to the creation of a school Code of Conduct. The Code is not a set of rules, but rather a description of the qualities and actions towards which all members of the school community (parents included) strive. In this way, 'rules' become internalized values allowing members to thrive, both academically and socially. In the end, this Code must not become something one reads and then discards, but rather a compass one continually refers to for direction, both in and out of school.

We at West Island College are responsible for who we are,

Everyone has a part in keeping our environment clean and safe,

Shaping our surroundings through care and involvement,

Together we are working to make our school a welcoming place,

Inside and outside the classroom, we all want the same thing,

Students and staff treating each other with respect,
Listening when others are speaking is common courtesy,
Appreciation of diversity enriches our lives,
Niceties and encouragement, rather than criticism, are welcomed by all,
Developing friendships is one of the most memorable parts of school life,
Committed to doing the best that I can,
Open-minded with regard to others' ideas and opinions,
Levelheaded when frustrated or upset,
Learning to treat others as I would like them to treat me,
Eager for new ideas, for new challenges,
Grateful for the special things that people do for me,
EXCELLENCE - this is what I want; this is what I strive to attain.

II - Curriculum

1. Matriculation Criteria

Ministry of Education Matriculation Criteria Requirements as of 2010 Ministry of Education Secondary School Diploma Leading to Post-Secondary Studies

- 54 credits obtained at the Sec IV & V level, 20 of which must be Secondary V.
- 6 Secondary V mother tongue credits
- 4 Secondary V second language credits
- 4 credits for History & Citizenship Education
- 4 credits of Secondary IV Mathematics
- 4 credits of Secondary IV Science & Technology
- 2 Secondary IV credits in Arts
- 2 Secondary V credits in Personal Development

West Island College High School Diploma

Satisfaction of all Ministry of Education criteria for a High School Diploma Leading to Post-Secondary Studies and in addition:

- 12 additional credits obtained at the Secondary IV or V level.
- Completion of the West Island College Personal Development Program - Community service program (sec 1, 2, 3, 5), Community Outreach (sec. 4), Outdoor Education (sec 1, 2, 3)
- One extra curricular activity for each year of study at West Island College

West Island College High School Diploma with Distinction

Satisfaction of all West Island College High School Diploma criteria and, in addition:

- The Annual Headmaster's List * in both Secondary IV & V.

West Island College High School Diploma with Great Distinction

Satisfaction of all West Island College High School Diploma with Distinction criteria and, in addition:

- The Annual President's Honour Roll ** in Secondary V *and* an overall academic average superior to 85% for Secondary IV and V combined.

** The President's Honour Roll recognizes students who maintain an academic average equal or superior to 85%.

West Island College Certificate of Bilingualism

The W.I.C. Certificate of Bilingualism is awarded to all graduating students who have successfully completed Secondary V English and either of the Secondary V Français langue maternelle programs: *Français langue d'enseignement 5e secondaire OR French Second Language Enriched V (with a minimum 75%)*.

* The Headmaster's List is an honour roll to recognize effort commensurate with ability, school citizenship and involvement in extra-curricular activities. To qualify for the annual list, one must have qualified two terms.

** The President's Honour Roll recognizes students who maintain an academic average equal or superior to 85%.

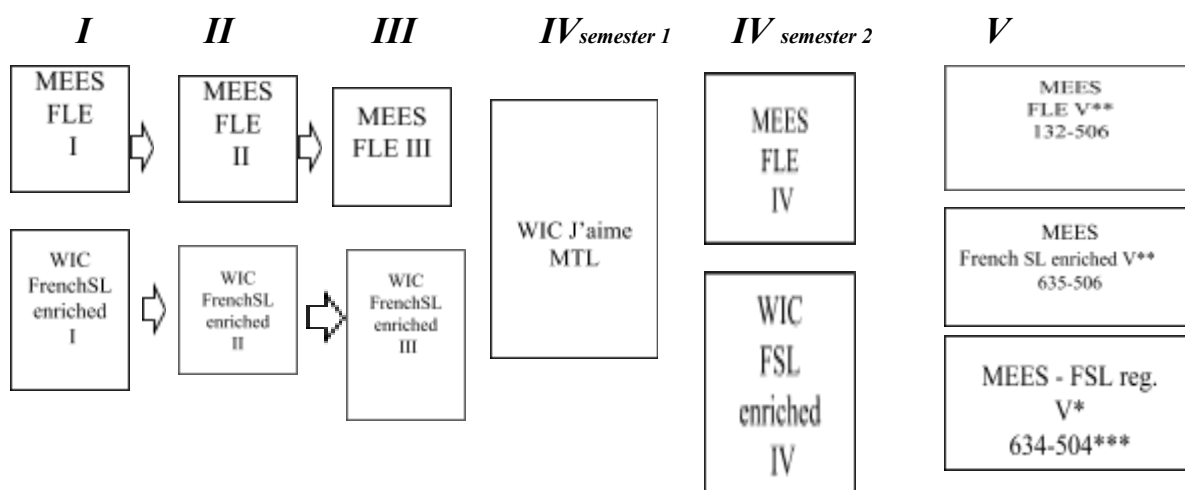
2. The Semestered Timetable

Several Secondary I, II and III courses, and the entire Secondary IV and V program are organized around a semestered timetable that operates similarly to that of a college or university. During the course of a year, students complete the same number of courses as in a non-semestered system. The year, however, is broken into two semesters. Students take the first half of their total course load during the first semester (August to January), and then write their final exams in January. Students then take the second half of their course load during the second semester (February to June).

The semestered programming has experienced much success in the western provinces. West Island College Montreal has over three decades of semestered programming experience and therefore serves as a reference for other schools contemplating this form of scheduling. Over the years, the overwhelming majority of alumni have reported that the semestered experience, coupled with an excellent foundation in exam and project preparation, have been primary factors leading to their success in post-secondary studies.

Our semestered and fixed five day "Monday to Friday" timetable also reaps curriculum benefits in that it allows far more flexibility to participate with timetables in industry and the community at large. Examples of programs directly benefiting senior students are those belonging to our Off-Campus Educational Partnership Programs: Community Outreach, Science Careers, Sports Leadership, Self Designed Practicum and the Physical Education Life Sports Program.

3. French Program Sequence



* High School Leaving Second Language French (Eligibility required)

** Qualifies for WIC Certificate of Bilingualism

MEES-FLE Ministry of Education -Français Langue d'Enseignement program

MEES-FSL Ministry of Education - French Second Language program (Eligibility required)

WIC-Fr. Imm West Island College - Français Immersion program (Eligibility required)

FRANÇAIS LANGUE D'ENSEIGNEMENT IV & V

FRENCH SECOND LANGUAGE ENRICHED IV & V

French Second Language V (Regular)

In keeping with the college philosophy of the pursuit of excellence, all eligible secondary I, II, III West Island College students are assigned to one of two advanced French programs commensurate with their ability: Français langue d'enseignement, or French Second Language Enriched. *Eligible students select a two-year path in either course for secondary IV & V.

All students pursue the WIC Difference course: J'♥ Montreal during the fall semester of secondary IV followed by their selected 2nd semester secondary IV French program and 1st semester secondary V program. This provides for an intensive French program culminating with MELS final exams in December and January of the secondary V year.

Although French Second Language Regular 504 is not offered as a separate course at WIC, all eligible* students who are considered to be at risk, will be invited to take the regular level FSL 504 matriculation exams, rather than the FSL enriched exams. Such a move would be made to ensure a student's successful completion of his or her second language credits for matriculation purposes. Additional credits are also earned by eligible

FLE students who successfully complete the FSL enriched matriculation exam. No such bonus credits are available however for FSL enriched students.

The most demanding of the two levels of study offered at WIC is the Français langue d'enseignement program (FLE V). To appreciate the level of difficulty, it must be understood that it is this course which is required for francophone students to graduate from a French language school.

The French Second Language V Regular course (FSL V rég) is the minimum second language French program required by the Ministry of Education for anglophone students to graduate from an English language school. Albeit demanding by most Quebec standards, it is not offered at WIC and may only serve as a safety net for a limited number of WIC students.

The WIC Français Immersion program was developed over the past 45 years at West Island College to meet the language development needs of eligible* WIC students. In this program students would be exposed to a modified mother-tongue approach to the French second language enriched program. The title of Français Immersion was applied to these courses. As of 2010, the Ministry of education announced French Second Language Enriched courses and corresponding credits. Therefore we have now re-labelled our Français Immersion courses as French Second Language Enriched and evaluate using the FSL Enriched competencies and weights.

The evaluation criteria for each program differs significantly. In Français langue d'enseignement programs, oral acquisition is assumed and thus counts for a small percentage (10-20%) of the course. The focus is on mother tongue level reading comprehension (40%) and writing (40-50%). Furthermore, a 50% minimum mark within the writing component is required for success. The French second language enriched program evaluation criteria seeks a more equitable distribution of the sub-components: writing (33%), reading (34%), and oral (33%) and at a less demanding level than the langue d'enseignement program. The French second language regular program evaluation criteria places even more emphasis upon oral development: writing (30%), reading (30%), and oral (40%).

Regardless of our positive past experiences or the school's mission, some students and parents question the desirability to pursue the more demanding Français langue d'enseignement program because they are concerned about marks and college applications. We at West Island College recognize the increased demands placed on students whom by choice pursue the more demanding Français langue d'enseignement program. Several initiatives are taken to reward students who choose to continue with the increased demands of mother tongue Français programs.

Decision Guidelines
FRANÇAIS langue d'enseignement
or

FRENCH second language enriched ?

Potential reasons for an eligible* student to continue the mother tongue calibre Français langue d'enseignement course?

- Pursuant to our motto, we seek to encourage students to strive for excellence and continue with programs commensurate with their ability. Thus the obvious answer appeals to acquire the best possible education regardless of marks.
- Students in langue d'enseignement are expected to acquire superior French writing and reading skills. This is a very appealing attribute for future employment which can be exploited by having acquired the langue maternelle credit.
- Students who graduate with Français langue d'enseignement have a definite advantage if applying to a French university. This may be of particular interest for students interested in medicine at Université de Montréal, or Sherbrooke.

- Contrary to popular rumour, the successful completion of the Français langue d'enseignement course even with poorer results in comparison to other courses is a value-added language credit towards the college application. This is primarily because successful eligible students obtain 12 additional credits (6 secondary IV credits and 6 secondary V) for having pursued both langue maternelle and second language enriched. A failed grade, however, for any course is not desirable and so "at risk" eligible students are recommended to pursue French second language enriched. Important: At risk students are defined as anyone performing at less than 75% in the Français écrit component of the overall mark.

- Many students are concerned that taking FLE will lower their academic average and thus chances to qualify for the President's Honour Roll. As a further incentive for students to continue with mother tongue courses, President's Honour Roll (P.H.R) consideration is granted to students who are enrolled in Français langue d'enseignement programs by choice and have demonstrated superior effort. The Headmaster may grant President's Honour Roll if and when the student's term result in Français langue d'enseignement would otherwise exclude them. This consideration does not apply to French second language enriched.

- When applying to CEGEP, students who possess the Certificate of Eligibility for English Instruction and who have successfully completed the advanced Français programs are provided a letter from WIC to include with their application. The letter emphasizes the virtue of having opted for the more demanding programs and requests the CEGEPS to consider using the second language results if and when it benefits the student.

- Students who successfully complete Secondary V English and either Français langue d'enseignement 5e at 60% or French second language enriched at 75% V qualify for the West Island College Certificate of Bilingualism**. There is no

such thing as a Ministry of Education sanctioned Certificate of Bilingualism. Regardless, the WIC Certificate of Bilingualism is a seal of approval from West Island College, a school whose graduates are held in high regard throughout Canada for their bilingualism and leadership.

- Students who successfully complete both mother tongue programs: English Language Arts V and Français langue d'enseignement 5e can demonstrate with a government document: the MELS transcript of marks, that they have successfully completed the language requirements of either a French school OR an English school.

4. Math Program Sequence

At West Island College, students are assigned to one of two levels of math as of secondary IV at the beginning of the second semester. The assignment to either path is determined by the administration and is based upon the individual student's historical math and overall academic performance profile. The profile description follows.

It must be understood that Math Science Option IV & V and Cultural, Social & Technical Math IV & V differ significantly in course content. They are designed as two-year programs leading towards different CEGEP programs. Math Science Option IV & V qualifies for **all** CEGEP programs and are prerequisite courses for science and commerce bound students. Cultural, Social & Technical Math IV & V qualifies for many CEGEP programs but not direct admission to science or commerce. Specifically, it prepares them for post-secondary studies in the arts, communications, the humanities and the social sciences. Most CEGEPs will offer equivalent Math Science Option courses for students who ultimately desire to change paths if they have pursued the C.S.T. math path. These courses may be in addition to or serve as electives depending upon the math requirements for the desired CEGEP program.

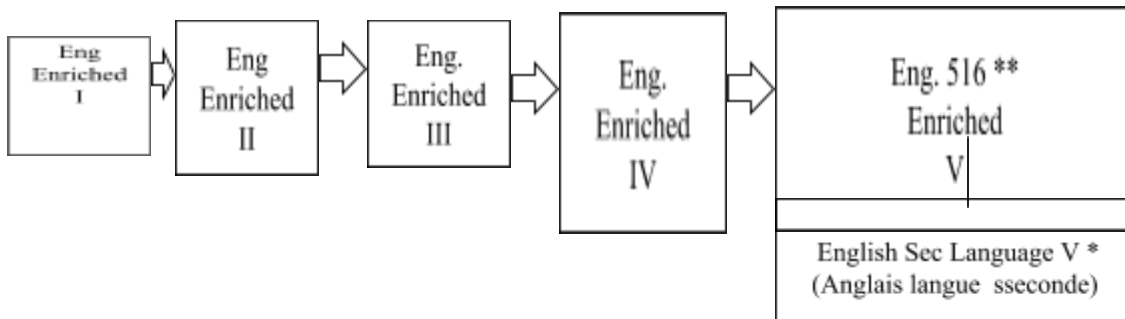
The majority of the course content of the Math C.S.T. course is not a sub-set of the Math Science Option course and therefore cannot serve as a safety net final exam for marginal advanced Math Science Option students. A mid-program change at the end of secondary IV may only be achieved with the successful completion of a summer course. Furthermore, **satisfaction of a secondary IV level math is a matriculation requirement.** It is therefore absolutely imperative that students achieve success with secondary IV level math. To that end, students are assigned to the math path which best ensures success.

As a further refinement to our semestered timetable, in 2011 we introduced the non-credit WIC Difference course *Introduction to Advanced Math Science Option 426*. The few topics which are common to both Math Science Option IV and Cultural, Social & Technical Math IV are taught and evaluated in this new course on a Math Science Option level. This introductory 1st semester course achieves the following objectives:

- ★ it allows students to gain a semester of senior school experience and almost a year of maturity (March sec III to December sec IV)

- ★ it provides an experience of the demands of the advanced course
- ★ it permits the further refinement of the student's math performance profile with performance indicators from secondary III final results and 1st semester Advanced Math Science Option results
- ★ it alleviates the concerns of those students and/or parents who fear being out of touch from mathematics for a semester. Math is all year long in secondary IV with 3 weekly periods 1st semester, 8 periods 2nd semester and followed by 1st semester math sec V for 9 periods
- ★ it increases the number of hours of instruction from the recommended (150 for Math Science Option) and (100 for Cultural, Social, & Technical math) to 178

5. English Program Sequence



***High School Leaving Second Language English Exam (Required of Francophones)**

****High School Leaving Mother Tongue (Required of Anglophones)**

Rather than offer advanced courses to the chosen few, we offer advanced level courses to all our students. We feel that the secondary student is sufficiently mature to begin accepting responsibility for his/her own enrichment and thus the English program is taught within three heterogeneous groups, all of which receive enriched programming. Students are encouraged to seek out enriching experiences on their own, both within the context of the course and outside the confines of the classroom.

ENGLISH LANGUAGE ARTS IV 6 credits – Secondary IV Compulsory Course

The English IV program at West Island College is an advanced mother-tongue program. This course synthesizes the analytical and linguistic skills introduced in the junior school. Formal preparation for CEGEP English programs begins at this grade level, particularly with the acquisition of essay writing skills. In addition, the various creative writing forms are taught.

Literary emphasis is placed on the study of poetry and the short story. Drama is embraced through a study of one of Shakespeare's work. Themes such as "Utopia – Dystopia", and "The Heart of Darkness" may be explored through all the genres. Ongoing through the program is vocabulary development, independent reading and enhancement of oral skills.

ENGLISH LANGUAGE ARTS V - 6 credits

Secondary V Compulsory Matriculation Required Course: English Sector

The English V program at West Island College is an advanced mother-tongue program. This program prepares the student for the demanding challenges of CEGEP and university English courses by further developing the skills of reading, listening, responding, thinking, speaking, and writing, with the emphasis on the various styles of writing.

The core curriculum will focus on the study of literature through analysis and response. A Shakespearean play, public speaking skills, and several novels are essential parts of the program. The students will explore these mediums while learning effective writing skills.

Please note: Students who are registered in the English sector must successfully complete this course and must write a final matriculation examination in order to graduate from high school. (See "Matriculation") Students who are registered in the French sector may take English Second Language V final exams in addition to the mother tongue 516 examination.

ENGLISH SECOND LANGUAGE V (ANGLAIS LANGUE SECONDE V)

Secondary V Compulsory Matriculation Required Course: French Sector

Students in the French sector are required to complete both Français langue d'enseignement **and** English Second Language. Although the course is not offered separately at West Island College, eligible students undertake the MEES matriculation exams to satisfy the second language credit.

III - Student Life

1. Student Groups

The House System

Upon entering West Island College, every student becomes a member of a House, and thus, is immediately part of a family within the family of the school. The Houses are made up of students from Secondary I to Secondary V and each has approximately the same population as the other.

Each House has been named to honour individuals who have had a direct impact on the school.

The Houses are: Davies House
 Grant House
 Martin House

Senior Prefects are selected by the administration to run different events throughout the school year. These senior students are selected for their enthusiasm and positive attitude, and lead the student body in the pursuit of the annual House Championship (Morgan Trophy). Through House elections, members of each House elect their own House level representatives who sit on the House Council.

Assemblies

West Island College is a community. In order to underscore the importance of a sense of community, the College's population meets, as a group several times a week. This assembly, led by the Head Prefects, focuses on the celebration of the various achievements or efforts of members of the school community. In addition, announcements pertaining to school events are made.

The Green and Grey Society

The Green and Grey society is in part, elected by students and in part selected by staff. It provides a variety of student leadership opportunities and is managed by the Head Boy and the Head Girl who are chosen by the members of the administration in consultation by the Faculty.

The Members are:

- The Head Prefects
- The Senior Prefects
- The W.I.C.A.A Executive.
- The Yearbook Editors
- The Interact Executive
- (The President of the Green Warriors club)
- The President of Leadership Club
- Alumni liaison

The criteria for these positions are conformity to school rules, uniform and dress code as outlined in the Handbook, maintaining an average of 75% or better in the core courses, and participation in at least two school activities during the course of the past year. Its members are the College's official hosts and hostesses. The Green and Grey's role is to represent and to serve the school community.

House Council

An important voice for the students at W.I.C. is the House Council or student government. Prior to the beginning of the school year, Junior and Senior House Captains are selected to represent the students in the House Council. The council is the students' voice in the school. Its mandate includes, but is not restricted to:

- Student advocacy
- Organization of school spirit activities
- Charitable work

West Island College Athletic Association (W.I.C.A.A.)

W.I.C.A.A. is responsible for all athletic events in the school. The association organizes the Intra-mural program, trains and schedules timers and scorers for interscholastic competition, organizes the athletic awards, and calculates the individual and House points as they are earned.

2. House Championship

Over the course of the year, the three Houses compete against each other for the House Championship or Morgan Trophy. Points are awarded to each House for both academic and non-academic activities and for both individual and team participation.

Academic Points

- | | | | |
|----|-----------------------------|---|---------------------|
| 1. | Headmaster's List | = | 10 points / student |
| 2. | President's Honor Roll | = | 10 points / student |
| 3. | Highest Average per grade | = | 5 points / student |
| 4. | Top Junior / Senior Student | = | 5 points / student |

Non Academic Points

Individual Points

- | | | | |
|----|------------------------------|---|----------------|
| 1. | School Team Member | = | 10 points |
| 2. | Club member | = | 5 points |
| 3. | Participation in intramurals | = | 1 point / game |

Team Points (House League)

- | | | | |
|----|------------------|---|--------------------|
| 1. | Daily | - | win = 5 points |
| | | - | tie = 3 points |
| | | - | loss = 1 point |
| 2. | League Standings | - | First = 25 points |
| | | - | Second = 15 points |
| | | - | Third = 10 points |
| | | - | other = 5 points |

** Other points to be awarded at the discretion of the coordinator
(i.e. Spirit Days, etc.)

These points are posted at the end of each term.

The Morgan Trophy is awarded to the winning House at the end of the year.

3. Extra Curricular Activities

West Island College encourages and celebrates student involvement on every level and as such, offers a diverse Extra Curricular Activities (E.C.A.s) program. Offered before school, during lunch time or after school throughout the week and occasionally on weekends, extracurricular activities complement the school's philosophy in helping each child realize his/her potential. With over 40 activities, clubs, and teams available to the student body, this means that students at WIC are able to participate in several activities

throughout a year and provides an excellent opportunity and outlet to pursue special interests, develop new talents, and foster their leadership potential.

The school's list of E.C.A.s reflects the interest of the students in athletics, the humanities and performing arts.

Art Club	Badminton	WIC Band	Basketball	Book Club
Cross country running	Debating	Green Warriors	Flag Football	Cooking Club
Golf	Grad Committee	Green & Grey	Halo Run	Hockey
House Council	House League	Leadership Club	Photography	Peer Tutoring
Robotics	Rugby	School Paper <i>De Week en WIC</i>	Service Club <i>Interact</i>	Ski Club
Soccer	Swim Team	Ping Pong	Tennis	Theatre
Touch Football	Track & Field	Variety Show	Volleyball	WICCA
WIAIH Show	Yearbook	Yoga		

4. Inter Scholastic Sports Program

The College competes in the Greater Montreal Athletic Association and the Montreal Independent Schools Association leagues in a number of sports, including the following:

Badminton	Basketball	X Country Running	Flag Football
Golf	Halo Run	Rugby	Soccer
Swim Team	Tennis	Touch Football	Track & Field
Volleyball			

We also participate in different tournaments held in and outside of the city.

It is important to note that post secondary educational institutions pay close attention to a student's life both inside and outside the classroom. While academics always come first, the activities in which a student participates reveal a great deal, for example:

- How a student has made a meaningful contribution to something
- What are a student's non-academic interests
- Whether a student can maintain a long-term commitment
- Whether a student can manage time and priorities
- What diversity a student might bring to the student body

At WIC, we are looking for a commitment to and a passion for activities outside of the academic setting. We encourage students to participate in extracurricular activities so that they may discover their individuality and develop their own unique skill set. Enrichment and support are common practice at the school where the strengths, interests and passions of each student are first recognized and then fostered.

A)Policies & Procedures

Pursuit of Excellence: Academic and Athletic

Students who participate in interscholastic sports are not only required to fully participate on their teams, but also to continue to strive for their highest possible academic standing. This achievement takes planning and time management on behalf of the student so that **all** required work is completed on time. Players are expected to meet the commitments of the classroom, as well as the school team including practices, games and tournaments. Should a player not be able to participate in a particular activity, the coach should be advised in advance.

Interscholastic Sports Participation Policy

Students who are capable of competing on an interscholastic sports team are strongly encouraged to do so. They may play for both the School and their community team provided that:

- * in the event of a conflict, the School game is given first priority.
- * the student's academic standards are maintained.

In committing to the School team, the student agrees to attend all practices, exhibition and league games, playoff games, and tournaments. If a conflict arises between a school practice or exhibition game, and a community game, the student may be excused at the discretion of his/her coach.

A student who is in breach of this policy may not receive their ECA credit, and risks being removed from that school team. Any future participation on school teams on the part of the student would be subject to the approval of the Director of Student Services/ Level Director.

Academic Difficulty

Students who are in academic difficulty or who are not working to the best of their ability may be suspended from their team by the level director. They may later be reinstated if

the difficulties are resolved.

Player Conduct

Student athletes are highly visible ambassadors for the school; as such they are expected to act accordingly **at all times**. Students, whose conduct is deemed unacceptable, either on or off the court, may be suspended from their team by the Director of Student Services. Sportsmanship, proper language and courtesy are the criteria applied to the meaning of “acceptable”.

Transportation

The school will provide transportation for most league competition. Students wishing to leave the team from the site of an away competition must submit written authorization signed by a parent or guardian, before leaving WIC for the competition. It is hoped that all parents of players will make an attempt to come to see their children participate.

Early Dismissals

Students are responsible for any work missed due to early dismissals. Therefore, students must see their teachers before the event. They are to hand in any assignments which are due and will be informed of what is being covered in that class.

Uniforms

Team uniforms are provided by the school for all team members. These uniforms are only to be used for competition. Students will be responsible for the replacement cost of any lost, stolen or damaged uniform.

Tryouts, Practices and Game Schedules

Practice schedules and game schedules are given to the players after the team is selected. Tryouts are advertised in the daily announcements or the Au Courant, the school newsletter. Practice times fall into one of the following slots:

06:30 - 07:45

15:15 - 16:30

16:30 - 18:00

Generally speaking, junior teams are given priority for the 15:15 practice time slot.

B) Fall Season Team Tryouts

The fall season includes teams in Soccer, Touch Football, Volleyball, Cross Country Running and Golf. Interested students will find more information concerning sign-ups and tryouts on the Interscholastic bulletin board outside the gym, and at school assembly.

For more information, please see Mr Merritt, Athletics Coordinator.

5. *House League*

With goals of friendly competition and participation, House League is open to all students,

and is conducted weekdays during the lunch hour. The games are conducted between players of the same grade levels and allow students to accumulate points towards individual athletic awards and the House Championship. Sign-ups take place during the Phys-ed period or on the House League bulletin board.

Games are advertised on the W.I.C.A.A. Board and at the daily assembly. “Open Gym” days and Special Events (e.g. Staff vs. Students) are also scheduled during the lunch hours.

6. Leadership Camp

Designed to build team spirit and enhance students’ skills to lead and to contribute to their community, the camp involves a series of workshops, and team building exercises, as well as opportunities to begin the planning, and organizing of a wide variety of activities in and around the school. The one day retreat takes place in August, prior to the beginning of the school year. All students who are members of Green and Grey, House Council, WICAA, Grad Committee, and Yearbook committee are required to attend.

7. Orientation for New Students

Perhaps the most trying time during a student’s career at school is the first few days as he/she attempts to learn new rules, new systems and become comfortable in a new environment. To help in this transition, the Department of Student Services organizes a variety of events and services for all of the new students; it is specifically aimed at making the first few days as informative and welcoming as possible.

Welcome Week

All students are welcomed back for the new school year with a variety of events, which are not only fun, but also informative. A BBQ on the first day, inter House competitions, and staff-student challenges are but a few of the planned activities.

New Sec I Student Orientation

All Secondary I students spend an entire day in a school orientation program. During this time, they learn about school structures and programs, meet student leaders, as well as staff, and tour the school. New students from levels II-V are given a similar initiation during the first week.

IV - Awards & Ceremonies

1. Awards

Headmaster's List

The Headmaster's List is awarded for the term according to the criteria published on the report card.

- Performance commensurate with ability. Effort grade average not to exceed 1.8
- Satisfactory performance in all areas of citizenship.
- At least one extra-curricular activity per term.

Students who have qualified during two or more terms are recognized at our Opening Honour's Ceremony and their names are entered on the College's Permanent Honour Roll.

President's Honour Roll

The President's Honour Roll is awarded for the term and *annually* to all students who achieve an academic average equal or superior to 85%. Qualifying students are recognized at our Opening Honours Ceremony and their names are entered on the College's Permanent Honour Roll.

Honours Society

Students qualifying on both the *annual* Headmaster's List and President's Honour Roll join the ranks of the Honours Society for the subsequent academic year. Honours Society members are recognized at our Opening Honour's Ceremony as recipients of the Honours' Society tie.

Merit Awards

Each teacher at West Island College may grant an award of merit to a deserving individual from each of the classes he or she teaches. The criteria for the award, determined by the teacher, recognizes the criteria set by the teacher. The award may be granted each term and a final recipient for the year is recognized at the annual closing ceremonies.

Prix d'excellence

Students who receive the highest percentage in a given course are recognized with a distinguishing lapel pin, "*Le prix d'excellence*". This prize is awarded at the annual Opening Ceremonies.

Ties

Students at West Island College wear a variety of ties. Each tie recognizes student

achievement in programs of study, leadership functions, and athletics.

West Island College ties are on display in the junior hallway. They are:

WEST ISLAND COLLEGE TIES			
Junior School	Senior School	Green & Grey	Faculty Honors
This tie (hunter green) is part of the formal uniform for all Grade 7 and 8 students	This tie (grey with a red stripe) is part of the formal uniform for all Grade 9, 10 and 11 students.	Accorded to student leaders who occupy different leadership roles in the school	Accorded to students who complete the year with a perfect effort average of 1.0 or near perfect effort of 1.1
Honours' Society (Henderson Tie)	Head Prefects	Athletics (Maks Tie)	Exceptional Leadership (Bailly Tie)
Accorded to students who complete the year on both the annual Headmaster's List and the President's Honour Roll	Given the the Head Boy and Head Girl for their leadership attributes and role in representing the school's motto	To earn the Maks tie, Sec III students must have earned the Voyageur Pin two years in a row. Thus, they must have played on three interscholastic sports teams; respected all of the training rules established by the coach and is an ambassador for West Island College.	This tie, which is not necessarily awarded each year, is presented to students who have demonstrated exceptional leadership qualities and have enriched the school community during the year.

Athletic Awards (These awards are presented at different ceremonies scheduled throughout the school year)

* ***Team Awards***

Individual awards to recognize individual achievements or qualities of athletes involved in interscholastic sports; selected by either the players or the coach of that particular team.

* ***Most Valuable Player***

Player who has contributed the most to the success of the team; be it through skills, effort, spirit, or sportsmanship.

* ***Most Improved Player***

The player who has shown the most improvement over the season.

Most Promising PLayer

awarded to the player that demonstrates the most potential in their sport

* ***Outstanding Athlete***

Awarded to a junior male and female, as well as a senior male and female athlete who meet the following criteria :

- advanced athletic ability
- positive attitude
- participation in I/S sports in all three seasons
- a strong work ethic or self discipline
- demonstrates good sportsmanship

* ***Sportsmanship Award***

Awarded to junior and senior male and female athletes who demonstrate the following qualities :

- plays by the rules
- never quit
- never lose self-control
- behaviour should bring honour to the school, win or lose
- be courteous to others - officials, coaches, teammates, opponents, or spectators

* ***The Golden Sneaker***

Presented to those individuals who have given a special effort to the Physical Education program at West Island College.

ex. coaches, WICAA, staff

- ***The Voyageur Pin*** is awarded to deserving Sec I, II and III student athletes on an annual basis, based on the criteria outlined to achieve the Athletic Guild. In order to earn the Maks tie, Sec III students must have earned the Voyageur Pin two years.

* ***The Athletic Guild***

Students first become eligible for the guild during their Sec III year. It is awarded to those students who have played on 3 inter scholastic teams and were nominated by their coaches based on the following criteria:

- Attended all games and had an attendance rate of at least 90% for team practices.
- Respected all of the training rules established by the coach.
- Acted as an ambassador for West Island College.
- Represented the school with pride
- Displayed excellent sportsmanship
- Maintained a strong work ethic
- Acted responsibly when attending interscholastic games outside of school

* ***The Robert Reid Award for the Outstanding Junior and Senior Student-Athlete of the Year***

This award is given annually to the female and male junior and senior school students,

who best combine athletic excellence, sportsmanship, and commitment with academic performance. *This award is named in honour of Rob Reid's 31 years of outstanding service to West Island College as a physical education teacher, Director of Student Services, Director of Studies and a coach of numerous WIC sports teams*

2. Convocation Plaques, Scholarships, Awards

These distinctions are awarded each year to graduating students at the Convocation Ceremonies.

- ***The T. Barontseff Shield***

Donated in memory of his mother by Mr. Alexis Barontseff, a former Director of Athletics at West Island College, this award is given annually to the graduating student who has achieved the highest proficiency in the study of La Littérature Française.

- ***The Board of Directors' Shield***

In order to underscore the importance which the acquisition of French language skills plays in the College's mission, this award recognizes the graduating student who has displayed the most improvement in French during the time spent at West Island College.

- ***The Brenhouse Shield***

The Brenhouse family, in memory of their late sons Philip (Class of 1982) and Lorne (Class of 1984), presents this award each year to the graduating student who is:

1. Positive and optimistic
2. Naturally generous and considerate of others' needs
3. Responsive to the group, rather than to a personal agenda

- ***The Davies Family Shield***

Donated by the father of the College's founder and President, this award is given annually to the graduating student who has achieved the highest combined score in the high school leaving sciences.

- ***The Alexander Doucas Shield***

With the blessing of the Doucas family, the Class of 1981 donated this shield to the College in memory of their classmate, the late Alexander Doucas. The award is presented annually to the graduating student who, as an athlete, displayed:

1. Character and integrity
2. A determination to win, achieving to the best of his/her ability
3. Respect for opponents and for all individuals with whom he/she comes in contact.

- ***The A.J. Grant Shield***

Donated by Mrs. Grant senior, this award is presented annually to the graduating student who has achieved the highest mark in English at the Secondary V level.

- ***The Eakeley Shield***

The Eakeley shield is awarded annually to a Senior student who places first in the College's public speaking competition.

- ***The Michel Martin Shield***

This shield is presented to a graduating student who has displayed the most improvement in English during their time spent at WIC.

- ***The Miller Family Shield***

This shield honours the graduating student who has actively and consistently contributed to school projects and school life.

- ***The Royal Bank of Canada Shield***

This award is presented annually to the graduating student who has the combination of the highest mark in Secondary V Mathematics and the best performance in the Mathematics' Competitions entered by the College.

- ***The Y.M.C.A. Community Service Shield***

The Y.M.C.A. Shield is awarded annually to the graduating student who has demonstrated a commitment to the community through volunteer service.

- ***The Erlick Family Shield***

This award is presented to the boy or girl who has maintained an above average academic standing combined with: demonstrated leadership skills, sensitivity to ethnic and cultural diversity and, a strong commitment to volunteerism.

- ***The West Island College Editors in Chief 'Voyages' Shield***

This award is presented annually to the Yearbook editors.

- ***The McGill Science Award***

This award is being offered by McGill University to a graduating student who shows exceptional promise in Science and Mathematics. McGill will provide a \$300 book credit redeemable if the student eventually registers at McGill University.

- ***The McGill Social Science Award***

This award is being offered by McGill University to a graduating student who shows exceptional promise in Social Sciences. McGill will provide a \$300 book credit redeemable if the student eventually registers at McGill University.

- ***The Concordia Award of Excellence***

This award is being offered by Concordia University to a graduating student to acknowledge outstanding achievement. Concordia will provide a

\$500 tuition credit redeemable if the student eventually registers at the University.

- ***The Lakeshore Rotary Club Interactor of the Year Award***

This award is presented annually to the graduating student or students who as a member of the West Island College Rotary Interact Club best personified the Rotary International motto of ‘Service Above Self’.

- ***The Muriel Davies Head Boy and Head Girl Award***

Presented in memory of the late Mrs. Muriel Davies, mother of our Founder and Honorary Chancellor, Mr. Terry Davies, this award is presented to the Head Boy and Head Girl of the College as recognition of their extraordinary leadership and service to their school.

- ***The Vincenza Calderari Award***

With the blessing of the Calderari family, this award was created in memory of the late Vincenza Calderari, who taught applied arts at WIC for over 20 years. This award is presented annually to the graduating student who achieved the highest mark in applied arts in Secondary V and will pursue his/her studies in the Arts.

- ***The Lieutenant Governor's Award***

This award is presented to a graduating student to recognize his/her merits, not only in academic achievements, but also in the level of personal, social and community commitment.

- ***The Governor General's Academic Medal & The West Island College Outstanding Academic Achievement Shield***

This combination of awards is presented to the student who has achieved the highest academic standing in the graduating class.

3. Ceremonies

Implicit in West Island College’s mission is a partnership which calls upon each of the partners to make some special efforts. As we ask more of our students inside and outside of the classroom, so must we also recognize, formally, the substance of their many accomplishments. Essentially, there are three moments each year when we pause to celebrate the extraordinary achievements that are synonymous with a West Island College education. They are:

The Opening Ceremonies, The Closing Ceremonies and the Graduation Ceremonies.

During “***Opening Ceremonies***”, held early each year, we assemble the entire student body and our parents in order to recognize those students, who, the previous year, achieved outstanding academic results. To celebrate leadership achievement, we assemble, in June, the entire student body and their parents for “***Closing Ceremonies***” in order to recognize those students who excelled academically or whom were involved in one or more of the

myriad of the College's extra-curricular activities. The third celebration, "**Graduation Ceremonies**" is an event exclusively reserved for our graduates and their families. It is held in June following the examinations.

V - Evaluation & Communication

1. Evaluation

Philosophy

The College's philosophy of evaluation incorporated two very distinct purposes of measurement: summative and formative.

Summative evaluations are intended to measure for purposes of reporting and measuring course mastery and student progress. The results of these evaluations appear on report cards. Formative evaluations serve as learning and teaching tools, and, as such they may form an integral part of the teacher's lesson plan. Their purpose is threefold:

1. To assess student acquisition of learning objectives;
2. To direct need for remediation or enrichment;
3. To assist in planning for re-teaching.

Report Cards

Report Cards Intent

The intent of the report card is to inform students and parents of progress in a course and to measure that progress in relation to each student's potential. To that end, students are accorded a progress report and a competency development and/or anecdotal report each term. Sample progress reports follow.

Format

The report card consists of two parts: a **Progress Report** and a **Pursuit of Excellence Report**.

The **Progress Report** indicates the student's record as tabulated for each term. It is an overall record of academic results recorded as percentages, as well as teacher comments and absences to class. The **Pursuit of Excellence Report** contains effort evaluation for the period of time indicated, as well as Citizenship evaluation, extra-curricular participation, and recognition for the Headmaster's List and President's Honour Roll. A printed copy of the progress report is given to each student and is also available on the COBA portal. The print-out may be kept for your records. It is not necessary to return a signed copy.

Report Card Interpretation

Semester or Term

Report cards are issued four times per year (twice per semester). Many of W.I.C.'s courses, particularly in Secondary IV and V, are semestered. This implies that they are taught with double frequency for half the year and are completed at mid-year. See "Organization of Instruction" for more information.

The year is divided into four terms:

Semester I - Term 1
Semester I - Term 2

Semester II - Term 3
Semester II - Term 4

Course Evaluation Section

All courses at West Island College receive a percentage and effort evaluation. The frequency of evaluations is dependent upon the frequency with which the course is taught. Courses meeting a minimum of three days a week receive a percentage and effort evaluation each term. Some courses, particularly those taught twice a week or less, may not be reported each term. In this case, marks are accumulated and reported when they represent an accurate assessment of the student's results.

Calculation of the Final Grade (mark)

The calculation of a final mark in a course may vary from course to course and from department to department. At the beginning of each year/semester, teachers issue a complete course description detailing to each student not only the course content but also the method that will be used to generate a final grade. These documents are available on the teachers' websites/wikis.

Sec. IV & V Courses

Unless otherwise indicated upon the student anecdotal report, the mark which appears in the "Summary Column" is consistent with MEES standards such that the course work is 50% and the final exam is 50%.

Term 1 or 3	40%
Term 2 or 4	<u>60%</u>
TOTAL	100%*

***It is important to note that the summary mark which appears on the WIC report card is not the final mark which will appear upon the student's government issued transcript if the course is subject to a MEES (Ministère de l'Éducation et de l'Enseignement Supérieur) matriculation final exam.** In the case of a MEES examined course, the "school mark" will be combined with the final MEES examination mark and this combined mark will appear on the government transcript. **This transcript will be sent directly to the student by the Government of Québec.** It is the mark which appears on the Ministry of Education transcript that determines whether or not a student receives credit for a course.

Effort Rating

Effort is a criterion based assessment which is given careful consideration by all teachers. The ranking is on a scale of 1 to 5 indicating the effort the student has invested in the learning process. The key is printed on the report card.

In arriving at an effort grade, the teacher assesses the following criteria.

- ♦ Punctual submission of work
- ♦ Participation in class
- ♦ Attempt to produce quality work
- ♦ Attention in class
- ♦ Completion of homework
- ♦ Preparation for class

Effort Grade Average

All courses receiving an effort evaluation count equally towards a **non-weighted average** which is printed on the report card next to the academic average. It is this average which partially determines qualification to the Headmaster's List. (*See Awards & Ceremonies for criteria.*)

Academic Average Calculation

Most courses count towards the academic average. The average is weighted and calculated automatically such that the weight assigned to a course reflects the credit value and the time attributed to instruction. The weight assigned appears on a scale from 0 to 6 in the Course Evaluation section under the column labelled "W".

SAMPLE CALCULATION: Academic Average

	%		Weight	=	Total
Ed. Physique	82	x	2	=	164
Methodologie	81	x	1	=	81
Science	85	x	4	=	340
Math	78	x	6	=	468
Ethics/Religion	80	x	1	=	80
Histoire	91	x	4	=	364
Français	86	x	6	=	516
Arts Plastiques	81	x	2	=	162
English	82	x	<u>6</u>	=	<u>492</u>
	TOTAL		32		2667

Average: $2667 \div 32 = 83.34$

Average rounded = 83%

Citizenship Evaluation

Citizenship is evaluated as per the criteria indicated upon the report (ie: willingly respects school rules, courtesy, relationship with peers/ faculty, respect for the bilingual environment and participation in extra-curricular activities)

An 'S' denoting satisfactory completion, is entered for each category at the end of each term. if deemed satisfactory. Students must receive "S" in all Citizenship categories, as

well as maintain an overall effort average of 1.8 or better to qualify for the Headmaster's List for the Term.

2. *Communication*

At West Island College we often speak of the communication triad which must exist between student, teacher and parent. In order to be effective educators and a true "community of learners", we must be a functioning team. To that end, several communication tools exist in order to facilitate communication. They are:

Newsletters, Notices & Website

Our electronic newsletter, *Au Courant*, is published weekly and emailed to the parents every Friday. *Au Courant* is one of our primary means of communication and thus all students and parents are requested to read it carefully. Notices of upcoming events and news of interest are published in the *Au Courant*.

Throughout the year, memoranda are also issued to students and parents. The memorandums are issued via email, therefore please ensure that you notify us of any email address changes.

Report Cards

As described in the "evaluation" section, the report card includes two components. It is a progress report and equally important it is anecdotal (composed of written comments and effort grades).

Organizational Skills

Parents of secondary 1 students can assist their child in learning how to check the homework pages and calendar of important dates on the teachers' google sites. Organizational skills and study methods are taught in the Secondary I Study Skills course and the organizational method is shared with the parent, who is then encouraged to help. While most students use digital agendas for organization, we encourage the secondary 1 students to learn how to use the paper agenda method first. At times, the content of what the student has written for homework in their paper agenda is not accurate and not verified by the teacher on a daily basis. Therefore, parents are encouraged to help the secondary 1 student verify that the homework (written in the paper agenda) is accurate and important dates for projects and evaluations are recorded. If a student has difficulty completing homework obligations, the level administrator may initiate a compulsory tracking program.

Telephone: Who to Call

Should you have a concern that is specific to your child's progress in one class or another, we encourage you to speak directly with your child's teacher. If after having spoken with the teacher, you prefer to speak with an administrator or guidance counsellor, please do not hesitate to do so. We believe in the triad of communication. If you are not sure to whom to direct your call, please refer to our receptionist at 514-683-4660.

Telephone: Students

Students may use the school telephone at the front office with a staff member's permission.

Parent Information Sessions

Several important 'Parent Information sessions' are hosted throughout the year. Attendance is highly recommended. These sessions are announced by email and in the Au Courant. Parent Information sessions which are hosted annually are: Orientation Evening for Parents New to W.I.C., Parent Teacher Interviews (Fall & Spring), West Island College's Annual General Meeting, Senior Course Selection Information Evenings and Outdoor Education Information Evenings.

Parent-Teacher Interviews

A most important vehicle of communication is the parent teacher interview. Typically, these interviews are very well attended at West Island College. Students may also attend interviews if the parent so chooses or the teacher requests his/her attendance.

Change of Address and Telephone Number

Please advise the College receptionist of changes of address and telephone numbers as they occur. It is vital that we know how to reach parents in an emergency. The report card should always indicate the current information which is in our data base. If it is inaccurate, please advise us.

On-Line progress reports

Students and parents may consult various course grades via the West Island College portal. A confidential user name and password is provided to the user. A link to the portal is available on the website at wicmtl.ca.

VI - Rules, Policies, Sanctions

1. Foundations for Success at School: Expectations, Obligations, and Responsibilities

If a student's experience at school is to be fulfilling, it presumes that the learning environment is safe and predictable, that its teachers are attentive to its students' needs and that students are constantly stimulated, exploring their own creativity and leadership potential through a variety of well-designed activities. To achieve these outcomes, a good school defines, through rules and sanctions, the environmental envelope within which students work and grow. This environmental premise is a foundation to a successful learning experience at school.

At West Island College we are confident that the totality of our expectations supports a successful school experience for our students. We would be remiss were we not to enlist our parents' support for and ensure the consistent application of those expectations. Rules and sanctions are the framework for the civil and safe sharing of time and space. Cooperation and creative activity are, always, best supported within a safe and caring environment.

It goes without saying that West Island College's rules are a true reflection of the College's mission. We are preparing our young people for the challenges of tomorrow's world all the while insisting upon commitment to important social, moral and civic responsibilities. The school rules dedicated to preserving safe, courteous and predictable behavior in the learning environment. They allow them the freedom to act and to exercise their motivation while remaining respectful of the time and space of others.

While the standards at West Island College are high and demanding, they are clear, they are thorough and they encourage our students to behave as responsible citizens.

West Island College's rules are drafted by the administration, then reviewed and approved by the Board on an annual basis. By publishing the rules, as sanctioned at the November meeting of the Board of Directors, we hope to underscore the significance we attach to the school environment. We want our students, parents and teachers to dialogue about the significance of respect, responsibility and social order. Ultimately, we want parents to support those values which characterize West Island College, are reflected in its rules and are, therefore, part and parcel of the school you chose for your children. Through dialogue with your children and their teachers we can achieve an effective community of learners and leaders. Please join the school in a partnership which can only allow us to be more effective. Please support the fair and consistent application of the school rules. We are convinced that our (yours and ours) unrelenting partnership in the quest for being the best we can be will ensure our success. Moreover, we are confident that our expectations are realistic and achievable. Should you wish to discuss the rules and their related sanctions, please don't hesitate to call the Headmaster or other members of the administrative team.

In closing, we express hope that our school rules fully meet their objectives and through their careful and considered application that we will be true to our motto “*praestantium consecemur*”, the pursuit of excellence.

2. West Island College School Rules

The philosophy underlying all school rules is:

1. That all members of the school community have the right to enjoy a safe, healthy and predictable environment
2. That all students will respect the rights and property of others, and of the school.
3. That all students who participate in school programs will do so to the best of their abilities.
4. That all students will behave in a thoughtful, respectful and courteous manner while in school, in a school chartered vehicle or in attendance at a school-related function.

Students are expected to adhere to the following:

1. All students will arrive to and depart from school in the school uniform and wear the school uniform at all times during the school day. This includes the phys ed uniform for first and last period classes.
2. All students will complete their homework and projects by the due date.
3. All students will speak French in classrooms where a subject is being taught in French and will make every effort to respect the use of the French language.
4. All students must eat lunch in school unless permission not to do so is requested in writing by parents. With the exception of those secondary V students for whom we have received express written consent from the parents, students may not leave the school grounds during the lunch hour, unless their program of studies allows it.
5. All students must ensure that their appearance is neat and tidy. Unconventional adornments to the body and / or uniform are not acceptable unless they are part of an approved school function.

Students are expected to refrain from the following:

1. Smoking and vaping (at all times during the school day, including lunch and before and after school) in the school, on the school grounds, within a 3 block radius of the school or during activities organized by the school.
2. Chewing gum in school.
3. Running in the halls.
4. Wearing a backpack or using a bulky bag during the school day.
5. Wearing headphones in the hallways;
6. Eating in areas other than those designated (cafeteria, courtyard or field).
7. Ordering in food from a restaurant without the school’s permission;
8. Using bicycles, mopeds or cars during the school day (other than at the start or end of the school day). An exception will be made for Sec V students for whom we

have received express written consent from the parents. Students with cars are not allowed to park their car on campus.

9. Wearing in-line skates and cleats inside the school building or using a skateboard.
10. Playing in the gymnasium or being in a locker room unless attending class or having permission from a member of staff.
11. Being tardy for class or assembly.
12. Using a computer during lunch time in the cafeteria except for an organised activity by a staff member.
13. Leaving their locker unsupervised and unlocked.
14. The use, sale, distribution or possession of alcohol, illegal substances and cannabis products.
15. Being involved in a flagrantly immoral or distasteful act.
16. Directing abusive language towards members of the school community.

Rules concerning cell phones

Cell phone use is only permitted before school starts, during the student's lunch hour and after school. All cell phones should be locked in the student's locker outside of the prescribed times. A cell phone that is visible or heard during class time, without the teacher's permission or used outside of the prescribed times, stated above, will be confiscated until the end of the day and the student will receive an hour detention for the 1st offence and a 2 hour detention for any subsequent offence.

3. West Island College Sanctions

It is understood that each student must conduct him/herself in a civilized manner. It is clear, therefore, that infractions of this code must be pointed out to the offending students so that behavior modification may be achieved.

Each breach of the school rules carries with it a degree of gravity. As a consequence, the sanctions for each must be of varying severity.

Any behavior not considered herein which may be deemed to be in clear contravention of the philosophy underlining the school rules may be subject to sanction according to the discretion of the administration.

A. Warnings shall be given for:

1. Disregarding a teacher's directives.
2. Neglecting to return documents or assignments when requested to do so.
3. Leaving a locker unlocked and unattended.
4. The first uniform violation.

A warning may be verbal or via an email.

B. Reprimands may be given for:

1. Uniform violations.
2. Being late for class.
3. Chewing gum.
4. Eating in areas other than those designated
5. Not respecting the French environment of the class.
6. Using inappropriate language.
7. Inappropriate behavior during assemblies.
8. Running in the halls
9. Carrying a bulky back packs

A reprimand consists of a written warning. In fact, the student will receive an email advising them of the reprimand, the teacher who assigned it, and the reason for the reprimand. The teacher will receive a copy of the email.

After 3 reprimands in a Term, the student will receive a school detention. The student will receive another detention following the 5th and 7th detention as well, in that term. The student could also be placed on probationary status.

C. Detentions may be given for:

1. The use of profane, abusive, discourteous or insulting language
2. Inappropriate treatment of school property or property of others
3. An accumulation of 3 reprimands per term
4. Copying homework from others
5. Disregarding a staff member's warning
6. Being consistently late for school (first period)
7. For a cell phone infraction
8. Contravening WIC's Technology Pledge
9. Harassment*
10. Bullying*
11. Threats
12. Defamatory libel

A detention consists of either one hour or two hours of reading, writing or work sessions on Friday afternoon. An accumulation of 4 hours of detention during a term will prevent a student from qualifying for the Headmaster's List as that individual will receive an "N"(needs improvement) in the citizenship evaluation section of the report card. Furthermore, an accumulation of detentions could result in the student attending an

extended detention or a suspension. The student could also be placed on probationary status.

D. Suspension from school may apply to the following cases:

1. Cheating/plagiarism
2. Skipping class or school
3. An accumulation of 8 hours or more of detentions per term
4. Fighting, intimidation
5. Defacing school property or the property of others
6. Inappropriate behavior or attitude
7. Smoking or Vaping
8. Multiple contraventions of WIC's Technology Pledge
9. Harassment**
10. Bullying*
11. Threats
12. Defamatory libel

A suspension can be assigned to be in-school or out-of-school. In-school suspensions usually take place on professional or vacation days and/or Saturdays. Out of school suspensions are used only in cases when the administration considers that it would be ill-advised to allow the student to be present in school until the issue is resolved.

E. Expulsion from school may be affected in the following cases:

1. An accumulation of suspensions
2. A willful act which results in the defacing, destruction, or theft of school property or the property of others
3. Directing abusive, discourteous, profane or insulting language towards members of the College staff or its representatives
4. Continued cheating/plagiarism
5. Possession of weapons (with the exception of a firearm, as stated below) and/or hazardous materials, which places anyone within the school community at risk
6. Violent or aggressive behavior resulting in bodily or emotional harm
7. A serious contravention of WIC's Technology Pledge
8. Repeated harassment** or bullying*

F. Expulsion from school will apply, de facto, to the following cases:

1. The direct or indirect involvement in the use, sale, distribution, possession or consumption of illegal substances, alcohol, cannabis products and/or prescription drugs (with the exception of the personal use of drugs prescribed to the student by his/her physician)
2. Use of a weapon and/or a hazardous material (A weapon is defined as any object used with the intent or threat of causing bodily harm.)
3. Possession of a firearm
4. Involvement in a flagrantly immoral or socially distasteful act
5. Criminal use of technology
6. Harassment**, Threats or bullying* of a criminal nature
7. Defamatory libel
8. Sexual harassment** directed toward any member of the school community

Expulsion, as defined in sections E and F is *effective immediately*.

The expulsion process:

In the case where student expulsion is being considered, the following steps will apply:

- 1) The student and family will be informed of the incident by the administration
- 2) The student will be suspended indefinitely, pending an investigation into the incident.
- 3) The leadership team will undertake a thorough investigation of the circumstances surrounding the incident and will decide on the sanction to be imposed.
- 4) The Headmaster will meet with the family to communicate the findings of the investigation and the sanction to be imposed. A written confirmation of the expulsion will be hand-delivered to the parents and/or sent by registered mail immediately following the meeting.

The decision to expel a student for breaching one of these rules is the responsibility of the leadership team, comprised of the Head of School, Director of Studies, Director of Student Services, Director of Innovation in Teaching & Learning and the Guidance Counselor. Once a decision has been rendered, the Headmaster shall convene a meeting with the parents and the student to give notice of the decision and rationale (evidence, rules, jurisprudence). In addition, a written confirmation of the expulsion will be hand-delivered to the parents and/or sent by registered mail immediately following the meeting. In the event that the student and/or the parents feel that the procedures and/or the rules were improperly applied, the family may request *in writing* that the decision to expel be examined by the **Review Board**.

The **Review Board's** sole function, while respecting confidentiality, is to ensure that the procedure is thorough and that the application of the rules is correct. The Review Board will require unanimity to reverse an expulsion decision. The Review Board is composed of the Board Chair (or Vice Chair), one administrator (Director of Finance & Operations),

one faculty member, and two Board members, all of whom must confirm that they are at arm's length from the family in question.

Notice requesting a review must be sent by electronic mail or by registered mail, within 48 hours of the delivery of the expulsion decision, and addressed to the College to the attention of the Review Board. The parent(s) will present the basis upon which he or she is requesting a review in writing to the administrator sitting on the Review Board (Director of Finance & Operations). The Review Board shall convene, review the case based on the representation made to the administrator by the parties involved and render a decision within 5 school days of the receipt of the request to review.

Excerpt from Bill 56:

***WHAT IS BULLYING?**

Like other forms of violence, bullying falls on a continuum from severe to very severe. Whether bullying involves physical, verbal or written abuse or social exclusion, it can take various forms: physical assault, insulting comments, threats, extortion (taxing) or punitive treatment such as ignoring a person, refusing to talk to the person or socially excluding the person (indirect aggression). A pattern of repeated bullying is considered harassment.

Although various forms of bullying are recognized, all incidents of bullying have these characteristics in common:

- an imbalance of power
- intention to harm
- feelings of distress on the part of the victim
- repeated incidents of bullying over a certain time period

Bullying is aggressive behaviour and not a trivial conflict between two individuals. Behaviour that is sometimes described as harmless fooling around, such as jostling or play-fighting, or an isolated insult or threat, does not necessarily constitute bullying. However, these are unacceptable behaviours that may require intervention.

Cyber-bullying is a type of bullying that takes place in the virtual world and therefore has unique characteristics:

- the bully can remain anonymous
- the bully can pretend to be someone else
- the bullying can occur anywhere and at any time
- several types of bullying occur in cyberspace
- words and images can be distributed instantly to a wide audience
- a bully may say things online that he or she would never say face to face

****Harassment includes:**

- a. any action, intentional or not, including action of a sexual nature, directed at an individual or group by another individual or group who knows or ought to know that his/her action is unwanted;
- b. any implied or explicit bribe, and/or threat of reprisal
- c. any behaviour, verbal or physical, which creates an intimidating or hostile atmosphere,
- d. any action, intentional or not, that demeans an individual or group;
- e. any perceived threat to or abuse of personal property.

Harassment, which in some cases may be described as bullying, can be psychological or physical and may include, but is not limited to such unacceptable behaviour as:

- a. unwelcome leering or staring;
- b. unwelcome racial slurs, epithets, threats, verbal abuse, derogatory comments or degrading descriptions;
- c. unwelcome communication including that about an individual's body, attire, racial origin, religion, sexual orientation, or overly personal comments;
- d. unwelcome invasion of an individual's privacy;
- e. unwelcome jokes, stories, drawings, pictures or gestures;
- f. spreading malicious rumors;
- g. suggestions or demands for payment accompanied by implied or explicit threats (taxing);
- h. cornering or blocking normal movements;
- i. misuse of power or position;
- j. stalking.

(To view West Island College's complete anti-bullying policy, please visit school's website.)

DIFFERENTIATING BETWEEN INTIMIDATION AND CONFLICT

Criteria	In the case of intimidation	In the case of conflict
An intention to do harm or not (harm)	Intimidation is an incident between two or more students where one acts aggressively towards another, whether deliberately or not.	Conflict is an altercation between two or more students who do not share the same point of view. The conflict can result in acts of violence.
A dominate person or group (balance of power)	The student who intimidates through bullying wants to win and to do so, he or she tries to dominate the target person. Those who intimidate generally have an advantage over those being bullied (i.e. bigger, older, more popular, more numerous). An imbalance of power exists.	Students argue and heatedly discuss an issue to get across their point of view. Power-wise, they are on an equal footing.

<p>Feelings of distress and powerlessness for the student being bullied</p>	<p>There is a victim, because the student facing aggression feels powerless. Students who bully feel they are entitled to resort to violence, but won't want to necessarily take that step. When violence does ensue, the bully justifies or dismisses responsibility (i.e. denial, frivolity). The student subjected to bullying withdraws into silence, becomes confused, even sometimes accepting the wrong-doing and protecting the aggressor from exposure. Victims show a noticeable restraint and lack of freedom in the way they argue back or defend themselves. They can also be overwhelmed by a sense of shame or despair.</p>	<p>The conflict results in no obvious victim, even though both parties may feel they have lost. Each is free to give their own version of events or defend their point of view.</p>
<p>Repeated incidents</p>	<p>Acts of bullying are repeated. Intimidation requires specific intervention. Mediation is not the first intervention to be envisaged.</p>	<p>Conflict can fester if it is not solved. It can be settled by negotiation and/or mediation.</p>

4. West Island College Uniform

At West Island College, we believe that a uniform encourages students to recognize each other for whom they are and not for whom they appear to be. The policy also allows the community at large to recognize our students as a group of young people who share a common ideal and goal: “The Pursuit of Excellence”.

All students are expected to arrive and depart from school in the school uniform. Students will also wear the uniform at all times during the school day, unless a note is supplied by parents explaining why the uniform is not being worn and approved by the administration. Prior to, at lunch, or at school dismissal students are permitted to leave their blazers/ cardigans in their lockers. Students who consistently arrive at school out of uniform will be sent home.

Formal Uniform

Formal Uniform Junior School (Secondary I and II)

Junior students wear a green cardigan, with grey pants for boys and a grey skort or pants for girls, over a white Oxford style shirt (non-button down collar) and a school tie. Long or short sleeved shirts are both acceptable. Boys wear grey or black socks, girls wear grey

or black knee socks or tights and both wear any black, polishable leather dress shoes. Athletic shoes are not permitted.

Formal Uniform Senior School (Secondary III, IV, V)

Senior boys wear grey pants, a white Oxford style shirt (non-button down collar) , a school tie and a crested black blazer and grey or black socks with all black dress shoes. A black sweater is also available, but optional. Senior girls wear a tartan kilt (or grey pants) with a black crested blazer, white shirt, a school tie, green or black hose, tights or knee socks and any black, polishable leather dress shoes. Athletic shoes are not permitted.

Summer Uniform

This summer uniform is sanctioned during certain periods of the academic year (see school calendar). The summer uniform is optional (students may wear the formal uniform during this period if they wish). Wearing of the summer uniform is a privilege and can be revoked if students aren't respecting the summer dress code.

Summer Uniform Junior School (Secondary I, II)

Junior students wear grey pants for boys and a grey skort or pants for girls and a crested West Island College polo shirt, which must be purchased from our official uniform supplier, Top Marks. Boys wear grey or black socks, girls wear grey or black knee socks or tights and both wear any black polishable dress shoes.

Summer Uniform Senior School (Secondary III, IV, V)

Senior boys wear grey pants, grey or black socks with black dress shoes and a crested West Island College polo shirt, which must be purchased from Top Marks. Senior girls wear a tartan kilt or grey pants, green or black hose, tights or knee socks, all black dress shoes and a crested West Island College polo shirt, which must be purchased from our official uniform supplier, Top Marks.

Physical Education

Black crested athletic shorts, a crested grey tee-shirt, white socks, and proper non-marking soled athletic footwear are expected from all students for physical education classes, team practices and intramural competitions. Though optional, black crested sweat pants and sweat shirts are recommended for outdoor activities in late fall and early spring.

Uniform

Students must wear the College's uniform at all times during the day, **including travel to and from school.**

R = REQUIRED

S = SUGGESTED

O = OPTIONAL

TM= Must be purchased from the official supplier (**TOP MARKS**)

ITEM - Required / Suggested / Optional

WHITE SHIRT/BLOUSE, <u>No</u> button-down collar	R	
CARDIGAN, hunter green, crested (Juniors only)	R	TM
V-NECK PULLOVER SWEATER, BLACK , crested (Seniors only)	O/S	TM
PHYSICAL EDUCATION T-SHIRT, grey, crested	R	TM
PHYSICAL EDUCATION SHORTS, Black, crested	R	TM
PHYSICAL EDUCATION SOCKS, white	R	
PHYSICAL EDUCATION TRACK SUIT, Black, crested	O	TM
CRESTED WHITE POLO SHIRT	O	TM
Black dress SHOES polishable leather	R	
<i>(Boots/sandals/running shoes are not permitted)</i>		

Junior Boys

CRESTED WHITE POLO SHIRT	O	TM
Cardigan hunter green, crested	R	TM
TIE, Junior School	R	
PANTS, grey, dressed	R	
SOCKS, grey or black	R	
BLACK LEATHER BELT	R	

Junior Girls

CRESTED WHITE POLO SHIRT	O	TM
BLAZER, hunter green, crested	R	TM
TIE, Junior School	R	
SKORT, grey, hemmed between 3" of the knee	R	TM
PANTS, grey, (MUST BE PURCHASED FROM TOP MARKS)*	O	TM
KNEE SOCKS or TIGHTS, grey or black	R	

Senior Boys

CRESTED WHITE POLO SHIRT	O	TM
BLAZER, black, crested	R	TM
TIE, Senior School	R	
PANTS, grey , dressed		R
SOCKS, grey or black	R	
BLACK LEATHER BELT	R	

Senior Girls

CRESTED WHITE POLO SHIRT	O	TM
PANTS, grey, (MUST BE PURCHASED FROM TOP MARKS)*	O	TM
BLAZER, black, crested	R	TM
TIE, Senior School	R	
KILT, plaid, hemmed between 3" of the knee	R	TM
KNEE SOCKS or TIGHTS, green or black	R	

School Uniform Supplier

a) Supplier of New Uniforms

All clothing must be purchased from the official supplier: **Top Marks Sport Wear/ 5760 Ferrier Street, Town of Mount Royal, Quebec/H4P 1M7/ Tel: 514-344-5454/Fax: 514-344-5350**

Parents are reminded to check the uniform description before purchasing school shoes.

b) Used Uniforms

A team of parent and student volunteers organize an annual sale of used uniforms during the month of June of each year. The sale is organized to coincide with the Top Marks visit and the return your book day..

Typically garments that are sold at this sale are blazers, cardigans and kilts.

5. Policies

Promotion Policy

Promotion to the next level of study at West Island College is based upon three criteria:

1. successful completion of French, English, Mathematics and Science courses at each level, as well as maintaining an overall average of at least 65%
2. consistent respect for school rules
3. sustained and productive effort in all subject areas.

Absentee Policy

Absent, late arrival or early departure

It is the policy of the school to verify all students' absences on a daily basis. In order to facilitate this procedure, we ask parents to call the school if the student is to be absent, late or leaving during the day. Please make this call promptly, preferably before 8:30. Also please note that if students are arriving or leaving outside normal hours, they and their parents are requested to do so from the main entrance checking in or out with the receptionist.

Granting Credits

Since there is a direct relationship between attending class and succeeding in a course, the College wishes to underscore the significance of the relationship.

Course credit may be withheld if a student misses more than 30 hours in any course.

After 10 hours of absences, teachers will remind both students and parents of this policy. After 20 hours of absences a meeting to assess the situation may be convened between the student, the parents and the Headmaster. After 30 hours of absence, and unless such absence is justifiable, the Headmaster may refuse to grant credit(s).

Examinations

The following procedure is applied when students are absent from a scheduled school

examination in any subject. Justifiable reasons for missing an examination are medical or religious.

Students who are absent due to *confirmed illness or religious reasons*.

If the evaluation is deemed still viable, the student will be requested to write the examination upon return to school. This may take place on the date of his or her return. If the examination content is compromised, it will not be administered and a grade determined based on the results to date and/or perhaps an increased weighting of the next evaluation. In the case of a final examination, the director of studies must be contacted to determine procedures. All illnesses must be accompanied by a medical certificate;

Students who are absent for *other than confirmed illness or religious reasons*.

In the case of extended absence, the student may be granted an “Incomplete Mark”. Please refer to Incomplete Mark Policy. Students who are absent without a justifiable reason will receive 0% or “Incomplete” for the missed examination. e.g. A student who misses a term exam due to an extended family holiday and for which the college was advised may receive “Incomplete”. A student who simply avoids the examination will receive 0%.

Assignments

School rules dictate that all assignments must be handed in on time. A maximum of 20% per day will be deducted for assignments that are late. Professional discretion will apply for additional late penalties. The student may be detained to complete the assignment. If a student is ill on the day an assignment is due, every effort should be made to submit the work at school (a car pool partner, sibling, friend or in cases digitally).

Incomplete Mark Policy

A student receives an incomplete mark (PN= Pas de note) if it is deemed that there are not enough marks available to accurately evaluate the student’s performance.

A student who receives an incomplete mark is excluded from the President’s Honour Roll for the term in question. All marks that were recorded by the teacher for the incomplete term are tabulated and included in the final mark of the course.

Examination Environment Policy

Each student must follow the directives specific to each exam. Any breach to these directives may lead to a zero and a suspension for cheating. It is also important to note that students are not allowed to talk at any time during an exam. If a student is caught talking, his/her exam copy will be confiscated at that point and corrected as is, minus 20%.

Detention Policy

A detention is communicated via an email to the student and his/her parents. Detentions are held on Fridays from 3:00 p.m. until 5:00 p.m. Detentions must be served on the assigned Friday unless that date causes undue hardship. If such is the case, a note from the parents must be sent to the administrator in charge of the student, at which time, a mutually agreeable alternate date will be designated.

Senior High School Course Load Policy

Students in the Senior High School are expected to enrol in a full course load. Study periods (spares) are not, generally, available to students at any level. We want to make the most of our available instruction time.

Visitors Policy

For security reasons, no visitors are allowed in the school or on the school grounds during the regular school day. (Exceptions to this would be for a school sponsored public event or exhibit) Requests should be directed to the Headmaster or to the Director of Student Services. If permission is granted, visitors will be issued a special authorization pass, which must be worn for the duration of their stay.

Homework Time

There is not a policy for maximum homework time, however we believe that it is important that students form good study habits and thus students can anticipate being responsible for daily reading and an additional 60+ minutes of homework at the grade 7 & 8 levels, and 90+ at the higher grades. The teacher may discipline students who do not complete their homework unless they can present a written and justifiable excuse supported by a note from a parent or guardian.

Evaluation Coordination Practices

Teachers at West Island College attempt to coordinate examinations and assignment due dates by using a coordination calendar.

Leaving School Grounds

Secondary V students are allowed to leave school grounds at lunch time if their parents have filled the appropriate waiver form. Secondary IV students have the same privileges on Mondays and Wednesdays only in the 2nd semester. Secondary I to III students must remain on school grounds at all times during the school day. Leaving school property at recess is not permitted for any student, at any grade level. Leaving school property for instructional purposes, i.e. Outreach, Physical Education, etc., is allowed only in conjunction with specific curriculum requirements.

Student Drivers, Parking, Bicycles

Students with scooters and bicycles are welcomed to use the school parking facilities as long as they park in the designated area. Students are not permitted to park cars on the school grounds.

Smoking and Vaping

West Island College is a non-smoking school. Students may not smoke nor vape in the school, on the school grounds, near the school, nor at any school-related activity. Please refer to school rules.

Personal Grooming

Personal hygiene is an important component of student behavior. This includes jewelry, perfume/cologne, makeup and hair grooming. Remember that some individuals are allergic to the chemicals in perfumes so please wear these with restraint. Makeup and hair colour should be minimal and natural looking. No visible tattoos will be permitted. Earrings are the only acceptable visible body piercing allowed. Facial hair must be neat and clean.

Snow Days or School Closing

If and when the school must be closed due to a winter storm or for another reason, every attempt is made to have the cancellation broadcast over the airwaves prior to 07h00. In addition, the information will be posted on the home page of our website (wicmtl.ca)

Radio stations to monitor are:

FM: The Beat 92.5 Virgin radio 95.9
AM: CJAD 800

VII - Services

1. Extra-Help

A feature in which the school prides itself is its commitment to provide an individual student with as much academic reinforcement as possible to assist the student in his/her pursuit of excellence. Students are encouraged to apply study methods as recommended by their teachers and to make use of extra-help services.

The faculty approaches the implementation of this school function with professionalism and dedication. We ask your co-operation in ensuring that student commitments to extra-help and/or, peer-tutoring sessions, supplementary assignments, and study methods are honoured.

2. Tutoring

Peer Tutoring

Above and beyond the extra-help services, peer-tutoring arrangements may sometimes be arranged for students who have demonstrated commitment and need. Peer-tutoring services are subject to teacher recommendation. Peer tutoring is organized through the Guidance Department.

Professional Tutoring

All too often parents will arrange for professional tutoring without prior consultation with the school. Parents are advised that this practice is not recommended by the college. On occasion, this practice has even been counter productive and thus a hindrance to student progress. This occurs when the student, as a result of having a tutor, fails to attend extra help sessions, completes homework poorly, and/or rarely asks questions to the teacher since he/she begins to rely on the convenience of a tutor. If a tutor is being considered, please consult with the student's teacher and the level administrator.

In the same vein, occasionally parents have requested that a child's teacher be engaged for private tutoring. West Island College teachers may not tutor their own students for financial gain as this may be construed as a conflict of interest.

3. Testing Center

The testing center is available and supervised by a staff member on Tuesdays and Thursdays from 3:15p.m.-5:30p.m. throughout the school year. Students who miss a regularly scheduled test due to illness, participation in a sanctioned school activity or with the prior permission of the level director, will be permitted to write the test during the first available testing center date (i.e. a student who misses a test on Monday will write it on Tuesday after school).

4. Guidance

Mrs. Kristin Morse is the school's Guidance Counselor. Students are encouraged to make appointments to see her whenever they have concerns or questions regarding issues such as overcoming academic difficulties (exam anxiety, poor study skills etc.), information regarding educational or career opportunities, as well as personal difficulties. According to the Quebec Civil Code, parents of children under the age of fourteen must consent to counseling services before any such services are provided. In such an event, a consent form will be sent home to be signed and returned before such services are to begin.

5. *The Learning Specialist*

Mrs. Sadeh is the school's Learning Specialist. Her role is to support the wide range of learners in the school and to ensure that all students are given the opportunity to reach their academic potential. Some of the services offered by the Learning Specialist include: development of Student Success Plans, direct student support (organization, study skills, goal setting, self-advocacy, test taking skills), test and exam accommodations, support and

collaboration with parents, teachers and administrators, and referrals for outside professionals. Students are welcome to make an appointment if they have questions or concerns about their learning process.

5. Student Photographs

Students have their photographs taken annually for their school I.D. cards. Along with the I.D. card, a photo package is included. These packages are included in the school fees and are typically ready well in advance of the gift-giving holiday season.

6. Transportation

Since the school's location is convenient to the major arteries in the West Island, it attracts a number of car pool commuters. There is, in addition, excellent S.T.M. bus service. Students can catch the bus #208 directly in front of the school. In addition, WIC currently offers bus service from the St. Laurent and Laval areas, at an additional cost.

7. Cafeteria Services

All students have access to a full hot and cold lunch service in the school cafeteria. The service is available from 11:00 a.m. to 1:00 p.m., although the students may also purchase breakfast or a variety of fruit juices, muffins and other homemade snacks between 7:30am and 1:00pm. The weekly meals are listed in the Au Courant news bulletin.

8. Lost & Found

Two lost & found boxes are located in the building. Small valuables are kept at the reception desk or gymnasium office; clothing left behind in the locker rooms, and items found throughout the building are placed in the lost & found bin in the hallway adjacent to the junior lab.

VIII - The School Year

1. The School Day

Daily Assembly

A five minute school assembly takes place every day. The goal of this assembly is to boost school spirit by improving communication throughout the school.

School Hours

Officially the building opens at 7:30 a.m. and closes at 6:30 p.m. Students remaining in the school after 3:30 p.m. are required to remain in the area that is assigned to the activity in which they are participating. Students who are waiting for their activity to begin, or are

simply waiting for a ride home must stay in the cafeteria. Students wishing to study quietly may do so in the resource centre, however strict silence must be observed. All students not officially involved in activities after 6:00 p.m. must leave the building.

Timetable Flip

The timetable is based on a five day fixed Monday through Friday rotation. It is designed as such in order to accommodate our experiential programs: Outreach, and Senior Phys-ed., which necessitate scheduling around the real world and not vice-versa.

The timetable is changed entirely at the beginning of each semester: August and February. We provide variation in daily scheduling by tumbling or flipping the timetable on Fridays of the 2nd term of each semester. This is done to shake up the routine a little so that students do not have the same course each Friday afternoon. The “flip” implies that the timetable is inversed on each Friday. That is 1st period becomes last period, 2nd period becomes 5th, etc.

DAILY TIMETABLE

TIME

7:55	First bell, beginning of the school day (5 minutes before period 1)
8:00	Beginning of period 1
8:54	End of period 1
9:02	Beginning of period 2
9:56	End of period 2 / Beginning of recess
10:11	Beginning of period 3
11:05	End of period 3
11:10	Beginning of period 4, Junior Assembly and Junior Lunch
12:04	End of period 4
12:09	Beginning of period 5, Senior Assembly and Senior Lunch
13:03	End of period 5

13:08	Beginning of period 6
14:02	End of period 6
14:10	Beginning of period 7
15:04	End of period 7