

Waterloo Collegiate Institute

*Our Mission is to value diversity,
work toward excellence and inspire a
passion for living.*

This is your WCI Parent/Student Handbook for 2017–2018. It is intended for student and parental use.

At WCI, we encourage each student to pursue excellence in their academics, and to become involved in the arts, athletics and activities available at WCI. Co-curricular activities can help develop a passion for school and life. The teachers, the administration and all the support staff of WCI look forward with keen excitement to joining our students on their journey to excellence! We are partners in their school experience.

Please take the time to reflect on our mission statement and join the entire school in striving to live it daily. The statements in the Mission are very important to our school and our community. I wish you a productive and fulfilling year and look forward to your contributions throughout 2017–2018 school year!

Mrs. H. Kolb, Principal

Introduction

REGULAR DAY BELL SCHEDULE

| Time | Day 1 | Day 2 |
|---------------|-------|-------|
| 8:15 - 9:30 | A1 | A2 |
| 9:35 - 10:50 | B1 | B2 |
| 10:50 - 11:50 | Lunch | |
| 11:50 - 1:05 | C1 | D2 |
| 1:10 - 2:25 | D1 | C2 |

| Assembly Day 1 Schedule | Assembly Day 2 Schedule |
|----------------------------|----------------------------|
| A1 8:15 – 9:20 | A2 8:15 – 9:20 |
| B1 9:20 – 11:25 | B2 9:20 – 11:20 |
| Lunch 11:20 – 12: 20 | Lunch 11:20 – 12: 20 |
| C1 12:20 – 1:20 | D2 12:20 – 1:20 |
| D1 1:25 – 2:25 | C2 1:25 – 2:25 |

| VIPE A/B Tutorial Schedule | VIPE C/D Tutorial Schedule |
|---|---|
| A1/A2 8:15 – 9:20 | A1/A2 8:15 – 9:20 |
| VIPE A/B Tutorial (40 min.) 9:25 – 10:05 | B1/B2 9:25 – 10:30 |
| B1/B2 10:10 – 11:15 | Lunch 10:30 – 11:25 |
| Lunch 11:15 – 12: 10 | C1/D2 11:25 – 12:30 |
| C1/D2 12:10 – 1:15 | VIPE C/D Tutorial (40 min.) 12:35 – 1:15 |
| D1/C2 1:20 – 2:25 | D1/C2 1:20 – 2:25 |

Office Hours: The Main Office will be open from 7:45 a.m. - 3:30 p.m. during the school year. Please refer to Waterloo Collegiate Institute's website for school closure dates during the summer.

Introduction

Important Dates

| | |
|--|---|
| Semester 1 – September 5th, 2017 – February 1, 2018 > Term 1 September 5 th – November 8 th > Term 2 November 9 th – February 1 st | Semester 2 – February 2nd, 2018 – June 29th, 2018 > Term 1 February 2 nd – April 17 th > Term 2 April 18 th – June 29 th |
|--|---|

| First Day of School for Students is Tuesday Sept. 5th, 2017 | | | |
|---|--|---|---|
| Reporting Dates | <u>Official Provincial Report Cards</u> Semester 1 <ul style="list-style-type: none"> • Semester 1 Midterm Report Card: Thursday November 23, 2017 • Semester 1 Final Report Card: Thursday February 15, 2018 Semester 2 <ul style="list-style-type: none"> • Semester 2 Midterm Report Card: Thursday May 3, 2018 • Semester 2 Final Report Card Pick-Up: Starting July 9, 2018 and onward as posted on WCI's website | | |
| Student Orientation Dates | <ul style="list-style-type: none"> • Grade 8 Magnet Information Night – Wednesday November 22, 2017 • Grade 8 Parent Night – Wednesday January 10, 2018 | | |
| Full Disclosure | <ul style="list-style-type: none"> • Thursday November 30, 2018 • Friday May 11, 2018 | | |
| Parent-Teacher Dates | <ul style="list-style-type: none"> • Grade 9 Parent Information Night – Wednesday September 20, 2017 • Parents/Teacher interviews (all grades/all programs) Wednesday Oct. 18, 2017 5:00-8:00 p.m. Wednesday Mar. 28, 2018 5:30-8:00 p.m. | | |
| Commencement | <ul style="list-style-type: none"> • Friday, November 3, 2017 at WCI | | |
| Professional Activity Days | <ul style="list-style-type: none"> • Friday Sept. 22, 2017 • Friday Nov. 17, 2017 • Friday Feb. 2, 2018 • Friday Apr. 13, 2018 • Friday May 4, 2018 • Thursday June 28, 2018 • Friday June 29, 2018 | | |
| Ministry Mandated Dates | <ul style="list-style-type: none"> • Labour Day - Monday Sept. 4, 2017 • Thanksgiving – Monday Oct. 9, 2017 • Winter Break – December 25, 2017 – January 5, 2018 • Family Day – Monday Feb. 19, 2018 • March Break – Monday Mar. 12 – Friday Mar. 16, 2018 • Good Friday – Friday Mar. 30, 2018 • Easter Monday – Monday Apr. 2, 2018 • Victoria Day – Monday May 21, 2018 | | |
| Pre-Exam Non-Testing Days | Semester 1 <ul style="list-style-type: none"> • Wed. Jan. 24 & Thurs. Jan. 25, 2018 Semester 2 <ul style="list-style-type: none"> • Tues. June 19 & Wed. June 20, 2018 | | |
| Examinations | <ul style="list-style-type: none"> • Friday January 26, 2018 – Thursday February 1, 2018 • Thursday June 21, 2018 – Wednesday June 27, 2018 | | |
| Provincial Assessment Dates | <ul style="list-style-type: none"> • Ontario Secondary School Literacy Test: Tuesday April 10, 2018 • Grade 9 Assessment of Mathematics Timeframe: Semester 1: January 22 - 23, 2018 Semester 2: June 14-15, 2018 | | |
| School Council Meetings (WCI Library: 7:00 pm) | <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Wednesday, Sept. 13, 2017 (last meeting of '16-'17 Council) • Wednesday, Oct. 11, 2017 (Inaugural Meeting '17-'18 Council) • Wednesday, Nov. 8, 2017 • Wednesday, Dec. 6, 2017 </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Wednesday, Jan. 18, 2018 • Wednesday Feb. 21, 2018 • Wednesday, Apr. 11, 2018 • Wednesday, May 9, 2018 • Wednesday, June 13, 2018 </td> </tr> </table> | <ul style="list-style-type: none"> • Wednesday, Sept. 13, 2017 (last meeting of '16-'17 Council) • Wednesday, Oct. 11, 2017 (Inaugural Meeting '17-'18 Council) • Wednesday, Nov. 8, 2017 • Wednesday, Dec. 6, 2017 | <ul style="list-style-type: none"> • Wednesday, Jan. 18, 2018 • Wednesday Feb. 21, 2018 • Wednesday, Apr. 11, 2018 • Wednesday, May 9, 2018 • Wednesday, June 13, 2018 |
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| Awards Assemblies | <ul style="list-style-type: none"> • Jr. Awards Assembly – Friday, Oct. 6, 2017 • Sr. Awards Assembly – Tuesday June 12, 2018 | | |

Student Wellness

ABCD VIPE Program

- In the fall of 2006, WCI pioneered a Grade mentoring Program with solid success and we are continuing this program through the school year 2017-2018.
- This is a compulsory non-credit program to familiarize each new Viking with WCI, our practices and routines as well as our extra-curricular activities.
- This not only supports the many academics, athletics and activities at the school but also exchanges student success by reinforcing behavioral and academic expectations.
- The entire grade 9 student population is divided into separate VIP sections each with a volunteer pair of senior student mentors as well as a volunteer teacher advisor.

Getting involved

One of the keys to success at high school is getting involved outside of the classroom. Waterloo Collegiate offers a very wide range of co-instructional opportunities. The following are just a partial sample of the programs traditionally supported by the staff and students of WCI.

Waterloo Collegiate has a proud history of active, dedicated student leaders who are highly respected members of the school community because of their many contributions to it. ABCD is the executive group which directs student government at WCI. The acronym, "ABCD", represents the Board of Control and Athletic Directorate that make up our Student Government. There are a number of ways to get involved with ABCD.

The Student Council (made up of ABCD and Class Councilors) meets regularly throughout the year to make decisions affecting the entire student body and ensure the effective flow of information from ABCD to homerooms. Class Councilors (along with Athletic Reps, Charity Reps and Environment Reps) are selected in Homerooms in mid-September.

In addition to becoming involved in student leadership through homerooms, it is also important to come out to events, to be informed by visiting the Activities Office and checking the counter for activities to sign up for, and to participate in non-elected leadership opportunities such as Junior Leadership and Viking Crew.

For students who have demonstrated leadership contributions and who wish to take on a significant leadership role in the school, ABCD is the executive body of Student Council. There are two ways to become an ABCD member. You can either run in Student Council elections in April of the previous year, or you can apply for an appointed position in the weeks following the Student Council Elections.

| | |
|-------------------------|---|
| Leadership: | Period A Class Representatives, Student Council Executive (ABCD), Viking Charity Crew, Junior Leadership |
| Performing Arts: | Coffee Houses, Concept, Multicultural Show, School Musical, Spirit Dancers, Dance Team, special assemblies |
| Publications: | The FJORD (online newspaper), Saga (yearbook), Literary Magazine, Writer's Guild |
| Music: | Junior Bands and Orchestras, Senior Bands and Orchestras, Concert Band, Jazz Band, Spirit Band, Choir, Music nights |
| Clubs: | Debating Team, Math Leagues & Contests, Inter-school Christian Fellowship, Muslim Students Association, Spirit Club, Federal-Provincial Conference Simulation, Reach for the Top, Human Rights Club, DECA, Japanese Animation Club, Saturnalia (Latin), Skills Canada, GSA (Gay-Straight Alliance), Knitting Club, Enviro Team, Homework Club, Chess Team, Cultural Mosaics, Computer Science Club, Science Club, Math Club |
| Special Events: | Dances, Assemblies, Grade 9 Party, Grad Auction, Dress-up days, Sports Nights, Spirit of Waterloo, Spirit Wear, Valentine's Formal, Charity and Food Drives, Athletic Banquet, Arts Ball, Human Rights Week, Mental Health Week, Fast for Freedom, Relay for Life |

Student Wellness

Athletics: Basketball, Volleyball, Swimming, Track & Field, Cross-Country Running, Field Hockey, Nordic and Alpine Skiing, Football, Curling, Tennis, Soccer, Hockey, Golf, Badminton, Rugby, Softball, Ultimate Frisbee

Each year, new and exciting activities begin at WCI. If you'd like to find out how to start a new activity at WCI, drop by the Student Activities Office and talk to Ms Jilesen.

ABCD POSITIONS

The positions that are obtained through Student Council elections are:

- Co-Mayors
- Boys and Girls Athletic Commissioners
- Spirit Directors
- 5 Board of Control Positions
 - Public Relations Controller
 - Arts Controller
 - Activities Controller
 - Events Controller
 - Grad Club Coordinator

The positions that are obtained through an application process are:

| | |
|---------------------------------|----------------------------|
| Assemblies Directors | Global Issues Coordinator |
| Awards Directors | Human Relations Controller |
| Charities Controllers | Activities Director |
| Communications Controller | Arts Director |
| Documentation Coordinator | Events Director |
| Environment Controller | Public Relations Director |
| Equity & Wellness Coordinator | Publicity Directors |
| Executive Assistant | Special Events Coordinator |
| General Services Controller | Student Life Coordinator |
| Health & Well-Being Coordinator | Technical Controller |
| Junior Councillor | VIP Coordinator |

A position on ABCD is a fantastic way to develop leadership skills, meet new people and make a lasting contribution to the WCI community. For more information on how to get involved in Student Leadership, talk to Ms Jilesen (Leader of Student Activities) and current members of ABCD.

The members of the 2017-2018 Student Council Executive (ABCD) are as follows:

| | |
|----------------------------------|------------------|
| Co-Mayor | Ryan Hagarty |
| Co-Mayor | Duncan Manning |
| Girls Athletic Commissioner..... | Tori Meklensek |
| Boys Athletic Commissioner | Graydon Harris |
| Activities Controller | Alex Bae |
| Activities Director | Kenzie Beaucom |
| Activities Director | Maria Faroga |
| Activities Director | Ethan Francq |
| Activities Director | Ryan Liu |
| Arts Controller | Aria Jalili |
| Arts Director | Chloe Macdonald |
| Arts Director | Maggie Steinbach |
| Assemblies Director | Avery Francq |

Student Wellness

Assemblies Director Matt Mackinnon
Awards Director Megan Fish
Awards Director Becca Kim
Awards Director Alex Reinders
Awards Director Jenelle Uy
Charities Controller Jessica Gilbert
Charities Controller Jessica Lewis
Charities Controller Maddy Vukovic
Charities Controller Brianna Wey
Communications Controller Apras Bedi
Communications Controller Annabelle Duff
Constitutional Coordinator Paul Turner
Documentation Coordinator Jenna Rowbotham
Documentation Coordinator Andrew Rowlands
Equity & Wellness Coordinator Rita Alexander
Equity & Wellness Coordinator Maia Aurini
Events Controller Kyoungjun Im
Events Director Bailey Duff
Executive Assistant Maddy Kim
General Services Controller Mariana Varela
Global Issues Coordinator Daisy Martin
Global Issues Coordinator Hrithik Patel
Grad Club Director Emma Turner
Human Relations Controller Ivy Jin
Human Relations Controller Alice Zhou
Junior Councillor Ben Bishop
Junior Councillor Natasha Fishman
Junior Councillor Emma Hammond
Junior Councillor Camryn Johnston
Junior Councillor Fan Roseneau
Junior Councillor Timon Wennemer
Publicity Director Katie Kroeze
Publicity Director Emily Richard
Publicity Director Menatallah Toeima
Publicity Director Ahment Yildirim
Public Relations Controller Rhiannon Braid
Public Relations Director Alana Machaffie
Public Relations Director Bridget Vlasschaert
Special Events Coordinator Gurvir Parmar
Special Events Coordinator Geetanjali Shankar
Spirit Director Mutugi Kaai
Spirit Director Malcolm Manning
Student Life Coordinator Abby Saunders
VIP Coordinator Owen Malo
VIP Coordinator Mackenzie Ward

Student Wellness

POINTS SYSTEM

WCI's point system is based on excellence in the three "A's" – Academics, Athletics and Activities (including musical, creative and performing arts and clubs). Students may earn a letter (the "W") in each of these three areas by meeting the following rigorous standards:

| | 4 Years @ WCI | 5 Years @ WCI |
|---------------------|--|--|
| White W (Academics) | 3 or more years of High Honours (80%+ average based on June report) * | 4 or more years or 3 consecutive years of High Honours (80%+ average based on June report) * |
| Blue W (Activities) | 8 points (with a maximum of 3 points/year) – most clubs and groups count for 1 point | 10 points (with a maximum of 3 points/year) – most clubs and groups count for 1 point |
| Red W (Athletics) | 12 points or 4 years on the same team – most teams count for two points | 12 points or 4 years on the same team – most teams count for two points |

* For graduating students in their final year, the average on the February report card is used. The **Award of Honour** is presented to the rare outstanding student who earns all three W's (White, Blue and Red). It is WCI's highest earned honour.

Guidance Services

- All students are assigned a Guidance counsellor according to the first letter of their surname. ELL students, however, are assigned according to their level of ESL courses
- A list of Guidance Counsellors and their alpha assignments is available on the website, and in the Guidance office.
- Students must make an appointment to see their Guidance Counsellor by going to the Guidance page on the WCI website and clicking on the link beside their Counsellor's name.

Special Education Support

- The Resource and Enrichment Centre (REC) is a support service available to students for whom an Individual Education Plan (IEP) has been developed.
- Selected students have a timetabled Learning Strategies course where organization, time management and test-taking strategies are reinforced.
- Enrichment students are notified of opportunities and events offered at the school, county and provincial level.

Academic On-line Support

At the time of printing, these websites were all active. However, as you may know, website addresses are constantly being updated/deleted/changed and hence no address is guaranteed.

English: Online Writing Lab (OWL) - <https://owl.english.purdue.edu/>

Post-Secondary On-line Support

Planning Your Next Steps After High School

Ministry of Training, Colleges and Universities <http://www.tcu.gov.on.ca/eng/>

CAREER EXPLORATION

Canadian Careers:

www.canadiancareers.com

Career Explorer:

cdn.cx.bridges.com

Student Wellness

Mazemaster: www.mazemaster.on.ca
TV Ontario careermatters.tvo.org

POST SECONDARY EXPLORATION

| | |
|--|--|
| General Search (schools, scholarships, etc.) | www.schoolfinder.com |
| Apprenticeship Search | www.apprenticesearch.com |
| Ontario College Application Service | www.ontariocolleges.ca |
| Ontario College/University Transfer Guide | www.ocutg.on.ca |
| Ontario Universities Application Centre | www.ouac.on.ca |
| Ontario Student Assistance Plan: | www.osap.gov.on.ca |
| Directory of Canadian Universities | www.aucc.ca |
| Directory of American Universities/Colleges | www.aacu-edu.org |
| Canadian Colleges & Universities Site | www.campusaccess.com |
| U.S. College Applicants einfo.ca | www.collegedata.com |

MISCELLANEOUS

| | |
|---------------------------------------|--|
| WRDSB Guidance and Career Information | guidance.wrdsb.edu.on.ca |
| PSAT, SAT | www.collegeboard.com |
| Test of English as a Foreign Language | www.toefl.org |

SCHOLARSHIPS

www.scholarshipscanada.com
www.studentawards.com

Health Services

- A Public Health Nurse is available by appointment, see your Guidance counsellor or check the Region's website at chd.region.waterloo.on.ca/.
- If students become ill or there is an emergency, please report to the main office.
- Students requiring EpiPens should carry them on their person at all times. Staff is trained in the administration of the EpiPen if there are signs of anaphylaxis.
- Staff members will not administer any medications such as Aspirin or Tylenol to students.

Waterloo Region Police School Resource Officer (SRO)

- A Waterloo Regional Police Liaison Officer is assigned to our school. Please contact a VP in order to speak to the liaison officer.
- They can provide information about careers in law enforcement, make class presentations, and answer any questions students may have.

SCHOOL PROCEDURES

Course Enhancement Fees & Specialty Supplies

- No student will be denied enrolment in any course because of his or her inability to pay any portion of the base cost of that course or any other portion of his or her program. Successful completion of a course or credit will not be dependent on the payment of any user fee by a student.
- The basic cost of materials and activities for courses/programs is provided through school operating budgets. Course fees are charged only for supplies, services or activities, which are considered enhancements to programs/courses. These fees are estimates and may change but are for cost recovery ONLY.

School Procedures

- Students/families requiring financial assistance should contact any staff member who will ensure that the students' needs are addressed in an appropriate, sensitive and confidential manner.
- All textbooks/instruments/pieces of equipment are loaned to students at no charge. If they are damaged, or are lost, it is expected that the student/parent/guardian will reimburse the school for the cost of the textbook and/or equipment.

| Area | Grade | Course | Comment |
|----------------|--------|-------------------------------------|--|
| COOP | 11, 12 | GWL 3OI | \$10.00 for workbook |
| FAMILY STUDIES | 9 | HIF1OI/HIF 1OZ | \$10.00 fee for consumables. Student pays for sewing materials. |
| FAMILY STUDIES | 10 | HFN 2OI/HFN 2OZ | \$20.00 fee for consumables |
| FAMILY STUDIES | 11 | HNC 3CI | \$20.00 fee for consumables |
| FAMILY STUDIES | 12 | HFA 4CI/HFA 4UI | \$20.00 fee for consumables |
| LANGUAGES | 9 | FEF1DI** | \$28.00 T'es branché |
| LANGUAGES | 9 | FSF1DI** | \$28.00 T'es branché (only for replacement copy) |
| LANGUAGES | 9 | FSF1PI** | \$18.00 Quoi de Neuf (only for replacement copy) |
| LANGUAGES | 10 | FSF 2DI/W | \$28.00 T'es branché |
| LANGUAGES | 10 | FEF 2DI | To be announced |
| LANGUAGES | 11 | FSF3UI | \$5.00 |
| LANGUAGES | 11 | FEF 3UI | \$5.00 |
| LANGUAGES | 12 | FEF/FSF 4UI/W | \$5.00 Nouveaux Horizons: package + \$5.00 for AP |
| LANGUAGES | 10 | LVL BDI | \$10.00 |
| LANGUAGES | 10 | LWS BDI | \$35.00 Avancemos workbook |
| MATH | 9 – 12 | All Courses | Need a scientific calculator |
| MUSIC | 11 | AMG 3OI | \$15.00 workbook |
| PHYS ED | 9 – 12 | All Courses | Uniform: short-sleeved cotton shirt \$10.50 long-sleeved dry fit shirt \$16.00 5" inseam micro fibre adidas shorts \$25.00 7" inseam navy gym mesh shorts \$18.00 sport navy hijab \$37.00 |
| PHYS ED | 10 | Gr. 10 Live Fit PAF 2OX | \$40.00 Journal and Guest Instructors |
| PHYS ED | 11 | Gr. 11 Live Fit PAF 3OX | \$50.00 Weight Room Fee and off campus activities |
| PHYS ED | 10 | Gr. 10 Power Fit PAF 2OY | \$50.00 for weight room fee and off campus activities |
| PHYS ED | 11 | Gr. 11 Power Fit PAF 3OY | \$50.00 for weight room fee and off campus activities |
| PHYS ED | 12 | Gr. 12 Power Fit PAF 4OI | \$50.00 for weight room fee and off campus activities |
| PHYS ED | 11 | Gr. 11 PPL 3OX | \$25.00 Self Defence Unit |
| PHYS ED | 12 | Gr. 12 Off-Campus PhysEd PPL 4OI | Fees are very dependent upon the program chosen. Fees are advertised in advance. It is possible to participate completely with no fees. Sample fees: \$40.00 golf; \$25.00 Jujitsu, etc. |
| SCIENCE | 11 | SBI 3CI | \$5.00 Dissection specimens |
| SCIENCE | 11 | SBI 3UI | \$5.00 Dissection specimens Electronic equipment |
| SCIENCE | 11 | SCH 3UI | \$5.00 Electronic equipment |
| SCIENCE | 11 | SPH 3UI | \$5.00 Electronic equipment |
| SCIENCE | 12 | SBI 4UI | \$5.00 DNA ID kits Electronic equipment |
| SCIENCE | 12 | SCH 4UI | \$5.00 Electronic equipment |
| SCIENCE | 12 | SPH 4UI | \$5.00 Electronic equipment |
| SCIENCE | 12 | SNC 4MI | \$5.00 DNA ID kits Electronic equipment |
| SCIENCE | 12 | SES 4UI | \$10.00 Software Resources |
| SCIENCE | 11 | SBI 3UW | \$10.00 Dissection specimens Electronic equipment AP Resources |
| SCIENCE | 11 | SCH 3UW | \$10.00 Electronic equipment AP Resources |
| SCIENCE | 11 | SPH 3UW | \$10.00 Electronic equipment AP Resources |
| SCIENCE | 12 | SBI 4UW | \$10.00 DNA ID kits Electronic equipment |
| SCIENCE | 12 | SCH 4UW | \$10.00 Electronic equipment AP Resources |
| SCIENCE | 12 | SPH 4UW | \$10.00 Electronic equipment AP Resources |
| SCIENCE | 11 | SVN 3MI | No fee |
| SCIENCE | 12 | SCH 4CI | No fee |
| SCIENCE | 12 | SPH 4CI | No fee |

School Procedures

| | | | |
|--------------------|------------|-----------------------------------|---|
| STUDENT ACTIVITIES | All Grades | | \$30.00 for a student card \$39.00 for a yearbook \$62.00 (combo student card and yearbook) |
| TECH | 10 – 12 | Construction Technology | Student pays for wood used in special projects. |
| VISUAL ARTS | 10 | AVI 2OI, 2OX, 2OZ (Including ELL) | \$15.00 Course Enhancement Fee |
| VISUAL ARTS | 11 | AVI 3MI | \$20.00 Course Enhancement Fee |
| VISUAL ARTS | 11 | ASM 3OI, AWQ 3O1 | \$30.00 for Course Enhancement Fee |
| VISUAL ARTS | 12 | AVI 4MI, AWQ 4MI, AWR 4MI | \$30.00 Course Enhancement Fee |

* Charged only if item is defaced, damaged, written in – otherwise, it is provided free to the student. ** For Replacement copy only. The first one is free of charge to grade 9 students. (User fees may be collected for non-compulsory enhancements to base program)

Attendance

All students under the age of 18 are required to attend school each day as required by Ontario legislation. It is the policy of WCI to promote and encourage regular school attendance and punctuality for our students. Our WCI staff members believe attendance and punctuality are essential to achieving success in school and workplace. It is the responsibility of students, parent/guardian and school staff to encourage good attendance. Any student with poor attendance will work with the appropriate Vice Principal and may be referred to the Attendance Counsellor. Consecutive absences of 15 or more classes or days, in the absence of a medical note, must be removed from the class or school, and/or a formal report to be filed with our Attendance Counsellor.

Absence Reporting Procedures

If you know you are going to be absent for any reason please:

- Report an absence before it happens: To validate an absence a parent/guardian must send a note or call (519-884-9590) within 24 hours or email the attendance office at wciatt@wrdsb.ca
- Report an absence as it occurs: Students who need to leave school during the day because of an appointment or illness must sign out at the Main Office. If a student is under 18, a telephone call or a note for a prearranged appointment from the parent or guardian is required to approve the absence.
- Report an absence after it happens: To validate the absence on or before the day the student returns to school a parent/guardian must send a note or call (519-884-9590) or email or email the attendance office at wciatt@wrdsb.ca

Valid Reasons for Absences

The following are examples of valid reasons for absence from school. If clarification is required, contact the Vice Principal for the student's surname.

- Illness
- Medical/dental appointments
- Bereavement/funerals
- School-sponsored activities
- Religious holidays
- Parent approved absences

Extended Absences

Any extended absence of 5 or more consecutive days for any reason require the completion of a Temporary Student Withdrawal on Short Term Basis–Parent/Legal Guardian Request form before the absences occur. This form can be picked up in advance of the absence from our attendance secretaries.

School Procedures

Students 18 and Over

Students 18 and over should submit a *Request for Adult Student Status* form signed by student and parent/guardian and the student, acknowledging that the student has reached the age of 18 and that the student will take full responsibility for decisions concerning their education, including the ability to sign him/her out for valid reasons with their own notes. The signed form will be kept on file in the Main Office. Valid reasons are listed above. Administration may request further documentation to substantiate any absences. Tests, quizzes or exams are expected to be written on the assigned dates. Sign-in/sign-out privileges may be revoked by administration.

Late Procedures

Students with first period classes are expected to be in their first period classrooms before the bell rings at 8:15 a.m. Students more than 10 minutes late for any period must report to the Main Office for an Admit slip. Students who are chronically late will be referred to an Administrator.

Timetable Changes/Dropping a Course/Textbook Return

- Course choices should be made wisely. Should a change be required, for extenuating circumstances, please see your counsellor.
- Changes may or may not be able to be accommodated.
- Dropping a course is a situation requiring consultation with the Guidance Counsellor. In addition, if you are dropping from full time status to part time status, administration will need to approve the change. *Supporting documents may be requested by Administration to support any exceptional circumstances that may lead to a request to drop from Full Time to Part Time status.*
- **All students are expected to attend all timetabled classes UNTIL a timetable change has been made through Guidance and a new timetable has been created.**
- **Textbooks must be returned to the teacher before a course can be dropped from a student's timetable.** Course drop form documentation is required.

Full Disclosure

This Ministry of Education policy states that all grade 11, 12 courses attempted by a student must be recorded on the Ontario Student Transcript. *Full Disclosure* does not apply to students in grade 9 or 10. *Full Disclosure* will take effect 5 instructional days following the issue of the first provincial report card in each semester.

Waiving a Pre-Requisite or Course Acceleration

Ministry of Education policy must be followed when a student or parent is requesting program acceleration (i.e. 'skipping' a course) or waiving a pre-requisite. The request must come in writing to the Principal, along with supporting documentation, that indicates the course material has been studied already or that exceptional learning circumstances exist. When necessary, the Principal will meet with the Department Head and Head of Guidance to review the case and determine the outcome.

Assessment and Evaluation

Assessment and Evaluation are important aspects of a student's school life. It is our goal at Waterloo Collegiate Institute that teachers and students have a common understanding of how their achievement will be assessed and graded. The purposes of assessment and evaluation are:

- **To improve student learning**
- **To inform professional judgments regarding student achievement**
- **To report student results as a grade**

School Procedures

Assessment, evaluation and reporting of grades are subject to the following ministry and board policies: *GROWING SUCCESS: Assessment, Evaluation and Reporting in Ontario Schools, 1st Ed., 2010*, *WRDSB Board Policy 2010—Assessment, Evaluation and Reporting*, and *WRDSB Administrative Procedure 1660*. These policies and procedures are publicly available on the board and ministry websites.

For ease of reference, the most significant part of these documents is found below:

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that are fair, transparent and equitable for all students;

- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010)

Types of Assessment

The chart below describes the relationships between the types of assessment (*diagnostic*, *formative* and *summative*) and the purposes for assessment (*for*, *as* and *of* learning).

| | Detail | Purpose(s) for Assessment |
|-----------------------|--|---|
| Diagnostic Assessment | <ul style="list-style-type: none"> - occurs before instruction begins - is a process of seeking and interpreting evidence - can include gathering data about student interests, preferences, prior knowledge - Answers the question "Where is the student now?" | <u>Assessment for learning</u> Purpose (teacher): <ul style="list-style-type: none"> - to determine what students already know and can do with respect to curriculum expectations - helps to determine instructional next steps and teaching points - may help to create instructional groupings |
| Formative Assessment | <ul style="list-style-type: none"> - occurs frequently - ongoing and embedded in instruction - takes place while students are still gaining knowledge and practising skills - involves the teacher modelling, supporting and guiding students (coaching) - guides in the determining of instructional next steps - aids the teacher in <i>differentiating instruction</i> to address individual student next steps | <u>Assessment for learning</u> Purpose (teacher): <ul style="list-style-type: none"> - to monitor students' progress towards achieving learning goals - to provide descriptive feedback to students and determine instructional next steps <u>Assessment as learning</u> Purpose (student): <ul style="list-style-type: none"> - to monitor his or her own progress towards achieving learning goals (<i>self-assessment</i>) - to provide feedback to other students (<i>peer assessment</i>) |
| Summative Assessment | <ul style="list-style-type: none"> - occurs at or near the end of a period of learning (a lesson or a series of lessons) | <u>Assessment of learning</u> Purpose (teacher): |

School Procedures

| | | |
|--|---|--|
| | - may be used to inform further instruction | - to summarize learning at a given point in time - to make judgements about the quality of student learning on the basis of established criteria - provides assessment data for evaluation |
|--|---|--|

(Assessment, Evaluation and Reporting Handbook Grades 9 to 12. 2013. p.10)

Curriculum Expectations are identified for every subject area. They describe the knowledge and skills students are expected to develop and demonstrate. These are divided into two types: **Overall Expectations** and **Specific Expectations**. **Overall Expectations** describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. Evaluation focuses on students' achievement of the overall expectations. **Specific Expectations** describe the expected knowledge and skills in greater detail. Specific expectations must be accounted for in instruction.

Performance Standards – Levels of Achievement

The **Achievement Chart** in each subject is a standard province-wide guide to be used by all teachers to provide a basis for consistent assessment and grading. The **Achievement Chart** has **four categories** common to *all* subject areas which are interrelated: knowledge and understanding, thinking, communication and application.

| Achievement Level | Percentage Mark Range | Achievement Level | Percentage Mark Range |
|-------------------|-----------------------|-------------------|-----------------------|
| 4+ | 95 – 100 | 2+ | 67 – 69 |
| 4 | 87 – 94 | 2 | 63 – 66 |
| 4- | 80 – 86 | 2- | 60 – 62 |
| 3+ | 77 – 79 | 1+ | 57 – 59 |
| 3 | 73 – 76 | 1 | 53 – 56 |
| 3- | 70 – 72 | 1- | 50 - 52 |

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools 2010.40)

Evaluation – Assessment of Learning

Evaluation is judging the quality of student learning on the basis of established performance standards found in the Achievement Chart. **Evaluation focuses on student's achievement of the overall expectations.**

Evidence for evaluation is collected over time from three different sources—observations, conversations and student products (performance tasks, presentations, demonstrations, projects, essays, tests and exams). For group projects, each student's work within the group must be evaluated independently and assigned an individual mark. *Evidence does NOT include ongoing homework, peer or self-assessments.*

Student Responsibilities With Respect to Evaluation

WCI students are responsible for providing evidence of their learning within established timelines, and should recognize that there are consequences for not completing work, submitting work late, cheating and plagiarizing. At WCI we believe that student success is maximized when students, teachers and parents work collaboratively.

School Procedures

| Student Responsibility | Teacher Supports | Parent Supports |
|--|---|--|
| <ul style="list-style-type: none"> ● Be present, punctual, and engaged in class ● Complete and submit your own best work on time ● Communicate regularly with parents and teachers concerning your progress ● Approach your teacher for extra help when needed ● Approach your teacher to make alternate arrangements in advance of known absences or as soon as possible upon return from an unplanned absence | <ul style="list-style-type: none"> ● Provide well designed assessment and evaluation opportunities with clear timelines/due dates ● Provide expectations, grading schemes, rubrics, success criteria for each evaluation ● Assess and evaluate student progress using a variety of tools ● Communicate with students and parents about student progress ● Use professional judgment to determine the final grade based on most consistent and more recent evidence of student learning | <ul style="list-style-type: none"> ● Monitor student progress ● Communicate with teachers (Meet the Teacher Night and Parent-Teacher Interviews, email, call the school, school website http://wci.wrdsb.ca) ● Notify the school via Telephone [(519) 884-9590] if your student is going to be absent. Ensure your student is present in school on days of EQAO tests, in class evaluations and final evaluations ● Request approval from the Principal for any extended absence |

Determining a Report Card Grade

Teachers will consider all evidence collected, the number of assignments for evaluation that were not submitted, the different weights assigned to various pieces of evidence, and their professional judgment to determine the student's report card grade. The grade should reflect the student's *most consistent* level of achievement, with special consideration given to *more recent* evidence. The grade assigned is a percentage based on both mathematical calculations and professional judgment.

70% of the grade will be based on evaluation conducted throughout the course.

30% of the grade will be based on a **final evaluation** administered toward the end of the course, based on evidence from one or a combination of the following: examination, performance, essay, and/or project that allow the student to demonstrate comprehensive achievement of the overall expectations of the course.

At WCI the final evaluation tasks may begin **mid-November in Semester 1 and mid-April in Semester 2**, and must be completed prior to the last day of final exams. The component tasks and timing of the final evaluation are established by each Department and are clearly communicated to students in the course outline.

Final evaluations should typically be composed of no more than 3 components (e.g., presentation, performance task, and examination). If there are multiple components, appropriately staggered timelines should be set by the teacher for each component.

A credit is granted and recorded for every course in which the final percentage is 50% or higher. Marks below 50% constitute a failure and no credit will be granted. In accordance with WRDSB Procedure 1660, marks below 50% are to be reported on a Ministry Report Card as follows:

| | | | |
|---|-----------------------------|----------------------|---|
| The student has not demonstrated the required knowledge and skills. | <i>No credit is granted</i> | Grades 9-10: | |
| | | 1 | Insufficient evidence to determine a percentage grade |
| | | 45 | Achievement below level 1 (below 50%) – sufficient evidence to determine a percentage grade |
| | | Grades 11-12: | |
| | | 35 - 45 | Achievement below level 1 (below 50%) – sufficient evidence to determine a percentage grade |
| | | 0 | The student has demonstrated <u>no</u> evidence of learning |

School Procedures

Learning Skills

The development of learning skills is an integral part of a student's learning. The achievement of these skills is officially reported on the Provincial Report Card. The evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a subject or course, *should not be considered in the determination of a student's academic grades* and will be reported as follows:

E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement.

Examinations

Formal examinations must occur during scheduled examination dates, according to established examination time requirements. Large tests or evaluations conducted "in class" should usually be conducted within regular times, according to regular classroom procedures and must not have a negative impact on the delivery of other programs. Students are expected to write all assigned examinations at the scheduled times.

Valid absences from examinations include:

- Illness - medical statement is required for examinations
- Bereavement
- Extraordinary circumstances with prior permission from an Administrator ("Extraordinary circumstances" do not typically include vacations or employment).
- Religious accomodation

Students absent from an exam for a valid reason:

- May receive their cumulative mark (i.e., a term grade assigned based on evaluations to date) on their report card
- May be required to complete an alternative/additional evaluation. The decision regarding completion of an alternative or additional examination will be determined through consultation by the teacher and appropriate Administrator. The teacher will inform the student of the decision regarding the requirement to complete an alternative/additional evaluation in a reasonable time prior to the end of a course

There will be 2 days prior to each exam period that will be identified as non-testing days. This is a period of review and exam preparation; therefore, no tests will be given during these 2 days.

Late and Missing Assignments

At WCI it is the expectation that students will submit all required work by the assigned due dates as evidence of their learning. Students who fail to meet a due date and/or deadline for assignment, test or performance task may be *subject to the Completion Policy flowchart on the following page*. Failure to submit this work by the deadline, despite these interventions, will be recorded as incomplete and may result in a loss of credit.

Lateness is an issue of student responsibility and time management, as well as academic fairness. Students are responsible for providing evidence of their achievement of the overall expectations within a time frame established by teacher. As stated in WRDSB Procedure 1660, marks are not deducted for major assignments (i.e., assignments that comprise part of the critical body of evidence for evaluation and reporting purposes) that are handed in late; rather, instances of lateness can be reflected in the student's Learning Skills. Major assignments will be clearly communicated by the course teacher.

Cheating and Plagiarism

It is the expectation that students will submit their own, original work for the purpose of demonstrating their learning. In the event that cheating or plagiarism occurs, the following consequences may be implemented, in consultation with administration, depending on the situation:

School Procedures

1. The student may be required to redo all or part of the assignment or assessment.
2. The student may be required to complete an alternate assignment or assessment.
3. The student's work may be treated as a missed assignment.

There may also be other consequences that are determined to be appropriate (e.g. detention, suspension, loss of board computer and network privileges, loss of access to academic awards and scholarship opportunities). As well, potential disciplinary actions may include suspension. Parents/guardians will be informed about the infraction and the consequences.



School Procedures

Student does not complete task by or on original due date.

Missed Test/Performance Task
(Completed in class)

Missed Assignment
(Completed outside of class)



Student: **Will fill out completion contract, and complete assessment either on the following class or the alternate date as soon as possible due to immediacy of task.**

Student: **Will fill out completion contract and meet with teacher to establish a second due date by which to demonstrate understanding.**

Teacher: **Communicates class policy about missed tests/performance tasks and provides second opportunity to demonstrate understanding.**

Teacher: **Records "I" (incomplete) for the task until work is submitted.**

Teacher: **Records "I" (incomplete) for the task until work is submitted.**

Teacher: **Establishes second due date to demonstrate understanding and communicates the date with the student.**

If student does not complete task

If student does not complete task...



Teacher: **Will communicate with student and parent/guardian that the student missed the test or performance task or has not completed an assignment and the deadline for this task (AER Appendix G 3.3).**

Teacher: **If appropriate, will refer student to REC (IEP only), MARS (Grade 9 Assignments only) or Student Success (Grades 10-12).**



Teacher: **Will refer student to their Vice-Principal and clearly communicate deadline.**



Vice-Principal: **Will review completion contract and administer consequences until missing task is completed by the deadline.**

If student does not complete task...

Students who fail to meet a due date and/or deadline for major assignment, test or performance task will be given an incomplete, which may result in the loss of the credit.

Code of Conduct

Safe Schools: Inclusive Schools and Bullying

WCI is working towards a truly inclusive society. **At WCI we believe all people in our school community have the right to be safe, accepted and included in all aspects of school life.** ALL administration, staff, students and WCI community partners understand that:

- **Bullying is not tolerated.** There will be no bystanders at WCI. Please report all incidents to an Administrator.
- **Differences are celebrated and respected.** Students will reach out to each other in a spirit of empathy, compassion and active listening. Students at WCI will support and care for one another.

| | Action | At WCI We Believe... | Response |
|--|--|---|---|
| Bullying is not tolerated.* | <i>Bullying Includes:</i> physical, verbal, written, Internet (cyber) threats, hurtful words, gossip and intimidation. | <i>At WCI We Believe:</i> All of these actions are hurtful and demeaning, whether they happen to ourselves, friends or those we don't know. | <i>Bullies can Expect:</i> To be reported, to have a discussion with a VP or counselor and have an appropriate consequence with the school and/or with Police involvement. |
| Differences are celebrated and respected. | <i>Celebration and Respect means:</i> Individuals and groups may initiate events, activities and clubs to continue to foster a positive school culture at WCI. | <i>At WCI We Believe:</i> everyone is unique and special and has the right to be themselves and be embraced by the school culture. | <i>Students can Expect:</i> That they can speak to school administrators and staff about their ideas and concerns. We will strive to be open and honest with students and provide information and services to empower them to make healthy decisions. |

*Please see board procedure 6009 online, and WCI's website under Bullying Prevention for more information and a complete school plan.

Digital Citizenship

The Waterloo Region District School Board strives to model and teach the safe, legal, ethical and responsible use of information, technology and resources, and expects all users to embrace the following conditions or facets of being a digital citizen:

- respect yourself;
- protect yourself;
- respect others;
- respect intellectual and technological property;
- protect others;
- Protect intellectual and technological property.

Individuals are responsible for personally owned devices. As digital citizens, this includes, but is not limited to:

- knowing how to activate Wi-Fi on their devices and connect to a wireless service;
- maintaining virus and malware protection on personally owned equipment;
- enabling personal firewall settings on personally owned laptops and/or netbooks;
- disabling any internet sharing settings that would interfere with other users;
- operating in a manner consistent with Character Development and Digital Citizenship goals.

Code of Conduct

You MAY use with your Teacher's Permission

- Digital Calendar
- Laptop for note-taking
- Calculator functions
- WRDBS student email accounts
- Technology for research
- Technology for class discussion
- Earphones for individual work
- Technology in the hallways, cafeteria and library
- Paperless submissions
- Camera functions only for experiments and in class assignments

You MAY NOT use

- Technology that distracts and interferes with others (ie., games, loud music, etc)
- Cell phones during class time
- Instant messaging shorthand in written assignments
- Text messaging, social networking or personal email in class
- Technology to cheat or plagiarize
- Technology to cyber-bully or harass
- Camera functions in private areas: Washrooms, locker rooms or dressing areas, or without privacy permissions

Infractions of the Digital Citizenship and Responsible Use Procedure (RUP)

The Waterloo Region District School Board believes that individuals benefit from access to communication and collaboration services and resources and computer technology. Adults, whether they are staff or students over the age of eighteen, are responsible for their own use of these services. Parent(s) and/or guardian(s) are responsible for encouraging students under age eighteen in the appropriate use of technology in the school.

Violating the RUP may result in:

- restricted network access and/or access to computer technology;
- loss of network access and/or access to computer technology;
- suspension and/or expulsion;
- civil or criminal charges.

Inappropriate personal use, such as but not limited to:

| <i>INCIDENT</i> | <i>CODE VIOLATION</i> | <i>EQUIVALENCE</i> |
|---|------------------------------|--|
| Downloading files that are not for educational purposes (e.g., games, movies and music). | Respect Property | -Theft -Copyright Infringement -Inappropriate Personal use |
| Using Board technological property for personal, political, financial or commercial gain. | Respect Property | -Inappropriate Personal Use -Business Conduct Violation |

Abuses of privacy and personal information, such as but not limited to:

| <i>INCIDENT</i> | <i>CODE VIOLATION</i> | <i>EQUIVALENCE</i> |
|---|--|------------------------------|
| Invading the privacy of individuals, harassing others or personally attacking others with hurtful intent. | Respect Others Protect Others | -Bullying -Risk to Safety |
| Using Board technological property to give out personal information such as home addresses, telephone numbers or credit card numbers. | Respect Yourself Protect Yourself | -Sharing Locker Combinations |
| Sharing or using others' access codes, account numbers, passwords and other authorizations which have been assigned to them. | Respect Others Protect Others | -Sharing Locker Combinations |
| Accessing email services which allow users to maintain anonymity. | Respect Others Protect Others | -Spreading Rumours |

Code of Conduct

Abusive behaviour and defamatory activities, such as but not limited to:

| <i>INCIDENT</i> | <i>CODE VIOLATION</i> | <i>EQUIVALENCE</i> |
|--|--|--|
| Downloading or posting inappropriate comments, defamatory remarks or pictures about the Board, or its schools, students, or staff. | Respect Others | -Bullying -Inappropriate Behaviour -Moral Tone of School |
| Using abusive, offensive, degrading or objectionable language in public or private messages. | Respect Others | -Bullying -Inappropriate Behaviour -Moral Tone of School |
| Establishing or accessing websites, links, postings or email messages which may imply a connection to the Board and are criminal, degrading, defamatory or inappropriate. | Respect Others Respect Property | -Inappropriate Behaviour -Moral Tone of School |
| Sending or receiving messages and/or images that are inconsistent with the Board's curriculum and conduct procedures. These include messages and/or images which are racist, pornographic, dangerous, and obscene, or contain threats of violence. | Respect Others | -Inappropriate Behaviour -Bullying -Moral Tone of School |

Circumventing security and integrity of technology, such as but not limited to:

| <i>INCIDENT</i> | <i>CODE VIOLATION</i> | <i>EQUIVALENCE</i> |
|---|------------------------------|---------------------------|
| Deliberately bypassing or attempting to bypass security provisions implemented by the Board (e.g., content filter, firewall, etc.). | Respect Property | -Inappropriate Behaviour |

Homework

Assignments should be meaningful and support the demonstration of curriculum expectations. Typically, homework is formative work and should not be evaluated, but reported in the Learning Skills.

Staying after School

Students are encouraged to see teachers for extra help and to participate in activities after school. If students remain after school hours they must be under the direct supervision of a teacher.

Lockers

- Students are assigned a specific locker. Students are responsible to use and maintain their assigned locker and should not share their locker or lock with others.
- Lockers are school property and should not be used to store or display offensive or inappropriate materials.
- School lockers are provided for student use and remain the property of the Waterloo Region District School Board.
- Make sure your locker is locked at all times with a combination lock. Do not share the combination with anyone. All lock combinations must be provided to the Main Office.
- Please store valuables and money in your locker, do not take them to classrooms, P.E. areas.
- Report locker malfunction or damage immediately to the Main Office.
- Limit locker visits to before and after classes. Students should carry enough books for the morning or afternoon classes.

Code of Conduct

Textbooks

- Textbooks are loaned to the students at no cost with the understanding that the texts will be safeguarded for the duration of the course. Textbooks are expensive and must be safeguarded from marking, damage, theft, etc.
- Students must return course textbooks to the subject teacher when requested at the completion of the course or at the time of withdrawal from the course or as requested as per school/department policies.
- Textbooks lost or damaged are the sole responsibility of the student to whom the textbook was loaned and appropriate charges will be applied in the case of loss or damage or failure to return textbook(s) when requested.

Cell Phones and Electronic Devices:

- Cell Phones and electronic devices may be used in class ONLY with the teacher's permission.
- **These devices are not to disturb the learning environment of others.**
- **WCI and the WRDSB do not assume any liability for damage and/or loss and/or inappropriate/illegal activity/use on the part of students – these devices are the sole responsibility of their owners.**

Smoking

- Smoking (including e-cigarettes/vaping) is not permitted in any school/Board facility or on Board property. Consequences may include By-law enforcement and/or school disciplinary consequences.
- As a courtesy to our neighbours, students are requested not to smoke or congregate on the sidewalk or any property bordering, or within sight of, WCI.

Skateboarding

It is policy of The Waterloo Region District School Board that skateboards must not be used on school property or at any school-sponsored event. Students are required to leave their skateboards in their lockers upon arrival at school.

Cafeteria

All food and drink will be consumed in the cafeteria, lower foyer, upper foyer, and gym balcony areas with the exceptions being:

- Food may be consumed in teaching areas only in exceptional circumstances when the teacher gives permission.
- The use of reusable water bottles is encouraged in areas where permitted by staff (exceptions include: library, computer labs and equipment based areas).
- Students who require snacks, etc. for medical reasons: Please let your teacher know.

WCI Neighbours

- School-community relations are important to all of us.
- Respect for our neighbours and their private property is an expectation of all.
- Students are requested not to congregate or loiter on sidewalks, nearby properties, or at local businesses.
- Students must act according to the WCI Code of Conduct while in area establishments.

Visitors

- All Administration-approved visitors and board employees must sign for a Visitor Badge in the Main Office while in the building.
- Students are not permitted to bring friends/relatives to school.

Parking

The following areas are reserved for student parking; the lower lot on Hazel Street and the back row of the upper Hazel Street lot.

Code of Conduct

Personal Appearance and Dress

In response to our diverse population and to maintain respect for our learning community, clothing choices must not communicate or infer offensive messages, symbols, inappropriate language, or cause individuals to feel uncomfortable.

If a student is deemed to be wearing inappropriate apparel, they will be given the opportunity to adjust their attire or they will be sent home to change.

Examples of appropriate attire include, but are not limited to, the following:

- Clothing that covers the front and back torso from armpits to fingertips.
- Tops with straps.
- Undergarments which are covered.
- Footwear must be worn at all times. In some cases, such as science labs and tech shops, open-toed shoes may be unsafe. Please follow the specific instructions of teachers in these areas.
- Hats and other headgear are permitted in the school but students will be expected to respect individual teacher classroom expectations.

Examples of inappropriate attire include, but are not limited to, the following:

- Clothing with images, words or pictures depicting or encouraging: sex, sexism, racism, violence, gang symbolism, rude/vulgar language, alcohol or drugs.
- Jewelry and/or accessories that are offensive and/or possibly harmful must NOT be worn to school.

Athletic Code of Conduct

CONDUCT

Student athletes are selected to represent WCI and expected to conduct themselves as positive ambassadors for our school at all times. All students are responsible to the Principal for their conduct at any school event. **It is a privilege to be on a WCI team – not a right.**

ACADEMICS

Players are expected to be conscientious students and good citizens of the school. School work missed because of Athletic activities must be satisfactorily completed. All athletes are required to take a **“full course load”** as defined by the school.

INJURIES

All athletic injuries must be reported to the coach. If warranted, the coach will complete a Risk Management Form – Main Office

TRANSPORTATION

Strict adherence to the rules while on buses or at other schools is expected. Team members must be transported in vehicles arranged by the school unless parent permission forms and appropriate school documentation have been completed.

SPORTSMANSHIP

Good sportsmanship means showing respect to teammates, coaches, opposing teams, officials and spectators. **WCI athletes are expected to display good sportsmanship at all times.**

DRUGS / ALCOHOL / SMOKING

Use of drugs, alcohol and/or tobacco products is forbidden on any school premises and at any school-sponsored event.

Code of Conduct

ATTENDANCE

Excessive absence from any course may lead to the removal from a school team at the discretion of the coach and/or administrator. **In order to play on a given game day, players must be in attendance at school and in class, unless the coach or office has been forewarned of a valid reason.** Students must respect dismissal times in order to optimize use of class time.

FEES

Students must purchase a Student Activity Card, pay an Athletic Fee per season and may pay a Team Fee based upon overall team expenses due to tournament / travel schedule. A deposit may be required for the use of a school uniform. School uniforms must be returned in good condition and washed at the end of the season. **All team fees must be paid in full by the 1ST WCSSAA League game unless other arrangements have been made with the Head Coach.**

ATHLETIC COMMITMENT

Once a commitment to a school team has been made, a player must **honour** their commitment to the team. A player who quits or is removed from a school team after the **1ST WCSSAA Playing Date** or a **Team Commitment Date** determined by the Head Coach of that specific team will be deemed **ineligible** to play on another team for one (1) calendar year from that date.

NOTE:

An exception to this rule may occur if the Coach and the Player in consultation with the PE Head & Administrator mutually agree that the departure of the player is in the best interests of all concerned.

VALUABLES

Players are responsible for the safekeeping of their own valuables during all sport events.

NOTE: The Athletic Code of Conduct has been constructed to assist players, coaches, parents and administration in making WCI's Athletic Program rewarding for all those involved. The guidelines contained in the code are designed to ensure respect and dedication for the Athletic Program and all individuals involved. **Coaches may establish additional requirements, which will be explained to athletes at the beginning of the season.**

Athletic Fees

| Sport | Basic Fee 2017-18 |
|--|----------------------|
| Badminton | \$ 35.00 |
| Basketball (Boys' & Girls') | \$100.00 |
| Cross-Country Running | \$ 5.00 |
| Curling | \$ 60.00 |
| Field Hockey | \$115.00 |
| Football (not included: mouth guard, practice & team jerseys, T-shirts, socks and banquet) | \$135.00 |
| Golf (not included: transportation to/from practices) | \$ 80.00 |
| Hockey (Boys' and Girls') (not included: additional practices, transportation to/from practices) | \$150.00 |
| Rugby (Boys' & Girls') | \$ 55.00 |
| Skiing - Alpine | \$150.00 |
| Skiing - Nordic | \$ 75.00 |
| Slo-Pitch (Boys' & Girls') | \$ 60.00 |
| Soccer (Boys' & Girls') | \$ 70.00 |
| Swimming (not included: additional practices, transportation to/from practices) | \$ 70.00 |
| Tennis | \$ 40.00 |
| Track & Field | \$ 50.00 |
| Volleyball (Boys' & Girls') | \$ 85.00 |

Code of Conduct

Suspension and Expulsion Categories

- The Provincial Code of Conduct, the Waterloo Region District School Board Code of Conduct, the *Education Act*, Ontario Regulation 472/07, Policy Program memorandum (PPM) 128, 141 (programs for long term suspension), 142 (expulsion programs), 144 (bullying prevention) and 145 (progressive discipline), together with the Board's discipline policies and procedures create expectations for behavior, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils.

Progressive Discipline

- Progressive discipline is an approach that makes use of a continuum of preventative actions, interventions, supports, and consequences, building upon strategies that promote positive behaviours. The range of interventions, supports, and consequences used by the Board and all schools must be clear and developmentally appropriate, and must include learning opportunities for pupils in order to reinforce positive behaviours and help pupils make good choices. For pupils with special education and/or disability related needs, interventions, supports and consequences must be consistent with the expectations in the student's IEP and/or his/her demonstrated abilities. Please see WRDSB procedure 6008 on the board's website for full details.

Suspension Categories

- The infractions for which a suspension may be imposed by the principal include:
 - Uttering a threat to inflict serious bodily harm on another person;
 - Possessing alcohol, illegal and/or restricted drugs;
 - Being under the influence of alcohol and/or restricted drugs;
 - Swearing at a teacher or at another person in a position of authority;
 - Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school;
 - Bullying;
 - Any other act considered by the principal to be injurious under the policy of the board (e.g. code of conduct, inappropriate classroom behavior, expulsion related categories, attendance)

Expulsion Categories

- The Principal is required to suspend a student for up to 20 school days if the Principal believes that the student has engaged in an activity for which the student might ultimately be expelled by the school board. This suspension provides for the removal of the student from the school while allowing the Principal to investigate the incident and decide whether to recommend to the board that the student be expelled.
- The infractions for which a Principal may consider recommending to the Board that a pupil be expelled from the pupil's school or from all schools of the Board include:
 - Possessing a weapon, including possessing a firearm or knife;
 - Using a weapon to cause or threaten bodily harm to another person;
 - Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
 - Committing sexual assault;
 - Trafficking in weapons, illegal or restricted drugs;
 - Committing robbery;
 - Giving alcohol to a minor;
 - Bullying, if:
 - The student has previously been suspended for engaging in bullying, and
 - The student's continued presence in the school creates an unacceptable risk to the safety of another person.
- Any activity listed under the suspension categories that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical

Student Discipline

disability, sexual orientation, gender identity, gender expression, or any other similar factor (e.g. socio-economic status, appearance)

- Any other activity that, under a policy of a board, is an activity for which a Principal must suspend a pupil and, therefore in accordance, conduct an investigation to determine whether to recommend to the board that the pupil be expelled.