

WALKERVILLE COLLEGIATE INSTITUTE and Centre for the Creative Arts

2100 Richmond
Windsor, Ontario
N8Y 1L4

2023-2024 STUDENT HANDBOOK



School Phone: (519) 252-6514

Attendance/Absence ReportingPress #1
Guidance/Student Services Dept.Press #2
WCCA Dept.Press #3
STEPS Program Dept.Press #4
Learning Support/Student SuccessPress #5

Or '0' for an Attendant

Fax: (519) 252-3404

Website: <https://www.publicboard.ca/en/walkerville/index.aspx>

Mr. J. Canty, Principal
Ms. J. LePage-Kljajic, Vice-Principal

This agenda belongs to:

NAME: _____

ADDRESS: _____

CITY/TOWN: _____

POSTAL CODE: _____ PHONE: _____

FROM THE ADMINISTRATION

Walkerville Collegiate Institute - Reaching Our Potential

Welcome to Walkerville Collegiate Institute! Taking our school motto, “Nil Sine Labore” (Nothing Without Work) to heart, our incredible staff is dedicated to providing an exceptional learning environment for you. In addition to providing a variety of Ontario Secondary School curriculum courses, we offer:

- Specialist High Skills Major Programs in Arts and Culture; Health and Well Being; and Science and the Environment
- Cooperative Education
- Walkerville Centre for the Creative Arts (W.C.C.A.)
- Skills To Enhance Personal Success (S.T.E.P.S.)

We are also very excited about all of the wonderful extra-curricular activities that will be available for you this school year. We certainly encourage you take the opportunity to participate in many of them.

Inside this student handbook, we have provided key information that will help to ensure your success as a Tartan. It contains essential information that will assist you in having a successful academic year with respect to our school’s expectations, policies, and procedures including: the Attendance Policy, the Code of Student Behaviour, and the Evaluation and Promotion Policy. Please take the time to review this information with your parents/guardians. It is important that everyone understand our expectations. This student handbook also contains a calendar with important dates that you will need to be familiar with. Please use this handbook to organize your homework assignments, tests, exams and activities.

We look forward to meeting you and having the opportunity to learn together throughout the school year.

Sincerely,

Walkerville Collegiate School Administration

MESSAGE FROM AGORA

We look forward to an exciting year of academics, athletics, arts and school spirit. Walkerville is more than just a school. It is a caring community that values honesty, integrity and hard work. Student Council (Agora) is excited to help create opportunities to have fun and be proud of our school. This year Agora will focus on special initiatives to welcome Grade 9 students into our learning community. If you have any questions about our school, please ask the AGORA representatives who will be happy to assist you. Let’s work together to make 2023-2024 the best year yet.

Prime Minister	Emma Wheatley
Deputy Prime Minister	Oliver James LePage
Minister of Arts	Morgyn Lau
Minister of Athletics	Saddam Usman
Minister of Equity and Inclusivity.....	Nico Lunansky
Minister of External Affairs.....	Fareedah Usman
Minister of Finance	Butta Adem
Minister of Mental Health.....	Ava Murray
Minister of Public Relations.....	Fiona Duong
Minister of Spirit	Ruby Rivington

EXTRA-CURRICULAR ACTIVITIES AND CLUBS

Walkerville Collegiate Institute offers every student an opportunity to participate in clubs, teams and committees. These activities offer Walkerville students the opportunity to grow both physically and socially. Below is a list of some of the activities in which you can get involved. For more information, please refer to the Extra-Curricular Policy in this handbook.

Badminton	Drama	Social Justice
Baseball	Earth Links	Soccer
Basketball	Golf	Student Parliament
Blood Donation	GSA	Tech/Stage Crew
Breakfast Club	Math Contest	Tennis
Chess	Pluralist	Track and Field
Cross Country	Prom Committee	Tutoring
		Volleyball

Note: If there is an activity you do not see listed but would like to try, please see the Principal, Vice-Principal or Student Parliament about it.

STUDENT SERVICES

Principal:

Mr. J. Canty

Vice-Principal:

Ms. J. LePage-Kljajic

DEPARTMENT HEADS

Guidance	Mrs. A. LaPorte
Arts (minor)	Ms. A. Sands
Business/Family Studies/Coop/ Canadian and World Studies	Ms. K. Baker
S.T.E.P.S.	Mr. M. Behm
English	Mrs. E. Ross
Mathematics	Ms. J. Caille
Physical Education	Mr. C. Cetra
Science	Ms. P. Alexander
WCCA	Mrs. L. Rivait
Languages (minor)	Mr. R. Wellington
Learning Support Teacher(s)	Ms. H. Zacca
Student Success Teacher	Mrs. L. Pajot / Ms. S. Ellwood
Child and Youth Worker	Ms. A. Abbott
	Ms. D. St. Andrews / Ms. C. Musson

WALKERVILLE SCHEDULES

The school day begins at 9:00 a.m. and ends at 3:00 p.m. Early morning WCCA classes begin at 7:40 a.m. Regular attendance and punctuality are habits and qualities that are important in any work environment. It is also a legal requirement for students attending school. It is the student's responsibility to report to class on time, ready to learn with all appropriate materials (i.e. pencils, pens, calculators etc.) and books (i.e. textbooks, notebooks etc.). Below are the bell schedules at Walkerville Collegiate Institute:

SCHOOL SCHEDULE

7:40 - 8:55	Expanded Art
8:55	Warning Bell
9:00 - 10:20	Period 1
10:25 - 11:40	Period 2
11:40 - 12:20	Lunch
12:25 - 1:40	Period 3
1:45 - 3:00	Period 4

PLC WEDNESDAY SCHEDULE (On Pause)

7:40 - 8:55	Expanded Art
8:55	Warning Bell
9:00 -10:05	Period 1
10:10 -11:15	Period 2
11:15 – 12:00	Lunch
12:05 – 1:10	Period 3
1:15 - 2:20	Period 4
2:20 – 3:00	PLC - Staff

CHARACTER DEVELOPMENT



The Character Development Initiative focuses on developing the whole student as a learner, an individual, and an active member of the school and broader community. The concept of character development is rooted in the belief that parents, schools and communities share in the responsibility for, and the benefits of, the development of our young people as caring, empathetic and involved citizens.

The Character Development Initiative challenges students to think critically about their world, anticipate problems, contribute to solutions, and develop higher levels of social responsibility, and develops the skills necessary for mediation and conflict resolution.

This initiative involves all members of the school and community in developing the knowledge, skills, attitudes, and behaviours that students require to become caring and socially responsible members of society and affirms the importance of respect in Ontario schools.

Character development must be a whole school effort with the expectation that all members of staff are committed to its effective implementation and will model, teach and expect demonstrations of the attributes in all school, classroom and extra-curricular activities.

Students have the opportunity to become involved in many clubs, committees and activities at Walkerville Collegiate Institute which promote the character development traits that the school community believes to be important for success. Some examples of activities:

- Working with the Red Cross gives students a chance to donate blood and tap into possible opportunities for volunteer work;
- The Relay for Life event which has raised over \$11, 000 for cancer research;
- Committees such as Gender, Sexuality Alliance and Social Justice which teach students about fairness, acceptance and respect;
- The Safe School Committee which works on making the school welcoming and safe for students, staff and visitors;
- Earth Links is a club that is focused on improving the school environment;

SCHOOL OBJECTIVES

In addition to strong academic skills in all subject areas, the staff at Walkerville Collegiate Institute is committed to ensuring that all students, upon leaving school, will have developed:

- a feeling of self-worth that will help them to understand their place in the family and in society;
- those skills that will be of lifelong use in becoming an individual who is capable of dealing with the practical problems of life;

- the attitudes and skills that will prepare students for a satisfactory life in their post-secondary endeavours;
- the characteristics of good citizenship including a respect for authority, good behaviour, self-discipline and an ability to get along with others;
- a respect for the customs and cultures of others;
- good study and work habits;
- a sense of responsibility to deal with all levels of life in our world;
- a strong feeling of self-respect and respect for the life, well-being, and property of others;
- an understanding of the dangers of substance abuse, including drugs and alcohol; and
- a set of values that will fit into all aspects of society.

CODE OF CONDUCT

Walkerville Collegiate Institute adopts as its Code of Conduct, the Code of Conduct for the Greater Essex County District School Board. All participants involved in the Greater Essex County District School Board - students, parents or guardians, volunteers, visitors, teachers, and other staff members - are included in this Code of Conduct whether they are on school property, on school buses, at bus transfer points, at school-authorized events or activities, or in other circumstances where engaging in the activity will have an impact on the school climate. All persons are responsible to the school principal or his/her designate, with regard to conduct, on or off school property, which has a harmful effect on the school, its participants or the school climate.

Purposes of the Code

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol and illegal drugs.

Standards of Behaviour

Respect, Civility, and Responsible Citizenship

All members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- refrain from swearing at teachers or other adults in positions of authority.

Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;

- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Roles and Responsibilities

School Boards

School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- review these policies regularly with students, staff, parents, volunteers, and the community;
- seek input from school councils, their Parent Involvement Committee, their Special Education Advisory Committee, parents, students, staff members, and the school community;
- establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Principals

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to academic excellence in a safe teaching and learning environment;
- holding everyone under their authority accountable for his or her behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating on a regular basis with all members of the school community.

Teachers and Other School Staff Members

Under the leadership of their principals, teachers and other school staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, & community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, & members of the community;
- prepare students for the full responsibilities of citizenship.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time, and ready to learn;
- shows respect for himself or herself, for others, and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- complies with established rules and takes responsibility for his or her actions.

Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with school personnel;
- help their child arrive on time, dressed appropriately, and prepared for school;

- ensure their child attends school daily;
- promptly report their child's absence or late arrival to the school;
- show they are familiar with the Provincial Code of Conduct, the Board's Code of Conduct, and district school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

STUDENT SERVICES

Our **Guidance Counsellors** are ready to assist students with individual counseling regarding effective study habits, course selection, timetable concerns, accumulated credits and graduation requirements. Information related to Colleges and Universities, scholarships, awards and bursaries as well as career exploration activities are also available to students. Our guidance counsellors are also available to help students understand and deal with personal issues. Referrals to our school social worker, psychologist or Learning Support Teacher as well as community support groups and agencies are made through our guidance counsellors.

Our **Learning Support Teachers** (LST) assist students who have been identified by either the Special Education Conference Committee (SECC) or by an IPRC (Identification, Placement and Review Committee) and require additional educational supports. Contact may be initiated by the LST or the student but it is the responsibility of the student to access the Learning Support Teacher for assistance as needed. The LST is responsible for writing the Individual Education Plan (IEP) for all IPRC'd students. The LST also collaborates with classroom teachers to ensure appropriate accommodations are put into place that will support students in meeting with improved academic success.

Our **Student Success Teacher** (SST) works in conjunction with the School Administration, Learning Support Teacher, Guidance Counsellors, Teaching Staff and other Support Staff in the development of a school culture that is supportive of all adolescent learners and the program pathways they want to pursue. Our Student Success Teacher develops and implements the necessary school (Family of Schools) based strategies and mechanisms so as to provide all students with the opportunity and experience for a successful outcome in their education.

PROGRESSIVE DISCIPLINE POLICY

The teacher, in collaboration with administration, as appropriate, may utilize early and/or ongoing intervention strategies to address unsafe or inappropriate behaviours. These may include:

- Review of expectations;
- Phone or mail contact with student's parent(s)/guardian(s);
- Verbal reminders or written reminders to student;
- Written work assignments, that have a learning component, addressing the behaviour,;
- Assigning the student to volunteer services in the school community;
- Conflict mediation, conflict resolution, and/or restorative practices;
- Peer mentoring and/or peer mediation;
- Referral to behavioural support programs;
- Reward incentive system;
- Tracking and/or monitoring programs;
- Time Outs;
- Counselling by Vice-Principal and/or Child and Youth Care Worker;
- Referral to Student Success teacher and/or Learning Support teacher;
- Referral to counseling, as applicable – guidance, social work, psychology, mental health and addictions;
- Referral to community agencies;
- Positive Behaviour Management Plans; and/or consultation

Addressing Inappropriate Behaviour

If a student has displayed inappropriate behaviour, the principal or vice principal may utilize a range of interventions, supports, and consequences that are (1) developmentally appropriate, and (2) include opportunities for students to focus on improving their behaviour.

Inappropriate behaviour includes any behaviour that disrupts the positive school climate and/or has a negative impact on the school community. Inappropriate behaviour may also include, but is not limited to, one of the following infractions for which a suspension may be imposed:

1. Any act considered by the principal to be injurious to the moral tone of the school;
2. Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community; and
3. Any act considered by the principal to be contrary to the Board or school Code of Conduct.

If a student has engaged in inappropriate behaviour, the principal or vice principal may choose to use a progressive discipline strategy to address the infraction.

Interventions may include, but are not limited to:

- Contact with the student's parent(s)/guardian(s) and/or teacher;
- Meeting with the student's parent(s)/guardian(s), student, and administration;
- Referral to school or Board counseling services;
- Referral to a community agency;
- Detentions;
- Time Outs;
- Logical consequences;
- Written or Verbal Apologies;
- Behaviour Plans and/or Contracts;
- Tracking and/or monitoring program
- Withdrawal of privileges;
- Supervised withdrawal from class;
- Re-integration program;
- Restitution for damages;
- Consultation;
- Suspension (subject to mitigating circumstances); or
- Recommend Expulsion (subject to mitigating circumstances).

Attendance Procedures

We require a call, or an EDSBY "planned absence", from parent/guardian or adult students for all absences, on or before the day of the absence. An electronic EDSBY excuse slip will be documented. If a student leaves school during the day, we require a call, or an EDSBY "planned absence", granting excusal. This must be completed by 9:00 a.m. on the day of the excusal. A student leaving school for any other reason during the day must report to the Attendance Office before leaving school so that a parent/guardian can be contacted.

Late For School Policy

If a student is late for the beginning of the school day, he/she will report to class. On the 6th late the student will be sent to the Attendance office for a late slip to gain admittance to class. This includes every late thereafter. Late 6,7,8 in a single course will result in a detention.

If a student is late for periods 2, 3, or 4 the student will report to the Attendance office for a late slip to gain admittance to class. Persistent lateness (late 9+ in a single course) will result in progressive discipline up to and including contact with your parents and may result in suspension. Repeated non-compliance with attendance and late procedures is defiance of school rules which are necessary to operate a safe and orderly school.

Detentions

Detentions are the most common form of consequence administered by teachers and school administration.

- Detentions can be assigned for any violation of the Code of Conduct and Rules.
- Detentions assigned by the Main Office are served each day in a designated space at a designated time.
- Extra-curricular activities **do not** constitute a reason for missing an assigned detention.

Escalated consequences will be issued for missed detentions.

- Repeated examples of missed detentions will result in suspension from school for progressively longer periods of time.

Assignment to In-School Withdrawal Room

These are the second most common form of consequence and are used instead of suspension whenever possible. Students are sent to a designated space and supervised by a teacher. In this space, students may be required to complete a suspension package outlining the behaviour and a plan for improvement. They will also be required to complete their assigned class work. Once all work is complete they must read. **Students must behave and follow direction while in this space or they will lose the opportunity to remain at school, and will be subject to suspension.**

Suspension

A principal/vice principal **shall consider** whether to suspend a student if he/she believes that the student has engaged in any of the following activities while at school, on the way to or from school, at a school-related activity, **or any other circumstances where engaging in the activity will have an impact on school climate:**

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol or illegal drugs.
3. Being under the influence of alcohol.
4. Swearing at a teacher or at another person in a position of authority.
5. 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.
6. Bullying.
7. Any another activity that is an activity for which a principal may suspend a student under a policy of the board.
8. Any act considered by the principal to be injurious to the moral tone of the school;
9. Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community including Bullying and Cyberbullying (Bullying is typically a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.
10. Any act considered by the principal to be contrary to the Board or school Code of Conduct.

During a suspension, students are **not permitted** to enter the school building or come onto the school property for any reason. In addition, the student may not attend any school-related activities, functions or events even if he/she was expected to participate in these activities. Violation of this policy may result in further consequences.

Suspension Pending Expulsion

The principal may consider recommending to the Board that a student be expelled if he/she believes that the student has engaged in activities while at school, at a school-related activity, or in any other circumstances where the activity has a negative impact on the school climate. The enumerated activities are:

1. Possession a weapon, including possessing a firearm,
2. Using a weapon to cause or to threaten bodily harm to another person;
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
4. Committing sexual assault
5. Trafficking in weapons, illegal and/or restricted drugs
6. Committing robbery;
7. Giving alcohol to a minor;
8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or the physical or mental well-being of others
9. A pattern of behaviour that is so inappropriate that the student's continued presence is injurious to the effective learning and/or working environment of others;
10. Activities engaged in by the student on or off school property that cause the student's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board;
11. Activities engaged in by the student on or off school property that have caused extensive damage to the property of the Board or to goods that are/were on Board property;
12. The student has demonstrated through a pattern of behaviour that he/she has not prospered by the instruction available to him or her and that he/she is persistently resistant to making changes in behaviour which would enable him or her to prosper; or
13. Any act considered by the principal to be a serious violation of the Board or school Code of Conduct.

The principal will also contact the police consistent with the Police-School Board Protocol if the infraction the student is suspected of committing requires such contact.

Exclusion

A Principal may exclude students from attending school and all school related activities. Under section 265 (m) of the Education Act, it is the duty of the Principal of a school, in addition to the Principal's duties as a teacher:

- Subject to an appeal to the Board to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the Principal's judgment be detrimental to the physical or mental well-being of the pupils.

Student Search Policy

To maintain proper order and discipline in the school, the Principal and/or Vice-Principal, who has reasonable grounds to do so, may conduct a search of a student's clothing, possessions or any area (desk, locker, backpack etc.) where his/her possessions may be stored.

DRESS CODE POLICY

Note: This policy will be reviewed each school year

Students are expected to dress in a responsible and respectful manner.

The Dress Code has been developed by a committee of students, parents, and teachers and is reviewed annually. Students are expected to take pride in their appearance by dressing in a clean, neat, and appropriate fashion, conducive to an academic environment.

1. While the selection of clothing worn at school is the responsibility of parents and students, the **school administration reserves the right of final decision concerning the appropriateness of dress and appearance for school.**

2 .P.E. Uniforms may be purchased to be worn in physical education classes. Specific situations such as labs, shops, etc. may require additional regulations which students will be informed of by their teachers.

3 .Students are expected to wear clothing (and jewelry) appropriate for school activities where appropriate is defined as: Free of inappropriate language and/or graphics (weapons profanity; vulgarity; remarks/images which are discriminatory, derogatory, or offensively suggestive; advertising for products which are illegal for minors to purchase). Jackets, backpacks and other school bags are not permitted in any classroom. Hoods are not permitted in school. This is a safety matter.

For Health and Safety reasons shoes must be worn at all times.

All students are expected to comply with the school dress code, as defined, on school grounds or while participating in school functions. Infractions of the dress code will result in students being asked to cover/remove the inappropriate attire. Repeat offenses will result in parent contact and or progressive discipline.

PERSONAL COMMUNICATION AND COMPUTING DEVICES POLICY

The Greater Essex County District School Board recognizes that personal communication and computing devices such as cellular phones, SmartPhones, laptops, Netbooks or other electronic communication and computing devices have value and can be used effectively to support learning. However, within the confines of the school environment, their use has the potential to be disruptive when it undermines the integrity of an individual's right to privacy, adversely affects the quality of teaching or learning, and/or interferes with the safe and efficient operation of the school.

Student Use

- 1) Students who choose to bring personal communication and/or computing devices to school do so with the understanding that:
 - i) Personal communication and computing devices that are brought to school are the responsibility of the owner. The GECDSB and/or the school are not liable for damage, loss or theft of the device or data that is stored on the device.
 - ii) Personal communication and computing devices are to be off during instructional time unless their use has been approved by a staff member;
 - iii) Personal communication and computing devices may not be used at any time where individual privacy must be protected such as washrooms, locker or change rooms.

- iv) Personal communication and computing devices are not to be used during a curriculum assessment or evaluation (test or examination) unless expressly permitted by a staff member, or outlined in a student's I.E.P.
- 2) Students will be subject to school discipline, suspension, expulsion and/or police involvement, as per the school and board policy relative to the Code of Conduct. Consequences for the inappropriate use of personal communication and computing devices by students shall include: a verbal warning, parent/guardian contact, confiscation of communication device, detention(s), suspension(s), expulsion, referral to Police.

Computer use: The use of computers is a privilege granted by the board for educational purposes only. In order to access the GECDSB's computer system at Walkerville, a "Student Acceptable Use Contract" must be signed by both the student and his/her guardian or designate. All Internet use is monitored by staff. It is recommended that students purchase a USB memory key/flash drive to save their computer work/assignments.

You may NOT:

- Download games or software onto our system;
- Use another student's login/password;
- Use computers to play games or chat;
- Access 'inappropriate' websites or blocked websites (Facebook, Instagram, Snapchat, etc.);
- Bypass security on the school's network by using proxy servers;
- Store music or pictures on the network;
- Consume food or beverages while at a computer.

Misuse of computers will result in the loss of computer privileges. Persistent misuse will result in permanent removal from the system.

Cafeteria food and drink: In an effort to maintain a neat and sanitary school environment, all food, snacks and beverages are to be consumed in the cafeteria, outside, or in designated eating areas. After eating, students are expected to clean up and dispose of their garbage in a responsible manner. Failure to comply may lead to such consequences as helping to clean the cafeteria, detentions and suspensions from school.

Change of address, telephone number or emergency contacts: Students that have a change of address, telephone number or emergency contact must be diligent in reporting this information to the Main Office.

Coats, jackets, bags and backpacks: Coats, jackets, bags and backpacks are to be stored in assigned lockers and are **NOT** permitted in classrooms, as they are considered safety concerns. Students who fail to comply with this rule may be issued consequences and/or sent to the office to speak with administration.

Detentions: A lunch detention may be assigned for Code of Conduct violations by school administration. Detentions are to be served during the lunch period without exception. While in the detention space, students are **not permitted** to use their electronic devices. They are to sit quietly and complete school work. Failure to serve a detention WILL lead to further disciplinary action.

Extra-curricular Activities: To be eligible to participate in any extra-curricular activity, you must be in regular attendance, and **must be** present for all classes on the day of the activity/event. You must also be in good standing with regard to your academics, daily attendance, and behaviour. Appeals for exceptional circumstances must be made directly to administration.

Fundraising Events: Any fundraising event such as a bake sale, pizza sale or ticket sale must be approved by the principal. Requests to hold a fundraising event must be submitted in writing to the principal at least two weeks prior to the event.

Gym Use: Students **MAY NOT** access the gymnasium or weight room without direct teacher supervision.

Hallways: Students are expected to be courteous, timely, and appropriate when walking from class to class. To maintain the best learning environment possible, students are not to congregate or sit in hallways during class time. Except in designated areas, food, snacks or drinks are prohibited in the hallways and in classrooms.

Horseplay, play fighting, pushing, shoving etc.: All students have the right to be treated with courtesy and respect in a safe, enjoyable learning environment. All instances of horseplay, play fighting, pushing, shoving etc. must be reported immediately to the nearest teacher/adult or the main office. Students involved in such behaviours risk disciplinary action.

Leaving Class: Students are not permitted to be absent from assigned classes without permission. Students who are permitted to leave the room must sign out. A sign out book will be available in every classroom.

Please note the following:

- Missing classes to study, skipping assemblies or activity days is not allowed, even with the permission of parents.

Leaving School: Other than during the lunch period, students **are not** permitted to leave the school during the day without permission from a parent/guardian, **and** signing out with the attendance secretary in the office. If a student needs to leave school during the day and a parent/guardian has not verified the excusal prior to 9:00am, he/she is required to report to the ATTENDANCE office so a parent/guardian can be contacted. An excusal slip will be issued and **MUST** be presented to the teacher of the class the student is leaving. If a student becomes ill during the school day, they must report to the main office for assistance. If a student leaves at lunchtime, a parent/guardian must contact the school immediately to acknowledge their child's absence and indicate the reason he/she is not returning.

Please note the following:

- If a student has signed out from class/school and has returned on the same day, he/she **must** sign back in at the ATTENDANCE Office before reporting to a classroom.
- Students **are not** to use their cell phones to contact parents/guardians for permission to be excused from school. Office staff **must** communicate directly with **ALL** parents/guardians in order to be properly excused and permitted to leave the premises.
- Students who are signed out must leave school property; students are not permitted to loiter around the school or school property if signed out.

Lockers: Each student will be assigned a locker for his/her individual use. Lockers are sold in the main office to students at cost. Students **must** use a school lock. Lockers are to be used to store personal property and school-related materials and should be **kept locked** at all times. To ensure safety, it is important that students DO NOT reveal their combination to anyone. Students are responsible for maintaining both the inside and outside of their lockers and will be held responsible for any damages and/or graffiti. Changes to locker assignments may be made with permission from school administration. The school does not assume responsibility for personal property that is lost or stolen. School administration reserves the right to search any locker at any time when deemed necessary to ensure safety.

Lost and Found: Articles which have been found are to be taken to the Main Office where they can be claimed by the owner. The school assumes no responsibility for lost or stolen items. Students are encouraged to keep all valuable items at home.

Photographic and Video Recording Devices: The use of any photographic or video recording devices is prohibited, except when approved for classroom use as determined by the school or Board. This includes cell phones. Recording for school must be approved by the teacher and/or administration. All recordings are to remain the property of the school and ARE NOT to be released to the public without permission from administration and the proper media release forms being signed.

Paged to Office: Students who are paged to the Office must report as directed. Failure to report is a serious offence and may result in disciplinary action.

Skateboards, Roller Blades, and Trick Bikes: Skateboards, roller blades, and trick bicycles are not to be used on school property at any time.

Smoking: Policies of the GECDSD and the Province of Ontario (The Tobacco Control Act) do not permit smoking/vaping on school property, at school sponsored events, OR as students move between classes. Students caught smoking/vaping on property or between classes will be subject to suspension.

Snow and Snow Balls: Serious injuries can happen when students throw snowballs or loose snow. Students who throw loose snow or snowballs may be suspended from school.

Staff Inquiries: Students are not to access the staff mailboxes, work areas or lunch areas at any time throughout the day. Students who wish to contact a teacher should seek assistance from the Main Office.

Student Walkers: Students who walk to and from school are expected to display courtesy to our neighbours by respecting their privacy and property. Please do not litter, loiter or take shortcuts through their yards. For safety reasons, and out of respect for our neighbors, students are asked NOT to congregate on the adjacent private properties around the school.

Automobiles and Parking: Due to limited space, students are NOT permitted to park in the school parking lot. Parking is available on neighborhood streets. Vehicles that are parked in the school lot may be towed at the owner's expense.

Study Periods: Students with study periods are to spend their time on school work in the library, cafeteria or off school property. Students are not permitted to wander hallways or interrupt classes during their study periods.

Textbooks/Library Books/Team Uniforms: Textbooks are provided for courses free of charge. All textbooks are bar coded prior to their distribution, therefore assigning ownership of the material to individual students for the duration of the course. The assigned textbook must be returned in good condition with the barcode intact at the end of the semester. Defacing a textbook in any way, including removing the barcode, will result in the student being charged with the replacement cost of the book. Any unreturned or lost textbooks and/or library books will also result in a replacement charge. Failure to return library books upon the due date will result in the assessment of a late fee.

School uniforms are loaned to students for use in interschool athletic programs. Uniforms are to be washed and returned to coaches in a timely fashion at the conclusion of each activity schedule. Failure to return outstanding items will result in being responsible for replacement costs.

Telephone: A courtesy phone is available for students to use in the Main Office. Please ask office staff for permission to use the phone prior to placing a call.

Visitors and Trespassing: Only students who are registered at Walkerville Collegiate Institute, their parents/guardians, and employees of the Greater Essex County District School Board are permitted to access the school premises and surrounding grounds. **ALL visitors** must report to the Main Office, obtain permission from school administration, and wear a visitor's pass while on school property. Individuals without permission risk being charged with trespassing. Any person found without a visitor's pass will be immediately reported to the Main Office.

RESOURCE CENTRE/LIBRARY

The Resource Centre/Library at Walkerville Collegiate Institute offers a wide variety of best-selling paperbacks, hardcover fiction, non-fiction, and reference books. Students are to return all borrowed books and/or materials on or before the assigned due date in order to avoid a fine. Students will be held financially accountable for lost and/or damaged books or materials.

Students are expected to work quietly while in the Resource Centre/Library. While some interaction may be necessary to assist with the learning process, students are encouraged to remain conscientious of others. Students who fail to respect one another or the rules of the resource centre/library will not be permitted to remain in the space.

The computers in the resource centre/library are available to complete school-related assignments. All students are required to fill out and sign an Acceptable Computer Use Form. Students who use computers in an unacceptable manner (i.e. chat rooms, computer games, inappropriate websites etc.) may be disciplined or lose the privilege to use school computers for an extended period of time.

Individual students coming from class must present a signed library pass to the resource centre/library staff upon arrival. The same slip will be signed and returned to the student to present upon returning to class.

ASSESSMENT, EVALUATION, GRADING, REPORTING and PROMOTION

Our assessment, evaluation, grading, reporting and promotion policy supports our Board's Shared Beliefs and Understandings.

COURSE INFORMATION SHEET: At the start of each semester, students will receive a Course Information Sheet (CIS) from each of their subject teachers. The CIS will provide an overview of the course, highlighting what students will learn and how they will be assessed and evaluated.

COURSE CHANGES: Students are asked to review their course selections carefully prior to the beginning of each semester. Once students have made the decision to take a course, it is their responsibility to adhere to the timetable for the full semester.

HOMEWORK: Homework is assigned to allow students the opportunity to practice skills/techniques learned during class, and affirm understanding of key concepts. While it is the responsibility of the school to provide appropriate and relevant homework, it is the student's responsibility to make certain that he/she understands what is required and that the assigned work is completed on time and to the best of his/her ability. In general, students in Grades 9 and 10 should average between 1 to 1.5 hours of homework per night. Students in Grades 11 and 12 should average between 1.5 and 2 hours of homework per night. On some occasions such as a night before a test or the weekend before a major assignment is due, the homework load could be heavier.

EVALUATION INQUIRY: Students have the right to inquire when they believe that their work has not been accurately evaluated. Generally, all questions/concerns are to **first** be brought to the attention of the teacher, then proceed to the Department Head, and lastly be discussed with administration if not resolved.

GRADUATION: Graduation will be held in June of each year. Students with 26 credits at the start of Semester 2 will be deemed eligible to graduate. This will be considered their graduation year. Extenuating circumstances will be considered by school administration.

OVERDUE (LATE) EVALUATIONS: It is the student's responsibility to communicate with their teachers and submit all work in a timely manner. Mitigating circumstances may allow for teachers to accept late and/or incomplete assignments for assessment/descriptive feedback, but habitual neglect of duty will result in student success or administrative intervention.

MISSED EVALUATIONS: Students who miss an evaluation due to extenuating circumstances are encouraged to meet with their teachers to discuss the situation.

CHEATING AND PLAGIARISM: Students must be made aware of and held accountable for academic honesty. It is academically dishonest to take credit for any work, fact or idea that is not your own, or allow others to do so with your work. Academic dishonesty is an offence for which serious consequences may be imposed.

PROGRESS REPORT CARDS: Students will receive progress report cards mid-term during each semester. These reports will be issued directly to students and will be based on each teacher's overall perception of progress to date with regards to meeting course learning goals and curriculum expectations. The primary purpose of progress reports is to assist students, parents/guardians and teachers in planning appropriate courses of action to assist students in meeting with academic success.

STUDENT'S FINAL GRADE: The calculation of a student's final grade will be based on evidence of actual achievement of the curriculum expectations. A credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course will be determined as follows:

- Seventy percent (70%) of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent (30%) of the grade will be based on the Final Summative Evaluation in the form of an examination, performance, essay and/or other method of evaluation suitable to the course content and administered towards the end of the course. This may be assigned during the last 3-4 weeks of the semester in each course. Exemptions from the 30% Final Summative Evaluations are not permitted.

PROVINCIAL ACHIEVEMENT LEVELS: Teachers, parents/guardians can be confident that students who are achieving at Level 3 (70-79 %) are well prepared for work in the next grade or the next course.

Grade Range	Level	Summary Description
-------------	-------	---------------------

80-100%	Level 4	A very high to outstanding level of achievement. Achievement is <u>above</u> the provincial level
70 – 79 %	Level 3	A high level of achievement. Achievement is <u>at</u> the provincial standard.
60 - 69 % %	Level 2	A moderate level of achievement. Achievement is <u>below</u> , but approaching the provincial level.
50 - 59 %	Level 1	A passable level of achievement. Achievement is below the provincial standard
Below 50%		Insufficient achievement of the curriculum expectations. A credit will not be granted.

PROVINCIAL REPORT CARD: Two Provincial Report Cards will be issued each semester: one approximately mid-way through the semester, and the other shortly after Final Summative Evaluations.

FULL DISCLOSURE: Full disclosure means that a formal record will be kept every time a course is taken in Gr. 11 or 12 regardless of the final mark (Ontario Student Transcript). In order to avoid a course and mark showing on a student's transcript, withdrawal from the course must occur in accordance with school procedures and within five instructional days from the issuance of the mid-term Provincial Report Card.

SUMMER SCHOOL: Students can upgrade courses at summer school provided the regular school marks are high enough (35% +) and that all requirements for the course including writing the Final Summative Evaluation have been met. Students can also earn a full credit course at summer school provided they have the necessary pre-requisite course. Applications for summer school are available in the Student Services Office. Meeting summer school deadlines is the responsibility of the student.

SPECIAL PROGRAMS

Skills to Enhance Personal Success (S.T.E.P.S):

This program is designed to assist developmentally challenged students in learning to live as independently as possible. In addition to classroom work, students are involved in work experience and visits to the community.

The Walkerville Centre for the Creative Arts (W.C.C.A):

Walkerville Collegiate Institute is the home of the Walkerville Centre for the Creative Arts. Students from across the city, who qualify and successfully audition, can obtain credits in the following areas: animation and media, drama, ballet, modern and jazz dance, visual arts, vocal music, and all types of instrumental music. Students who complete four to eight credits in the Arts may be eligible for Arts Majors and Minors Certificates, and Fine Arts Majors and Minors Certificates. Also, annual awards and bursaries are available to W.C.C.A. graduates.

Specialist High Skills Major (SHSM):

Walkerville provides students with access to three separate Specialist High Skills Major programs for the coming year. Students who complete a SHSM will receive a special seal on the High School Diploma, and will have an official record of the skills, certifications and training they have received. If students in Grade 9 or 10 have a special interest in Arts and Culture; Health and Well-Being; or Science and the Environment, they are encouraged to see the appropriate Dept. Heads or Guidance for further information.

EXTRA - CURRICULAR ACTIVITY POLICY

The Greater Essex County District School Board values the important role that extra-curricular activities play in the development of our students. Activities provided by our schools are meant to complement and enhance the academic program so that all students have an opportunity to enjoy a well-rounded educational experience. Extra-curricular programs are a privilege for students to enrich their school lives.

Students who wish to participate in extra-curricular activities are subject to the expectations and standards outlined in the new Greater Essex County District School Board policy and that of any policies, expectations and standards found within the governing sport bodies: WECSSAA, SWOSSAA and OFSAA. The criteria for eligibility in extra-curricular activities include the following three areas:

Academics: Although there is not a set average to determine eligibility, it is expected that all student participants strive towards academic excellence. School administration will review the eligibility of any student failing 1 or more courses. IPRC and SECC students may be exempted by the Principal. Reviews will be held prior to major sports season and will be based on the last full report. Interim progress reports may also be used to determine eligibility. For all fall activities, the previous year's results will be used. In the event that a student was successful at summer school in a course failed during the previous academic year, the failure will be considered a passing course. Elementary marks will not determine a student's first eligibility in high school.

Citizenship: Student participants must be in good standing (i.e. behaviour and deportment etc.) at the school as outlined in the pages of the school's current student planner.

Attendance: Student participants are required to attend all classes and arrive to class on time, ready to learn. Poor attendance and punctuality may cause a student to be deemed ineligible to partake in extra-curricular activities and/or special events. Excessive absences and/or unexcused absences will not be tolerated. Student participants must attend school for the full day on game/event days in order to participate.

Based on the criteria outlined above, school administration will declare a student eligible or ineligible.

- a) Eligible – The student has met all three criteria and is therefore eligible to participate in all organized extra-curricular activities or events. If the student fails to maintain any one of the three eligibility criteria during the term, the student will be immediately declared ineligible.
- b) Ineligible – The student has not met one or more of the criteria and is unable to participate in any extra-curricular activities during the present term. Should the student improve and meet all three criteria, the student may be declared eligible pending a written appeal to the Principal.

Appeal Process: Students that have been declared ineligible due to extenuating circumstances may appeal their eligibility in writing to the Principal. Once the appeal is received it will be reviewed by school administration and a final decision will be made. Students may be deemed to remain ineligible or eligible for participation in the extra-curricular activity.

STUDENT'S EMERGENCY RESPONSE

ACCIDENTS AT SCHOOL: If a student is injured at school or on school board property, the student is expected to report the injury immediately to the teacher in charge or to the Main Office. An ACCIDENT FORM must be completed by the supervising teacher.

FIRE DRILL PROCEDURES: A fire evacuation route is posted in each room. When the fire alarm sounds, students are to leave the building immediately by the designated exit. All doors and windows must be closed by the last person leaving the room. All occupants of the building must evacuate the premises. Once out of the building, students are to report to their designated area where their teachers will take attendance. Students must remain with their teachers during all fire drills and emergency procedures.

INCLEMENT WEATHER AND EMERGENCY CLOSING: On occasion, severe weather during the winter months may interrupt busing schedules and/or force a school closing. Any decision made that would affect either the bus schedule or the operation of the school is made at the Board level. Do not contact the school. Please listen to the following radio or TV stations for direction or check the board's web page at <http://www.publicboard.ca>

AM Stations: CBEF – 540; CFCO – 630; CKWW – 580; CKLW - 800

FM Stations: CHYR - 96.7; CKLW - 93.9; CIMX - 88.7; CKSY - 95.1; CBC – 97.5

TV Stations: CBC TV – Ch. 9; A Channel News – Ch. 16

Website: Buskids.ca

LOCKDOWN: When a lockdown warning has been issued, all students and staff are to move from high traffic common areas to classrooms or enclosed rooms. All students and staff are to hide out of line of sight and be as quiet as possible. Doors should be closed and locked and lights should be left on. The use of cell phones is strictly prohibited. Should the fire alarm be activated, staff and students are to remain in their classroom or enclosed room. An announcement over the PA system will signal "all clear" and/or provide additional information.

TORNADO WARNING: When a tornado warning has been issued, all students and staff are required to immediately move from external classrooms, portables and locations in an orderly fashion to their designated area. Staff and students are to sit on the floor with their backs to the walls. All internal and external doors and windows are to be closed. Staff and students are to sit a minimum of 6 to 10 feet away from external corridor doors or windows. An announcement over the PA system will signal “all clear” and/or provide additional information.

COMMUNITY AGENCIES AVAILABLE FOR STUDENT SUPPORT

Adolescent Crisis Centre (24 hours)	519-252-2720
Alateen	519-252-8474
Alcoholics Anonymous	519-256-9975
Alive! Canada	519-973-4411 Ext. 3265
Canadian Mental Health Association	519-255-7440
Centre for Addiction and Mental Health	1-800-463-6273
Children’s Aid Society	519-252-1171
.....	519-326-3172
.....	1-800-265-5609
Crisis Pregnancy Centre	519-973-0150
Community Crisis Centre (16+)	519-973-4435
Distress Centre of Windsor-Essex County	519-256-5000
Essex County Crisis Intervention Program	519-736-0255
.....	(Mon-Fri, 9-5pm)
Essex County Social Services	519-776-4281
.....	519-726-5025
.....	519-839-5288
Help Link	519-257-5437
House of Sophrosyne	519-252-2711
Inn of Windsor	519-252-7768
John Howard Society	519-252-3461
Kids Help Phone – Crisis Line	1-800-668-6868
Kid’s Griefworks	519-255-7440
Mental Health Website	www.werkidsmentalhealth.com
Sexual Assault Crisis Centre	519-253-3100
Teen Health Centre	519-253-8481
Windsor Essex County Health Unit	519-258-2146

What do you need to graduate?

18 compulsory credits

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

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

Plus one credit from each of the following groups:

New

- 1 *group 1*: additional credit in English, **or French as a second language,** or a Native language, or a classical or an international language**, or social sciences and the humanities, or Canadian and world studies, **or guidance and career education, or cooperative education*****

New

- 1 *group 2*: additional credit in health and physical education, or the arts, or business studies, **or French as a second language,** or cooperative education*****

New

- 1 *group 3*: additional credit in science (Grade 11 or 12), or technological education, **or French as a second language,** or computer studies, or cooperative education*****

In addition, students must complete:

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

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a *Grade 12* compulsory English course. **In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits. †The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

09-276 • ISBN 978-1-4435-1956-4 (Print) (rev) • ISBN 978-1-4435-1957-1 (PDF) ♻️ Printed on recycled paper © Queen's Printer for Ontario, 2010



reach every student



WALKERVILLE Collegiate Institute Floor Plans

