

A young man with glasses, wearing a black blazer with a 'VIC' logo, a white shirt, and a striped tie, sits on a green chair. He is smiling and holding a small object in his hands. A woman with short dark hair, wearing a black top, sits next to him, looking at him. The background wall is covered in a collage of various photographs showing students in different settings: sports (tennis, basketball, cycling), academic work, and social activities. The photos are arranged in a grid-like fashion, with some overlapping. The overall atmosphere is positive and celebratory, showcasing the school's diverse activities and student achievements.

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Discover WIC



Head of School Welcome

Welcome to the 2020-2021 school year. It is with a certain amount of trepidation that we move into this school year. The College has made numerous preparations to get us ready to receive students in the fall. At the time of the writing, the Alberta Government has indicated that Albertan students will return to school in Scenario 1. Regardless of the scenario, though, it will be critical that the entire WIC community band together to ensure a successful opening. Everyone must do their part to ensure the community remains a safe place to work and attend school. To that end, this handbook contains the information you require as a student or family member to have a successful and informed school opening and fulfilling school year. Please pay special attention to the section devoted to COVID-19 and the preparation work we have done to get the College ready for the new school year.

It will be a busy year as the College continues to finalize and begin to implement our new Strategic Plan. Our exceptional teachers and operational staff will be busy filling in the tactics that will support the strategic priorities. We will also be building on the online instruction experiences from last year to provide a more positive learning environment for all students. Much has gone on in the world that will directly affect the lives of students and the school community. From learning to deal with the COVID-19 pandemic to concerns of racism and the Black Lives Matter movement, the world has become sensitive to the many issues that we as a society must learn to deal with daily. As schools tend to be a microcosm of the world around us, it stands to reason that we, as a school community, must do our part to ensure these cries do not go unheard.

I would encourage you to use this handbook as a guide, but if you ever require further clarification, please do not hesitate to call the school. See you in September.

Gord Goodwin
Interim Head of School & CEO

School Governance

West Island College is operated by The West Island College Society of Alberta, which in turn is governed by a Board of Directors. The Board of Directors focus on long term strategic and governance issues only, at arm's length from the educational, leadership, management, and daily operations of the College. The Board sets policy, directions through strategic planning and goal setting to ensure financial sustainability of the College and advance the College's Mission and Vision. The Board is responsible for hiring the Head of School to whom it delegates authority over the administration of the College and matters of curriculum, staffing, and daily operations. It comprises of the following parents, alumni, and community members:

2020-2021 Board of Directors

Kim Berjian
Carey Booth
Adam Broniewski
Gord Goodwin, Interim Head of School & CEO
Andrew Grasby
Dr. Vivian Hill
Mona Hunter
Torval Mork
Rob Nieuwesteeg, Chair
Sean O'Connor, Vice Chair
Boris Rassin
Ellie Siebens
Richard Stone
Andrew Tavender
Cendrine Tremblay

Senior Administration

Under the direction of the Head of School, Senior Administration is responsible for all matters related to the daily operations of the College such as student enrollment, alumni relations, curriculum, staffing, technology, facilities, advancement, and finance.

Faculty

Faculty embrace the Mission, Vision and Values of the College. They are master teachers and outstanding educators who go above and beyond to support our students in their learning, growth and development. They are passionate about teaching and educating the whole child. Faculty strive to provide a safe, inclusive and healthy classroom environment where students can reach their potential, explore new ideas and take risks in their learning.

Their role is to:

- Role model the values and principles of West Island College;
- Be reflective practitioners;
- Stay abreast of current knowledge and research on educating the whole student, character, leadership, wellness and developing critical skills and competencies to be successful in a rapidly changing global world;
- Work collaboratively with colleagues to plan and develop engaging curriculum that reflects 21st Century capacities and is aligned with WIC's strategic priorities;
- Prepare engaging curriculum that is rigorous, innovative and exceeds Alberta Education Ministry requirements;
- Meet the needs of individual students through differentiating instructional and assessment practices;
- Assess, evaluate and report on student learning;
- Acquire and implement appropriate educational resources;
- Ensure appropriate student conduct and discipline;
- Communicate with parents on their child's progress in a timely manner;
- Contribute to the co-curricular and athletics programs by coaching teams, leading co-curricular activities, and being active members in the life of the College.

Our Manifesto

Be Bold

Be Brave

Be Ready

Own Your Future

Our Purpose

We unleash the potential of passionate and creative problem solvers, ready to contribute to a better world

Our Promise

We challenge, inspire and support one another as we create and imagine our best futures.

Our Commitments

Confidence

WIC students are ready for the challenges and opportunities life presents them. They grow strong, self-assured and motivated by each WIC experience. Through academic rigour and a supportive environment, our students become resilient problem-solvers who believe they can, and will, achieve what they set out to do.

Creativity

Together, WIC students and faculty build a powerful culture of creativity that is without boundaries. We are critical thinkers who challenge ideas, pave new paths and encourage inventiveness whenever possible.

Connection

As a close-knit community, we know and care about each other. We foster an environment where students can feel supported while building their futures.

Motto

Praestantiam Consectemur - Let Us Pursue Excellence

Our Priorities

At WIC, our focus is on serving our students, parents, staff, and alumni in an engaging and responsible way. With this at the forefront of our promise, we look toward creating a bright future for the College. With our purpose, promise, and commitments guiding our future, we will focus on five strategic priorities:

- Enrich our academic program, ensuring rigour and relevance for today's learners
- Empower our team of master teachers and professional staff to deliver on our promise
- Nurture relationships within and beyond the school
- Provide unparalleled, real-world learning experiences
- Ensure a sustainable future for the College

A Brief History of the College

West Island College was founded in 1974, in response to the need for an academic program dedicated to preparing students for post-secondary studies and for the reality of contemporary Canadian society. The first campus was established in Pointe-Claire, Quebec; it subsequently moved to Dollard-des-Ormeaux, Quebec, situated in the West Island region of Montreal. Throughout the College's history, it has met with outstanding success in each of its pursuits - substantiated by the College's rapid growth. From a modest genesis of 40 students, the original campus now accommodates more than 550 students in a state-of-the-art facility.

With an ongoing commitment to the development of the whole child, WIC embarked on an ambitious program of expansion. In 1982, West Island College of Alberta opened in Calgary. From an initial group of 39 students, the Calgary College is now at full capacity for students.

West Island College recognizes the need for a well-rounded educational experience. Through the Outdoor Education Program, French Immersion, French and Spanish as Second Language programs, the International Studies Program, the Institutes (Business, Engineering, Health Sciences, Liberal Arts, & Fine Arts), Wolves' Den Speaker Series, and rigorous academic programming (including Advanced Placement), the College is actively involved in the pursuit of excellence at home and around the world. Through the years, these opportunities have expanded to include the Sailing Education Adventures (S.E.A.) Program, the Marine Biology Studies at Bamfield, a Business Institute trip to the New York Financial District, a Junior School French Immersion trip to Quebec City, as well as DELF (Diplôme d'études en langue française), and DELE.

CAIS (Canadian Accredited Independent Schools)

In 2012, West Island College was accredited by CAIS (Canadian Accredited Independent Schools).

"CAIS is a Canadian association of independent schools that have chosen to take on the challenge of continuous whole school improvement. Our member schools are required to meet 12 National Standards and undergo a rigorous accreditation review every seven years. In fact, ongoing evaluation enables schools such as West Island College to be more responsive and accountable to their community. CAIS schools are committed to looking outside their own walls to ensure that their students are prepared for life after graduation including enrolment in the most respected programs at Canadian and international universities."

- Patti MacDonald, Executive Director, CAIS

The application and internal review process undertaken for the accreditation affirmed that West Island College is a thriving community committed to continuous short and long term improvement and sustainability, and ranks amongst the most respected independent schools in the country.

In November 2019, West Island College welcomed the CAIS visiting Committee to re-accredit us as a member of CAIS. The accreditation process is designed to ensure accountability and school improvement. All CAIS schools are expected to meet the CAIS National Standards.

COVID-19 - Return to School Plan

In an effort to ensure a successful transition back to school, WIC has developed our [2020-2021 Return to School Plan](#). Please read the information in this plan carefully to ensure you and your children are familiar with the changes they will see at school this year.

This document is based on the current guidelines from Alberta Health Services and will be adjusted should those guidelines change in any way. We appreciate your support and understanding as we work through a very fluid situation.



Academic Programs

School Structure

Junior High School Program of Study: Building a Solid Foundation (Grades 7-9)

West Island College offers the students of its Junior School a choice of programs of study.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Continuing French Immersion Studies (F.I.) This curriculum is designed for students who, during their elementary school education, opted for French Immersion studies. In following this curriculum, students have the opportunity to earn a Bilingual High School Diploma upon graduation. | Dual Language Option (D) Students in this group continue to take all their courses in English, but have four periods a week of either French or Spanish language instruction. It is anticipated that they will also complete Grade 12 French or Spanish while in Grade 10. |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Core Program Grades 7-9

| | |
|--------------------------------|-----------------------------|
| English Language Arts | Physical & Health Education |
| French Language Arts | Mathematics/Mathématiques |
| French/Spanish | Science/Sciences |
| Social Studies/Études Sociales | |

Complementary Courses

| <u>Grade 7</u> | <u>Grade 8</u> | <u>Grade 9</u> |
|----------------|--------------------|---------------------------------------|
| Art | Art | Art Multimedia |
| Band | Band | Business and Senior Band |
| Drama | Coding | Technology |
| | Drama | Drama |
| | Financial Literacy | Engineering |
| | Robotics | Leadership |

Complementary options have been selected with the objective of offering students a complete and comprehensive introduction to disciplines which help to enhance and supplement the Core Program. The objective of the Options Program is for Junior High students to be introduced to a wide variety of age-appropriate learning opportunities that will benefit them both today and later in life. The program is experiential in nature with a focus on culture, personal development, physical activity, health and wellness.

Grade 7-8 courses are 60 minutes in length and run as full-year courses. Students in Grade 7 take six core courses plus band, music and art. Students in Grade 8 take six core courses and 3-4 options. Students in Grade 9 take six core courses and four options; they can also take Senior Band in the morning. Grade 9-12 courses are 90 minutes in length. Students can take a maximum of 8 courses per year (4 courses per semester), in addition to band, advanced acting and technical theatre. Grade 9 and 10 students must take 8 courses per year. Grade 11 and 12 students may be permitted spares as approved by the Principal of Senior High School.

Senior High School Program of Study: A Post-Secondary Preparatory and Experiential Curriculum (Grades 10-12)

It is our belief that the best way to prepare for the future is to capitalize on the opportunities of the present. With this in mind, West Island College offers an enriched, rigorous and relevant curriculum for all students in the High School program.

We have a semestered system that provides opportunities for students to focus on fewer courses per semester and the ability to take numerous Advanced Placement courses which expose students to university-level preparation.

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| International Languages & Culture Department French 20-6Y, 30-3Y Spanish 20-6Y, 30-3Y | Social Sciences Department Social Studies 10-1, 20-1, 30-1 Études Sociales 10-1, 20-1, 30-1 Macroeconomics / Microeconomics 30, 35AP Entrepreneurship 10 Religious Meanings 20 | Math Department Mathematics 10 Common Mathematics 20-1, 20-2, 30-1, and 30-2 Mathematics 31 Calculus 35AP |
| Fine Arts Department Art 10, 20, 30, 31 Drama 10, 20, 30 Technical Theatre 15, 25, 35 Band 10, 20, 30 | International Politics 30 Psychology 20, 30, 35AP Western World History 30 World Religions 30 European History 35AP | Science Department Science 10 Biology 20, 30, 35AP Chemistry 20, 30, 35AP Physics 20, 30, 35AP Computer Studies |
| Language Arts Department English 10-1, 20-1, 30-1, 35AP French Language Arts 10-1, 20-1/ AP French, 30-1 | Physical Education Department Physical Education 10, 20, 30 Sports Medicine 15 CALM 20 (Career and Life Management) Sports Performance 15, 25 | Other Programs Independent Studies International Studies Outdoor Education Institutes Program |

NB: Availability of option courses varies each year depending on student interest.

Additional Resources

For more information and great resources regarding the Junior and Senior High programs of study in Alberta, please visit the following websites:

<http://education.alberta.ca/education.aspx>

Advanced Placement

The Advanced Placement Program (AP) enables students to pursue university-level studies while still in high school. Based on their performance on rigorous AP Examinations, students can earn university credit, advanced placement, or both for college/university. Established in the 1950s, this program has seen tremendous growth in the last 20 years. An increasing number of parents, students, teachers, high schools, colleges, and universities are turning to AP as a model for university preparation. Students must complete the 30-level pre-requisite with a minimum of 80% to take AP. Plan to take the 30-level and AP courses in the same academic year as AP courses are only offered in second semester.

Advanced Placement, administered by the College Board in Princeton, New Jersey, allows senior students to demonstrate university-level achievement. AP examinations are held in May and are graded on a five-point scale (5 indicates the student is “extremely well qualified” in that subject at a first-year university level; 1 is the lowest point on the scale). AP is recognized at over 1,000 post-secondary institutions in the United States and Canada. Students with an AP examination grade of 3 or higher are often granted advanced placement into a second year course and/or credit for the first year course. Although the AP program has a North American standard, it also has wide international acceptance.

Rationale for the AP Program

The AP Program provides senior students with the opportunity to earn college credit; however, this program offers students many additional benefits:

- As a result of credits earned for AP achievements, many students are able to take a double major at university, or to study or travel abroad, or to pursue a combined Bachelor’s and Master’s program.
- The AP Program offers much flexibility in course selection; this allows WIC to provide the courses which we feel are most advantageous for our students.
- Schools that offer AP courses extend students’ access to high-quality education and increased opportunity in university acceptance.
- Schools that offer AP often experience a diffusion of higher academic standards throughout the entire curriculum.
- Its structure attracts students who want to pursue higher level learning in their subject of choice.
- Research supports that participation in university-level courses, such as AP courses is one of the strongest predictors of post-secondary success: numerous studies show that AP students

outperform their peers who have not taken AP on virtually every standard. Furthermore, students whose AP scores exempt them from introductory college classes typically do better in subsequent higher level courses than those students who actually take the introductory college courses.

For more information regarding the Advanced Placement Program please see the Principal of Senior High School or visit the school website.

Independent Studies

As our senior students continue their educational journey, we take our commitment to prepare students for their university studies seriously. Part of that preparation is helping students to develop independent responsibility for their learning when they move away from the watchful eyes of WIC faculty and the unwavering support of their families. Being at university requires responsible use of unstructured time in order to complete university course requirements. WIC offers a supportive pathway for students to move towards the more independent culture of university.

Students in Grade 11 or 12 who demonstrate commitment and responsibility may request the opportunity for an Independent Study Period. In addition, in exceptional circumstances, a select few senior students may request access to Alberta Distance Learning Courses (ADLC) or to challenge an AP exam. Permission for an Independent Study Period or access to ADLC courses will be granted on an individual basis by the Principal of Senior High School. Signed parental consent is required. As well, there will be varying levels of monitoring for the use of the time as determined by a student’s individual circumstances.

Assessment and Evaluation

Course Outlines

Classroom teachers will provide detailed course outlines summarizing classroom expectations, assessment weightings, and other information related to the course of study. These materials will be provided in print form and will be posted on Desire2Learn (D2L). Please take time to review these documents for each class in which your child is enrolled. Should you have any questions or concerns, please contact the classroom teacher as soon as possible.

Granting Credits and Prerequisite Waivers

At the high school level, credits are granted when students successfully complete required coursework and demonstrate that they have met all outcomes outlined by Alberta Education. If a student seeks to have a prerequisite waived for a given class, they must make a written request to the Principal of Senior High

School. The request must clearly demonstrate that the student has met the objectives of the course they seek to waive.

Assignments

West Island College expects that all assignments are handed in on time. If this does not occur, the student may be detained to complete the assignment. If a student is ill on the day an assignment is due, every effort should be made to drop the work off at school or email it to the teacher. If this is not possible, a phone call or email from a parent on the day the assignment is due. If this is not possible, a phone call or email from a parent on the day the assignment is due to explain the reason for the late assignment is required.

Cumulative Grading

West Island College uses a cumulative grading system. This means a Grade 7 & 8 student's F1 mark and a Grade 9 - 12 student's S1 or S2 mark in PowerSchool reflects all of their work going back to the start of the course. The marks listed for each semester on the report card are only a snapshot in time reflecting a student's grade to-date. A cumulative grading system allows students to have an accurate picture of how they are doing in each class at any given point in time.

Both Junior and Senior School use a credit weighted average. Senior School courses show the number of credits beside the course name. These credits are set by Alberta Education. Junior School courses do not show credits beside course names as they do not have credit values assigned by Alberta Education. The number of credits assigned to a course is a reflection of the amount of time a course is allotted over the entire school year. There are variations of this to accommodate for the different grades and course options.

Examinations

Students who are absent because of illness will be permitted to write a make-up examination when they return to school. This may take place on the date of their return. These illnesses must be accompanied by a medical certificate. Effective communication with the classroom teacher, or with administration in the case of governmental exams, ensures that student learning and course completion is facilitated in extenuating circumstances. Due to the administrative requirements of Alberta Education and the College Board, diploma examinations cannot be rescheduled.

West Island College offers a "Test Centre" five times a week to accommodate students who were unable to complete an assessment during class time. This ensures that students do not miss further instructional time.

For information on our Exam Accommodation Policy, please see Page 19.

Major Assessments

These have been an integral part of West Island College since its inception. They are formal assessments of learning and provide clear understanding to both student and teacher regarding the academic progression of the student relative to curricular learning objectives in each subject discipline. In January and June, major final summative assessments are scheduled by administration. In order to provide students with further opportunities to demonstrate their learning, individual teachers will schedule additional summative assessments during class time. Summative exams structurally impose cyclical review of knowledge, skills, and competencies. The composition of these assessments demands attention not only to content from the previous exam forward, but also to material studied from the start of each school year; in so doing, they provide formidable assessment insights into the long term retention of knowledge.

Given these exams serve to provide accurate and clear information regarding student learning, and given the understanding that they are paramount to each student's grade, the faculty of West Island College expects all students to write these exams. Should an absence be unavoidable, please contact either the Principal of Junior High School or the Principal of High Senior School.

Course Withdrawal Policy

The Principal of Senior High School will evaluate student requests to withdraw from a course on a case-by-case basis.

The West Island College Diploma

Alberta Education outlines criteria for high school completion. In addition to these criteria, West Island College has established a series of diplomas and certificates to recognize the achievements of its graduates.

This Diploma is awarded to those students who have met the standard for high school graduation established by both the Province of Alberta and West Island College. The minimum requirements for an Alberta High School Diploma at WIC include:

- English Language Arts 30-1
- Social Studies 30-1
- Biology 20 or Chemistry 20 or Physics 20
- Math 20-1
- Physical Education 10 (3 credits)
- Career and Life Management 20 (CALM) (3 credits)
- 10 credits in any combination from Fine Arts, Second Languages, CTS or Physical Education

- 10 credits in 30 level courses in addition to English Language Arts 30-1 and Social Studies 30-1
- 100 credits minimum

For a full description, visit the Alberta Education website at www.alberta.ca/education.aspx

The WIC Bilingual Diploma

This Diploma is awarded to those students who have successfully completed 35 credits of study in which the language of instruction was French, one DELF Diploma (B1 or B2), the AP French Language & Culture, and who have earned a West Island College Graduation Diploma.

The Programme of Studies includes:

- FLA – Mathématiques – Science – Études Sociales – Fine Arts – ELA (Grades 7- 8-9)
- PATs IN FLA – Mathématiques – Science – Études Sociales (Grade 9)
- AP French Language & Culture (Grade 11)
- DELF B1 (Grade 9) / B2 (Grade 12)
- French Language Arts 10-20-30
- Études Sociales 10-20-30 (Grades 10-11-12)

The WIC Diploma with Distinction

This Diploma is awarded to those students who have obtained a minimum overall average of 80% in each of their years of Senior High School (Grades 10-12) studies.

The WIC Diploma with Great Distinction

This Diploma is awarded to those students who, in addition to qualifying for a West Island College Diploma with Distinction, have also earned a place on the Head of School's List during each of their three years of Senior High School studies at West Island College.

Graduation Awards

The awards listed below are artifacts of our school culture: they represent what we value in a West Island College education. These awards are presented to the worthy recipients annually at our Grade 12 Graduation Ceremony (during the month of June), and/or at our Undergraduate Awards Ceremony (which takes place in September of the subsequent school year).

Business Institute Certificate

This certificate is awarded to those students who have successfully completed three business courses with one being an AP course, have participated in a leadership program, and have been actively involved in business clubs or activities.

Engineering Institute Certificate

This certificate is awarded to those students who have successfully completed four math/science senior courses with one being an AP course. Students must have also participated in a variety of engineering and/or leadership opportunities, and have actively been involved in engineering clubs or activities.

Health Sciences Institute Certificate

This certificate is awarded to those students who have successfully completed four core science courses, and one AP-level course (preferably science-related), and have been actively involved in Health Sciences activities.

Liberal Arts Institute Certificate

This certificate is awarded to those students who have successfully completed three Liberal Arts courses, have participated in a leadership program, and have been actively involved in Liberal Arts clubs or activities.

Fine Arts Institute Certificate

This certificate is awarded to those students who have successfully completed six Fine Arts courses with one being a 30-level or AP course. Students must have also participated in a variety of Fine Arts and/or leadership opportunities, and have actively been involved in Fine Arts clubs or activities.

Athletics and Kinesiology Certificate

This certificate is awarded to those students who have combined their passion for athletics with foundational courses in kinesiology. Graduates must have completed three core kinesiology courses, shown an exceptional commitment to athletic participation on a minimum of four teams, and been actively involved in leadership.

International Languages & Culture Institute Certificate

Students have to successfully complete at least one 30-level language course and an AP or a DELF or DELE international exam, participate in at least one language or cultural experience, have been involved in one language club and taken part in a linguistic immersion experience.

International Studies Certificate

This Certificate is awarded to students who exemplify the goals of the College's International Studies Program. These students have participated in a minimum of two service-learning experiences, have finished a 30 level language class and have taken at least one complementary Social Science course.

Student Success Centre

Student Success Centre

The Student Success Centre team provides a range of academic and personal support services to Junior School and Senior School students. The members of this department support students through social-emotional and academic counselling, career planning and preparing for university admissions, as well as supporting students with a range of learning styles and individual education plans.

West Island College is committed to supporting each student's academic growth and healthy social-emotional development. Our Student Success Centre Team take an active role in supporting the development of the whole student.

Guiding Students to Success

Our counsellors provide support and resources to help each student develop and reach her/his personal, academic and post-secondary goals.

It is a priority to ensure that every student feels known and supported and that they receive individual guidance and assistance in setting and reaching their goals. The counsellors provide support to our students in personal counselling, academic and career counselling, as well as coaching in life skills and personal development. The counsellors work closely and collaboratively with members of the community including parents, teachers, the Learning Services Team, administration and outside specialists.

Counsellors meet with students both individually, and in small groups, and also deliver Guidance programming through the Teacher Advisory Program as well as Career Education and Graduation Transitions

The Guidance Program promotes self-awareness, educational decision-making, and career planning, at every grade level. Students will participate in a variety of academic, social, and co-curricular experiences and opportunities that will enable them to explore their interests and pursue passions that will inform their Senior School years at WIC as well as choices they make after they graduate.

For example:

- **In Grade 8**, students will be engaged in programming that will focus on self-awareness, developing personal relationships, discovering who they are as leaders, as well as strengthening their executive functioning skills that will empower them to thrive in an academic setting.
- **In Grade 9**, students will continue to develop a sense of self, their interests and how they would like to develop themselves as leaders, as well as developing

the knowledge, skills, and attitudes needed to assist them in making informed decisions related to their health, education, lifestyle, and careers.

- **In Grade 10**, students begin to work with our Director of Post-Secondary Advising. Students begin to focus on graduation requirements as well as post-secondary studies. They will begin to more deeply explore their interests, skills and aptitudes, and career interests and goals.
- **In Grade 11**, students are well supported in making important decisions in furthering their post-secondary planning and research. They are encouraged to explore internship and mentorship opportunities.
- **In their graduating year**, our Director of Post-Secondary Advising and our counsellors help each student find post-secondary schools that best match her interests, talents, and goals. Our Counsellors provide step-by-step instruction, resources (including external resources) and individual and group support in navigating the post-secondary application process, including both local and international options, and scholarship opportunities.

Student Learning Strategies

At West Island College, our Student Success Centre Team recognizes that students have a wide range of learning styles and benefit from a variety of different kinds of instruction, assessment experiences and support. The members of our Team work closely with our teachers and students to better understand the learning approaches that work best for our students and to help students develop a "toolkit" of strategies to facilitate their learning and success in the classroom and in life. The Student Success Centre Team work collaboratively with faculty with a shared vision, mission and a focus on collaboration to help students to be successful in their learning.

The Student Success Centre teachers will work with students to facilitate classroom work completion for diverse learning needs. The Student Success Centre teachers are available before school, during the second half of lunch, and after school to meet with small groups of students and individual students in the Student Success Centre.

The Student Success Centre Team encourages students to take part in the following:

- Small group workshops on test-taking strategies, study skills, exam preparation, organization skills, and how to use calming techniques as strategy to reduce anxiety in high-stakes situations at scheduled times throughout the academic school year;
- Peer tutoring for additional support in content areas;

- Extra help from faculty available each lunch hour;
- One-to-one drop-in support for students with accommodations;
- Distraction reduced test-taking space for students entitled to that accommodation;
- A quiet place to work for students during study blocks, before school, at lunch and after school;
- Support and education for parents to help them better understand their students' learning styles and how to support them in their learning at home.

Counselling

A comprehensive guidance program is provided to support students, including the following domains:

Academic Counselling & Program Planning

We work with students to help them adopt a perspective that places a high priority on understanding their educational goals and how to successfully attain them, including but not limited to, course advising, high school program planning, Diploma requirements support of success in courses, and mentoring.

Personal Counselling

We work with students to provide personal support and encouragement during their time at the College. Junior and Senior High students may experience a wide range of concerns such as anxiety, depression, stress management, eating disorders, relationship problems, family conflict, abuse, grief and loss, or fears and phobias. At West Island College, we sincerely care about our students' well-being and encourage those who need personal support to seek out one of the members of our Student Services team.

Exam Accommodation Policy

West Island College provides a rigorous academic program that challenges students to reach their academic potential and make a successful transition into post-secondary studies. To assist in meeting the College's high expectations, we are mindful of our responsibility to provide support for all students based on their individual educational circumstances.

Since the 2017-2018 school year, all students are eligible for accommodations and provisions to write exams, including Provincial Achievement Tests and Diploma Exams, without an application process.

Specific accommodations are provided to qualified students to ensure fairness and to remove inequitable obstacles to performance. These accommodations are granted to the best of the College's ability when they are specifically recommended in a formal psychoeducational assessment report or a medical letter provided by a physician.

In accordance with Alberta Education policy, these accommodations are not intended to provide an unfair advantage, but to level the playing field for all students by removing obstacles to performance that are inequitable. Consequently, accommodations are neither intended nor permitted to:

- alter the nature of what is being assessed by an exam;
- provide an unfair advantage to students with disabilities or medical conditions over students taking examinations under regular standardized conditions; or
- compensate for knowledge or skill that the student has not attained.

West Island College's ability to provide accommodations is limited by our school's infrastructure and staffing. These accommodations must be used in the classroom and be supported by each of the student's teachers. Accommodations are documented formally by the Student Success Centre Director. This process meets the requirements for exam accommodations as set forth by the Special Cases Department with Alberta Education.

According to Alberta Education, "Writing in an environment with reduced distractions and the use of computers are not accommodations. Both are school decisions determined by internal school business processes, availability and supervision."

Exam Accommodations - Overview

Extra time

All Alberta students will now have access to the accommodation of extra-time on exams including Provincial Achievement Tests and Diploma Exams.

Writing with Reduced Distractions

Students who have an assessment that suggests they will benefit from minimal distractions for writing exams are granted accommodations to write in a reduced distraction location to be determined by the College. We do not have the facilities or supervision capability to accommodate isolation during exams except under extraordinary circumstances.

Use of a Computer

Students who require the use of a computer on exams or large assignments to accurately demonstrate their learning are granted the use of a school computer for all such exams and assessments.

Exam Accommodations – Post-Secondary

To qualify for accommodations at the post-secondary level, the submission of a psychoeducational assessment completed within three years of attending the institution is required. The recommendation is to submit this to

the student's institution of choice in the spring prior to starting post-secondary studies. Students who receive accommodations at West Island College need to develop advocacy skills so that they may transition into post-secondary studies and maintain the accommodations provided in high school.

Post-Secondary Advising

The Directors of Post-Secondary Advising assist students by providing developmentally appropriate programs, information and counselling with regards to understanding and planning for post-secondary education, including but not limited to:

- Interest and aptitude assessment
- Online resources
- Occupational information
- Post-secondary information

Teacher Advisor (TA) Program

The WIC Teacher Advisor Program promotes meaningful relationships between staff and students while meeting the social/emotional development, and intellectual needs of students. The program creates a strong sense of community, supports the social, emotional, and academic well-being of our students, individualizes each student's educational experience and promotes educational and personal success.

The program strives to ensure:

Every student has an adult in the building who knows and cares about him/her and who they can turn to in times of difficulty. Every WIC student annually sets educational, career, and personal goals toward which they are working and can see their courses as useful in reaching these goals.

Every parent personally knows an adult in the school – who they can call – who really knows their child and how they are doing.

Every faculty member has the opportunity to develop close connections and mentoring relationships with a small group of students throughout their Junior/Senior High School years.

Student Recognition and Awards

Undergraduate and Semester Awards

Honour Roll (Credit Weighted)

Academic Average

| | |
|---------------|------------|
| Senior School | 80 percent |
| Junior School | 85 percent |

Students who earn a qualifying average are placed on the Honour Roll for the semester in which they qualify. Recognition of the students' accomplishments is made during semester end awards assemblies. Students who achieve the above academic averages at the end of the school year as well as having shown respect for the school rules and uniform will qualify for this annual award.

Head of School List

Students who participate in one extra-curricular activity (ECA) that semester qualify for the Head of School Lists for that semester. Students who achieve the Head of School List for both semesters and demonstrate respect for the school rules will qualify for this award at the end of the school year.

Merit Award

At the end of each school year, teachers select students from each of their classes who have conducted themselves in an exemplary manner. The criteria for selection are left up to the individual teacher who, in turn, communicates this to the class at an appropriate time early in the year. These students are recognized during the Undergraduates' Awards Ceremony in the fall.

Undergraduates' Awards Ceremony

Held each September, the Undergraduates' Awards Ceremony is an opportunity to recognize the previous year's academic leaders of the school community. Individual subject awards are given at every grade level and the top academic averages are also recognized.

The College is also committed to the recognition of those students who have displayed adherence to the school motto through:

- Merit Awards
- The Head of School List
- Citizenship Awards
- Leadership Awards

Special Awards

The awards listed below are presented to the worthy recipients annually at our Grade 12 Commencement Ceremony (held in June), and/or at our Undergraduates' Awards Ceremony (held in September of the subsequent school year).

Alumni Achievement Award (Grade 12)

Presented to a student who has demonstrated vision, leadership and community involvement, and who the Alumni Committee anticipates will represent the WIC alumni well.

Andrea Bailey Memorial Shield (Grade 12)

Presented to a female student who intends to pursue post-secondary studies in Science or Engineering.

Art Award (Undergraduate)

Presented to Junior and Senior High students who have shown growth through dedication, effort and application of skills in Visual Art.

Bejar Family Shield (Grade 12)

Presented to the student who achieves the highest combined mark in Biology 30, Chemistry 30, and Physics 30.

The Calgary Flames Foundation Outstanding Youth-Community Contribution Award (Grade 12)

The Outstanding Youth-Community Contribution Award was established in 2017 by the Calgary Flames Foundation. Presented to the student who exhibits leadership and demonstrates exceptional civic responsibility, displays outstanding commitment to community through volunteer efforts, develops plans and/or volunteers for charitable events, inside or outside of the College community.

The Chiu Family Scholarship (Grade 12)

The Chiu Family Scholarship was established by Wayne, Eleanor, and their family in 2014 to recognize an outstanding, well-rounded student with a keen interest in both the sciences and the arts and who is dedicated to contributing to their community. Presented each year at graduation, this award is given to one student who exemplifies versatility with focus on academic achievement, leadership, dedication, and citizenship.

Cody Chipman Award (Undergraduate)

Presented to a Grade 7 student who has exemplified the College motto, *Praestantiam Consectemur (Let Us Pursue Excellence)*, and has thus provided an outstanding example to their peers.

Creative Writing Award (Grade 12)

Presented to the student who has displayed the greatest talent for creative writing in both the official languages of Canada.

Dale Bennett Memorial Shield (Undergraduate & Grade 12)

Presented to students who have shown outstanding initiative and perseverance in the development of the school community or in the community at large.

Davies Family Shield (Grade 12)

Presented to a student who has offered fellow students a role model which best represents the College's culture.

Excellence in Leadership Award (Grade 12)

Presented to a student who has displayed leadership, is co-operative and empathetic, and has exhibited exceptional school spirit during their time at the College.

Excellence in Science Award (Grade 12)

Presented to the student who achieves the highest combined marks in the Sciences, and intends to pursue post-secondary studies in either Science or Engineering.

French Language Arts (Grade 12)

Presented to the student who achieves the highest combined mark in French Language Arts 30 and French AP.

Gemini Award (Undergraduate)

Presented to a Senior High student new to the College whose personal impact and participation exemplify the College vision.

Hildt Family Shield (Grade 12)

Presented to the student who achieves the highest combined mark in Social Science courses.

Jack A. Grant Shield (Grade 12)

Presented to a student who, through personal involvement, dedication and concern for others, has contributed to school spirit during their career at the College.

Jane McCoy Shield (Grade 12)

Presented to the student who achieves the highest combined mark in English Language Arts 30-1 and English 35 A.P.

Lang Family Shield (Undergraduate & Grade 12)

Presented to a student in each grade whose impact and participation exemplify sound character and integrity, ethical decision-making, constant commitment to the College's values, and leadership in a formal and/or informal capacity.

Leadership Award (Grade 12)

Presented to students who have offered the College inspired informal leadership in their graduating year.

Marjorie Cool Shield (Grade 12)

Presented to the student who has earned the highest mark in Art 30, and intends to pursue post-secondary studies in the arts.

Music Award (Undergraduate)

Presented to the top beginning band student.

Payne Family Shield (Grade 12)

Presented to the student who achieves the highest combined mark in Mathematics 30, Mathematics 31, and Mathematics 35 A.P.

Perry Bedard Shield (Undergraduate)

Presented to a student who has consistently demonstrated the qualities of tolerance and respect for others.

Poetry Award (Undergraduate)

Presented to the student who has displayed the greatest talent for poetry/slam in both the official languages of Canada.

Rehana Allidina Memorial Business Scholarship (Grade 12)

Presented to a female student who has exhibited school spirit while demonstrating an aptitude for business, and intends to pursue post-secondary studies in Business.

Rushford Business Scholarship (Grade 12)

Presented to a student who has demonstrated passion in the pursuit of business leadership and experience, and intends to pursue post-secondary studies in Business.

Senior Band Award (Undergraduate)

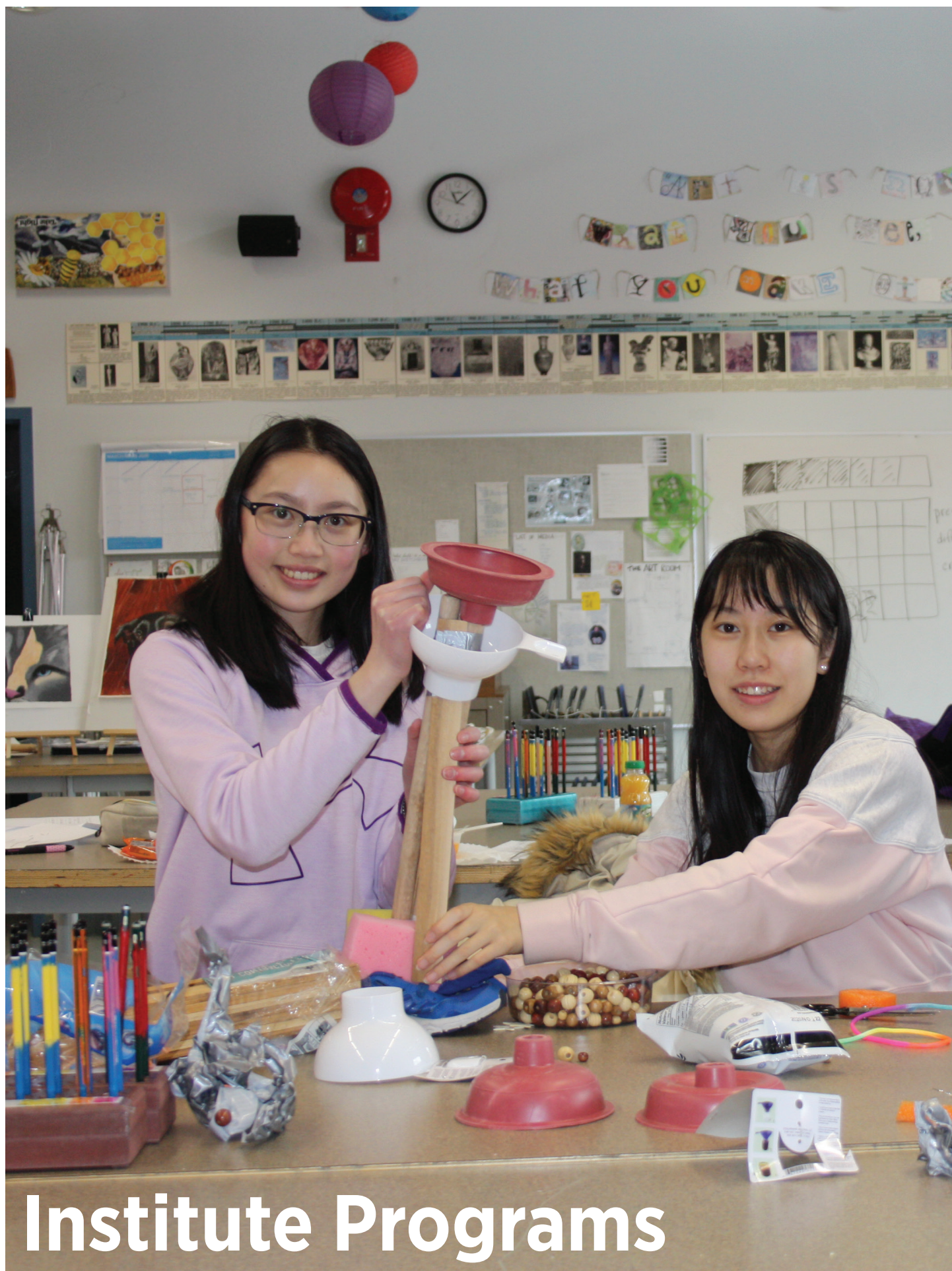
Presented to a student who has demonstrated outstanding dedication, effort, and contribution to the musical team.

WIC Heart Award (Undergraduate)

Presented to a Junior High student who has shown outstanding personal growth and development.

Yearbook Editors Award (Undergraduate)

Presented to the Editors of the West Island College Yearbook.



Institute Programs

Our Institute Model

All WIC institutes are comprised of the following components. To achieve a WIC Institute Certificate, students must complete the requirements of each component.



ACADEMIC COURSES



LEADERSHIP



CONNECTIONS WITH PROFESSIONALS



ENRICHMENT EXPERIENCES

By connecting students with industry professionals, learning about the local and global business world, and engaging with real-world learning experiences, WIC students are armed with the knowledge and connections to give them a competitive advantage in their post-secondary applications. In addition to academic success, universities and businesses seek candidates who have a demonstrable passion for their field, are connected and actively engaged in their community, and have a broad range of experiences that help them know that they have made the right career choice.

Since 2010, the WIC Institute model has grown to six fields of study: Business, Engineering, Fine Arts, Health Sciences, International Languages & Culture, and Liberal Arts.

About WIC Institutes & Certificates

| Grade 7 / 8: | Grade 9: | Grade 10: | Grade 11: | Grade 12: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Explore what WIC has to offer • Join clubs • Participate in project-based learning activities. e.g. <ul style="list-style-type: none"> ◦ Sustainability ◦ Heritage Park ◦ Innovation Fair | <ul style="list-style-type: none"> • Discover what you enjoy • Make the most of Focus Friday, clubs & activities • Plan your high school course selections carefully | <ul style="list-style-type: none"> • Recognize your strengths • Choose an institute to pursue • Keep a record of your courses and activities • Look ahead to leadership opportunities | <ul style="list-style-type: none"> • Focus carefully on meeting the institute requirements • Make connections with industry professionals • Demonstrate your leadership and passion for your chosen field | <ul style="list-style-type: none"> • Engage with the professional connections you have made • Seek out mentors • Prepare your institute certificate application and submit to the institute coordinator |

Focus Friday

Focus Friday is an integral aspect of our Institutes. It is a specific block of time every Friday throughout the year, dedicated to providing students from Grades 9-12 with opportunities to explore and discover their interests. Through guest speakers, site visits, and real-world learning opportunities, senior school students are exposed to a multitude of enrichment opportunities each Friday morning.

When students begin to discover their interests through Focus Friday opportunities, they are encouraged to pursue this at a deeper level to gain career-specific skills and experience through working towards the completion of a WIC Institute Certificate.

Business Institute

Institute Coordinator: Mr. Jim Rieder

Designed for students interested in:

Marketing, Advertising, Accounting, Business Management, Economics, Banking, Finance, Entrepreneurship, Etc.

Students will interact with business professionals and learn first-hand how people in the business community respond to change, adversity, and opportunity. All the experiences are designed to give students real-world perspective of the field of business.



ACADEMIC COURSES

- Financial Literacy 8
- Business & Technology 9
- Micro/Macro Economics 30
- Entrepreneurship 10
- AP Macro Economics
- AP Micro Economics
- English 30-1



LEADERSHIP

Students engage in a number of leadership camps and activities including, but not limited to the following:

- Duke of Edinburgh Award
- WIC Leadership Roles (Clubs & Activities)
- WICCA Member
- Students' Council
- Prefect Board
- CAIS Junior/Senior Student Leadership Conference
- Shad Valley



CONNECTIONS WITH PROFESSIONALS

The opportunities for WIC students to make connections with professionals in the local and global business community are extraordinary. By leveraging our community partnerships, alumni, and parents we can connect each student with a professional in a wide range of business fields. Below is a small sample of the organisations we have connections with that are always happy to discuss business with WIC students.

- Fiasco Gelato
- ATB
- Critical Mass
- Herschel Supply Company
- Peters & Co. Investments
- University of Calgary Haskayne School of Business
- Benvity
- Village Ice Cream
- Matco Investments



ENRICHMENT EXPERIENCES

Enrichment experiences at WIC are extensive and exciting. Our NYC and Silicon Valley trips are packed with tours and hand-on activities of organizations such as IDEO, Apple Google, NY Stock Exchange, and Goldman Sachs.

Closer to home, our close partnership with the University of Calgary rewards us with opportunities for university level training on business case studies and entrepreneurship. Additionally, our WIC clubs and Focus Friday events provide weekly opportunities to engage with business-related activities.

- Entrepreneurial Thinking in Action Camp
- New York City Financial District trip
- San Francisco/Silicon Valley
- SheBiz
- Entrepreneurship seminars with Craig Elias from Bow Valley College
- University 101 Seminars
- Junior Achievement Investment Club
- Business Case Club
- Haskayne School of Business Case Competition
- SAIT Case Competition
- RBC Fastpitch

Business Institute Awards & Scholarships

Rushford Business Scholarship

This award is given to the student who demonstrates passion in the pursuit of business leadership and experience. The student must have completed all requirements for the WIC Business Certificate and have an academic average of over 80 percent. This Grade 12 student must also have distinguished himself or herself in business leadership and been an active member of the WIC community. Enrollment in a post-secondary business-related program of studies within one year of graduating is required. A \$1,000 stipend accompanies this award.

Rehana Allidina Business Scholarship

This award is given to a female Grade 12 student who maintains a high level of school spirit while simultaneously demonstrating an aptitude and interest for the world of business. The student must have completed all requirements for the WIC Business Certificate and has an academic average of over 80 percent. Enrolling in a post-secondary business-related program within one year of graduating is required. A \$750 stipend accompanies this award.

Engineering Institute

Institute Coordinator: Ms. Maddy Mills

Designed for students interested in:

Mechanical, Petroleum, Biomedical, Oil & Gas, Chemical & Materials, Electrical & Computer, Energy, Civil & Environmental, Geomatics, Etc.

Students will interact with professionals in the field of engineering and gain invaluable experiences such as working in teams to design solutions to engineering challenges. All the experiences are designed to give students real-world perspective of the field of engineering.



ACADEMIC COURSES

- Coding/Robotics 8
- Engineering
- Math 30-1, 31, 35 AP
- Biology 30 & 35 AP
- Physics 30 & 35 AP
- Chemistry 30 & 35 AP
- Computer Studies 10

Students must complete any 6 courses; one must be an AP



LEADERSHIP

Students engage in a number of leadership camps and activities including, but not limited to the following:

- Duke of Edinburgh Award
- WIC Leadership Roles (Clubs & Activities)
- WICCA Member
- Students' Council
- Prefect Board
- CAIS Junior/Senior Student Leadership Conference
- Shad Valley



CONNECTIONS WITH PROFESSIONALS

The opportunities for students interested in engineering to connect with professionals in the field are vast. These include; support from mentors during competitions such as Technovation, receiving feedback from industry professionals in competitions such as WIC engineering challenge, and engineering insight from guest presenters.

- Exergy Solutions
- Creative Destruction Lab
- University of Calgary
- Alberta Orthotic & Prosthetic Centre
- NOVA Chemicals
- Mount Royal University
- SAIT
- Beakerhead



ENRICHMENT EXPERIENCES

Our close partnerships with organizations, including those above, give WIC students access to competitions, engineering challenges, and site visits that help students to gain an understanding of the relationship between academic theory and the practice of engineering. They see first-hand how people in the engineering community interact and the impact of engineering on our day to day lives. Enrichment experiences occur both inside and outside of school.

- Grade 7 Engineering Challenge
- Discover! (Grades 7-9)
- TELUS Spark
- Engineering Club
- STEM Club
- Excel 101
- Science, Engineering & Technology (SET) Challenge
- Technovation (Girls Only)
- WIC engineering
- Robotics Club
- MATLAB training
- Beakerhead
- Schulich School of Engineering
- APEGA Science Olympics (Grades 7-12)
- University 101 seminars

Engineering Institute Awards & Scholarships

The Payne Family Shield

The Payne Family Shield is awarded annually to the graduating student who has the highest combined mark in Math 30, Math 31, and Math 35 AP.

The Andrea Bailey Memorial Shield

In Memory of Andrea Bailway (class of '93), the College awards an annual book scholarship to a female student who will pursue post-secondary studies in Science or Engineering.

Fine Arts Institute

Institute Coordinator: Ms. Cindy Martin

Designed for students interested in the many careers that can be accessed from studying the arts, including:

Designer, Visual artist, Animator, Theatre Performance, Art Gallery Director, Architect, Curator, Medical Illustrator, Film Producer, Set Design, Producer, Musician, Music Composer, Music Therapist, Sound Engineer, Etc.

The Fine Arts embrace music, art and drama. They share a common purpose of communication and self-expression when words alone are not enough. The impact of the arts on society is integral to culture and humanity. Through studying the arts, students learn not only to develop technical skills in a particular field, but also to develop habits of mind that will support success in any field. Increasingly, employers are seeking to hire individuals that are empathetic and creative, strong communicators, excellent at teamwork, and have a strong work ethic. These habits of mind are both taught and fostered through studying the arts.



ACADEMIC COURSES

- Drama 10, 20, 30
- Advanced Acting 15, 25, 35
- Technical Theatre 15, 25, 35
- Art 10, 20, 30, 31
- Band 8, 9, 10, 20, 30

Complete any 6 in consecutive discipline sequence



LEADERSHIP

Students engage in a number of leadership camps and activities including, but not limited to the following:

- Section Leader in Concert and/or Symphonic Band
- Concert Band and Symphonic Band Student Director
- Head of Musical Equipment Moving
- Band peer tutor
- Band Librarian
- FAME Member
- WIC Prefect
- WICAA Member
- WIC Student Council



CONNECTIONS WITH PROFESSIONALS

Working with professionals in the arts is an integral aspect of the arts programming at WIC. Students meet and work with professionals through class experiences, field trips, visiting experts, and competitions such as the Alberta Band Festival. Our students discover that a production such as a music concert or a theatre performance requires input from a range of experts such as sound engineers, lighting engineers and set designers. By working alongside these experts, students gain personal insight into careers and skills required to pursue a career in the arts. These hands-on, real-world experiences are often what ignites a passion for a field that a student hadn't previously been aware of.



ENRICHMENT EXPERIENCES

Enrichment experiences in the arts at WIC are extensive and rewarding. In addition to special events and artist workshops, our WIC clubs and Focus Friday events provide weekly opportunities to engage with arts-related activities.

- Senior High Band Trip
- Calgary High School Drama Festival
- WIC Fine Arts Cabaret
- WIC Talent Show
- WIC Fine Arts Council
- Improv Club
- Music Workshops/Clinicians
- Debate Camp Canada
- Glenbow Museum
- Esker Foundation
- Visual Arts Club
- Drama Club
- Choir Club
- Jazz Band
- Technical Theatre Club
- Student-led Film Festival
- Student-led Music Festival
- Grade 8 Band Camp
- Artstrek Summer Drama Program
- Critical Mass

Fine Arts Institute Awards & Scholarships

Art Award (Undergraduate)

Presented to Junior and Senior High students who have shown growth through dedication, effort and application of skills in visual arts.

Marjorie Cool Shield (Grade 12)

Presented to the student who has earned the highest mark in Art 30, and intends to pursue post-secondary studies in the arts.

Music Award (Undergraduate)

Presented to the top beginning band student.

Senior Band Award (Undergraduate)

Presented to a student who has demonstrated outstanding dedication, effort, and contribution to the musical team.

Health Sciences Institute

Institute Coordinator: Ms. Janet Zajdlik

Designed for students interested in the many careers that can be accessed from studying the arts, including:

Medicine, Psychology, Occupational Therapy, Pharmaceutical, General Science, Research, Nursing, Physiotherapy, Veterinary, Research, Dentistry, Kinesiology, Alternative Health, Etc.

Approximately 30 percent of the WIC graduating class has expressed an interest in entering the Health Science field. The Health Sciences Institute optimizes preparation of WIC students to succeed in this domain.



ACADEMIC COURSES

- Biology 30
- Chemistry 30
- Physics 30
- Psychology 20/30
- Sports Medicine 15
- AP Biology 35
- AP Chemistry 35
- AP Physics 35
- AP Psychology 35
- Sports Performance 15
- Sports Performance 25
- Math 30-1

Complete any four 30-level courses and one AP course



LEADERSHIP

Students engage in a number of leadership camps and activities including, but not limited to the following:

- Duke of Edinburgh Award
- WIC Leadership Roles (Clubs & Activities)
- WICCA Member
- Shad Valley
- Students' Council
- Prefect Board
- CAIS Junior/Senior Student Leadership Conference
- Youreka Canada



CONNECTIONS WITH PROFESSIONALS

The opportunities at WIC for students to connect with professionals in the health science community are extraordinary. By leveraging our community partnerships, alumni, and parents we can connect each student with a professional in a wide range of health science fields. Below is a small sample of the organizations and experts that are happy to discuss their occupations with WIC students and provide opportunities for them to learn first-hand about a career in a specialist field.

- U of C PhD Students
- St John's Ambulance
- Stars Air Ambulance
- Opthamologist Dr. Vivian Hill
- Foothills Radiology research lab; Dr. William Morrish & Dr. Mitha
- Peter Lougheed Centre
- Operation Medical School
- Project Pulse Heath Sciences Conference
- Tom Baker Cancer Centre Research Lab
- Medical researcher Jason Spurrell
- Neuroscience specialist Adrianna Giuffre
- Total Cardiology
- Anatomy Wet Lab



ENRICHMENT EXPERIENCES

Our close partnerships with organizations and specialists, including those above, give WIC students access to hands-on experiences, site visits, and job shadow opportunities that help students to make informed decisions about what area of health science they may pursue. They see first-hand how people in the health science community interact and the relationship between medical research and professional practice.

- St. John Ambulance Standard First AID, CPR & AED course
- Heritage Youth Research Summer Program (HYRS)
- Science Challenge (Grade 7)
- Innovation Fair (Grade 8)
- Telus Spark "Direct from the Operating Room" live surgery series
- Job shadow experience
- Discover Club
- University 101 Seminars
- Athletic Taping
- Ivey Health Science Case Readings
- Dental Aptitude Test workshop
- Senior Biology enrichment labs
- Virology & Oncology Seminars
- U of C Health Sciences Discovery Day
- Suturing Workshop

Health Sciences Institute Awards & Scholarships

Excellence in Science Award

This scholarship is awarded to the student who achieves the top overall in the sciences and pursues either science or engineering in post-secondary education.

The Andrea Bailey Memorial Shield

In Memory of Andrea Bailey (class of '93), the College awards an annual book scholarship to a female student who will pursue post-secondary studies in Science or Engineering.

The Chiu Family Scholarship

The Chiu Family Scholarship was established by Wayne, Eleanore, and their family in 2014 to recognize an outstanding, well-rounded student with a keen interest in both the sciences and the arts who is dedicated to contributing to their community. Presented each year at graduation, this \$2500 scholarship is given to one student who exemplifies versatility with a focus on academic achievement, leadership, dedication and citizenship.

International Languages & Culture Institute

Director of International Languages & Culture: Mme. Sandrine Berezowski

One of the major challenges facing our society is understanding and learning how to work collaboratively and effectively with other people from differing cultural backgrounds. Employers are increasingly in need of professionals who have both linguistic and cultural literacy that extends beyond the English-speaking world. The International Languages and Culture Institute is designed to provide WIC students with a unique and adaptable set of skills across languages and cultures, such as critical thinking, an ability to navigate ambiguity and difference, strong communication skills, and a global mindset.



ACADEMIC COURSES

We offer studies in French immersion, French as a Second Language, and Spanish as a Second Language. Students in French Immersion and French can take the DELF Diploma exam. This internationally recognized diploma is granted by the French Ministry of Education to certify French language skills. Students studying Spanish, can take the DELE Spanish Diploma. Granted by Spain's Ministry of Education, Culture and Sport, this internationally recognized diploma provides certification of competency and mastery of Spanish language.

To be eligible for the International Languages and Culture Institute Certificate, students must complete an AP, DELF, or DELE exam.

Academic Courses in French Immersion & the Bilingual Diploma

Instructional time in French immersion is allocated approximately 70/30 French/English in Grades 7-9; approximately 30/70 in Grades 10-12. In addition to the standard Diploma, WIC also offers a Bilingual Diploma (BD). The key requirement is that students study in two languages (French & English).

- French Language Arts (FLA 7-12)
- PAT in FLA (Grade 9)
- Diploma exam in FLA (Grade 12)
- English Language Arts (Grades 7-12)
- Mathématiques in French (Grades 7-9)
- PAT in Mathématiques (Grade 9)
- Études sociales in French (Grades 7-12)
- PAT in études sociales
- Diploma exam in études sociales (Grade 12)
- PAT in sciences (Grade 9)
- Les sciences in French (Grades 7-9)
- AP French Language & Culture/AP 35 (Grade 11)
- French 30 challenge exam
- Les arts visuels in French (Grades 7-9)
- Les arts dramatiques in French (Grades 7-9)

French as a Second Language (FSL)

English - French bilingualism is an economic and cultural asset within Canada and beyond. The goal of our FSL program is for students to gain a solid foundation in French in order to communicate at a basic level. French (FSL) courses are available at all grade levels 7-12.

Spanish as a Second Language

As over 20 countries have Spanish as their official spoken language, individuals seeking employment with any global company will be at an advantage with Spanish speaking skills.

Spanish courses are available at all grade levels 7-12.



LEADERSHIP

Students engage in a number of leadership camps and activities including, but not limited to the following:

- Duke of Edinburgh Award
- WICLeadership Roles (Clubs & Activities)
- WICCA Member
- Shad Valley
- Yale Young Global Scholars
- Page Program
- Students' Council
- Prefect Board
- CAIS Junior/Senior Student Leadership Conference
- Perdue University
- Forum for Young Canadians
- French for future ambassadors



CONNECTIONS WITH PROFESSIONALS

The opportunities at WIC for students to connect with professionals in the global community are vast. They can practice their second language skills, gain a deeper understanding of culture, and gain exposure to career opportunities that benefit from or are exclusive to bilingual speakers.

- Artists in residence
- Odyssey program
- Page Program
- Bilingual Conferences and Webinars
- Forum for Young Canadians
- Planète Francophonie
- Bilingual Speech with the Conservatory at Mount Royal University
- Guest speakers/presenters
- University of Calgary's Dr. Fanny Macé
- Radio-Canada
- Paul Bourassa, Barrister & Solicitor with the United Nations
- Explore Program



ENRICHMENT EXPERIENCES

Through Focus Friday, courses, clubs, and travel opportunities, WIC students can choose from an abundance of enriching cultural and active citizenship experiences. These include:

- American Sign Language workshops
- Quebec cultural studies trip
- Europe cultural studies trip
- Chef and restaurant experiences
- Japanese stick fighting
- Cultural activities including language exposure in Swahili, Afrikaans, Hindi, Vietnamese, Portuguese, Mandarin
- Francophone Winter Festival
- Japanese film & animation
- Introduction to Mandarin Chinese workshops
- Spanish immersion in Costa Rica
- Working one-on-one with guest language specialists
- Poetry in Voice
- Artists in residence
- DELF Preparation Course

International Languages & Culture Institute Awards & Scholarships

Bilingual Diploma

The Bilingual Diploma is awarded to Grade 12 students who have successfully completed 30 credits of study in which the language of instruction was French, one DELF Diploma, and AP French Language and Culture. Achieving a Bilingual Diploma puts students at an advantage at the post-secondary level. Most post-secondary institutions have generous scholarships for bilingual students and the often get credited up to six credits for their first year.

French Language Arts Award

This award is given to the Grade 12 student who receives the highest combined mark in French Language Arts 30 and French AP.

Creative Writing Award

This award of excellence is given to the student who has, in the eyes of the English and French Departments, displayed the greatest talent for creative writing in both official languages of Canada.

Poetry in Voice/English Stream

This special award is presented to a student for distinguished achievement in the memorization and recitation of poetry in English.

Les voix de la poésie/catégorie francophone

Ce prix exceptionnel est décerné à un élève pour la memorization et la récitation hors pair de la poésie en français.

Poetry in Voice - Les voix de la poésie/Bilingual Stream - catégorie bilingue

This special award is presented to a student for distinguished achievement in the memorization and recitation of poetry in English and French.

Ce prix exceptionnel est décerné à un élève pour la mémorization et la recitation hors pair de la poésie en français et en anglais.

Francophonie Award

This award is designed to affirm positive attitudes towards la Francophonie and to reward students whose cultural, social, and academic engagements positively impact the francophone community at WIC.

Requirements include:

- Initiatives that benefited WIC's Francophone community.
- Participation in one French language club or French language activity.

Liberal Arts Institute

Institute Coordinator: Mrs. Nicole MacArthur

Designed for students interested in:

Creative Writing, History, International Relations, Journalism, Law, Philosophy, Marketing/Advertising, Political Science, Psychology, Public Relations, Etc.

The Liberal Arts Institute provides a rigorous and relevant academic program while providing students with opportunities to interact with professionals and gain invaluable experiences such as debate and preparing simulated court proceedings.



ACADEMIC COURSES

- Religious Meanings 20/
World Religions 30
- Psychology 20/30
- AP Psychology 35
- International Politics 30
- Western World History 30
- English Language Arts 30-1
- AP European History 35
- AP English 35
- Independent Law courses (private law, public law, relationship law, employment law, business law)

Complete any four 30-level courses and one AP course
Students engage in a number of leadership camps and activities including, but not limited to the following:



LEADERSHIP

- Duke of Edinburgh Award
- WIC Leadership Roles (Clubs & Activities)
- WICCA Member
- Students' Council
- Prefect Board
- CAIS Junior/Senior Student Leadership Conference
- Shad Valley



CONNECTIONS WITH PROFESSIONALS

The opportunities at WIC for students to connect with professionals in the field of liberal arts are extensive. By leveraging our community partnerships, alumni, and parents we can connect each student with a professional in a wide range of liberal arts fields. Below is a small sample of the organizations and experts that WIC students can learn first-hand from about a career in a specialist field. They see first-hand how people in the liberal arts community interact and the role they play in a democratic society.

- Journalists
- News Presenters
- Calgary Herald
- Global TV
- Court of Queen's Bench Justice
- Calgary Courthouse
- Lawyers from various fields of law
- McLeod Law
- Mr. Balfour Der, Q.C.



ENRICHMENT EXPERIENCES

Our close partnerships with organizations and specialists, including those above, give WIC students access to hands-on experiences, site visits, and job shadow opportunities that help students to make informed decisions about what area of liberal arts they may pursue. Additionally, our WIC clubs and Focus Friday events provide weekly opportunities to engage with liberal arts related activities.

- Speech Club
- University 101
- Global Awareness Club
- Roots and Shoots Club
- AP Comparative Government & Politics prep workshop
- Common Ground Club
- History Seminars
- Encounters with Canada
- Debate Camp Canada
- Creative Writing Club
- Model United Nations
- Guest presenters
- Newspaper Club
- Debate
- Fictional Literature Society
- Philosophy Seminars
- Law club
- Moot Court

Liberal Arts Institute Awards & Scholarships

Creative Writing Award

This award of excellence is given to the student who has, in the eyes of the English and French Departments, displayed the greatest talent for creative writing in both official languages of Canada.

The Jane McCoy Shield

Donated by a former West Island College teacher and administrator, the Jane McCoy Shield recognizes the student who has achieved the highest combined mark in English 30 and English 35 AP.

The Hildt Family Shield

The Hildt Family donated this award to celebrate the student who held the leading average in a combination of social studies and social science courses and is pursuing a social science in post-secondary education.

WIC Certificates

WIC also provides students with recognition of their commitment and interest in the following areas; International Studies and Athletics & Kinesiology. These certificates do not share the same components of the WIC Institutes, however recipients of these certificates benefit from real-world experiences that extend beyond the classroom.

Certificate of Athletics & Kinesiology

This certificate recognizes students that have demonstrated an active interest and participation in several aspects of sports performance at WIC and in the community. Academic courses related to and required for this certificate include Physical Education, Sports Performance, Sports Medicine, and Biology.

Certificate of International Studies

Since its inception as “Travel Studies” in the early 1990s, WIC’s International Studies program has sent more than 1,000 travelers abroad to learn without limits and make the world a better place. Past destinations of the program include: Belize, Belgium, Bhutan, Brazil, Cambodia, China, Costa Rica, Ecuador and Galapagos Islands, England, Egypt, France, India, Japan, Kenya, Laos, Morocco, Mozambique, Nepal, Netherlands, New Zealand, Peru, Poland, Romania, Samoa, South Africa, Spain, Tanzania, Thailand, Tibet, USA, and Vietnam.

This distinguished certificate of completion was created to honour the intellectual, emotional and physical engagement of our students in international service learning and is given each year to our qualified graduates. Participation in a minimum of two international service-learning experiences, completion of related coursework, and study of a second language at the formally recognized 30 level during your time at WIC will make you eligible for the Certificate of International Studies.

Student Life



Morning Assembly

West Island College is a close-knit community. We come together as a community for assemblies every week. Held in the Hall of Nations, everyone is entitled to speak and all voices are considered equal. Assemblies are led by the Prefects and other student leaders.

The House System

All students are placed in one of four Houses when they begin their time at WIC and remain in the same House throughout their time at the College. Students who have siblings already attending WIC will join their siblings' House. The House System gives students an initial sense of belonging as they are immediately welcomed into a group within the school. The four Houses participate in a friendly rivalry throughout the school year, which is an integral part of the culture of community for which WIC is renowned.

Houses are made up of students from Grades 7 to 12 divided equally between the four Houses:

- Bedard House
- Davies House
- Grant House
- Goodall House

Staff Advisors are also assigned to each House to assist House members in organizing fun activities and provide guidance in the pursuit of the Annual House Championship.

Each House has a House Captain (Grade 12), Assistant House Captain (Grade 10 or 11), and Junior House Captain (Grade 8 or 9). House members elect their own executives at the beginning of each school year.

Outdoor Education

Outdoor Education is an integral part of learning and growth at WIC. Students from Grades 8-12 participate in outdoor education opportunities. Through a range of outdoor education activities such as hiking, canoeing, and camping, students learn and develop self-reliance, teamwork, leadership, and responsibility.

The goals for the West Island College Outdoor Education Program are that students learn and develop self-reliance, teamwork, leadership, and responsibility. Students will gain interest, appreciation, and respect for the environment, for outdoor activities, and general recreation; the attitude and knowledge required to participate safely and effectively in outdoor activities; and lifelong skills in leadership, teamwork, resiliency, and decision-making. They develop an understanding of the importance of environmental stewardship.

September is a busy month for outdoor education at WIC. All of our senior students are involved in at least one preparation day, followed by three days of experiential learning. The objectives of these trips are to build upon the foundational skills learned in the lower grades, to foster leadership and team building, and for students to enjoy *being one with nature*. In Grade 10, all students participate in an outdoor fundamentals camp facilitated by Camp Chief Hector. Thereafter, in Grades 11 and 12, students are able to select from a wide variety of exciting outdoor education adventures, which include: advanced backpacking, canoeing, mountaineering, sailing, mountain biking, learning how to scuba dive, and day trips.

In the late winter, the Grade 9s spend one night and two days in Kananaskis Country learning how to cross-country ski and developing the skills and understanding for managing themselves in a cold winter environment. By the end of the trip, students are comfortable cross-country skiing and often leave with humorous tales of their adventures in the winter wilderness.

Later in the spring, the Grade 8 students are involved in a preparation day followed by two days in Kananaskis Country. Whilst in the mountains, they spend one day hiking and examining the environment, and one day rock climbing under the supervision of University of Calgary climbing guides. A favourite part of the trip for many is the overnight camping experience where their preparation and skills are put to the test.

Experiential Education and Field Trips

West Island College recognizes and encourages the educational value of learning experiences in the world outside of the classroom.

Experiential learning opportunities complement, enrich, and extend the learning experience of all students at WIC.

Experiential learning can expand and reinforce concepts learned in the classroom, provide for new and unique learning opportunities not available at WIC, and make learning experiences more meaningful for students. These enriched learning opportunities also help students develop confidence, resiliency, empathy, and leadership skills.

Additionally, outdoor education trips help students complete the expedition component of the Duke of Edinburgh Award program at the bronze, silver, and gold levels.

International Studies

International Studies provides students with the opportunity to participate in overseas service-learning experiences during Spring Break.

Purpose

- Facilitate international travel experiences that raise social consciousness, cultural understanding, and environmental awareness.
- Develop empathy and appreciation for others.
- Build mutual understanding and respect for different cultures of the world in order to complement learning in the areas of Social Studies, Science and Language Arts.
- Provide meaningful, authentic learning opportunities for students to engage in service-learning projects, both humanitarian and conservationist in nature.
- Honour a genuine commitment to sustainability in our own internal practices and the operation of International Studies programs and projects.

International Studies Certificate

West Island College recognizes that students participating in the International Studies Program acquire interests, knowledge, skills, and attitudes which will help them understand global, local, and personal perspectives of the increasingly interdependent global environment in which we live. To honour this intellectual, emotional, and physical engagement of our students in international service learning, West Island College offers graduating students an International Studies Certificate.

During their tenure at West Island College, a student must:

- Participate in a minimum of two international service-learning experiences.
- Complete all related coursework.
- Complete at least one other Social Science course.
- Complete the study of a second language to the formally recognized 30 level.

While the school will endeavour to accommodate individual student needs and situations, the certificate requirements must be met in order to earn the International Studies Certificate. Students who wish to qualify for this certificate should consult with the Director of International Studies.

Commencement Ceremony

Appropriately attired in cap and gown over the WIC formal uniform, students receive their graduation certificates at a formal ceremony held in June of their graduation year. The evening comprises several speeches (Head of School, Chair of the Board of Directors), after which the diploma is bestowed upon each individual graduate (along with a brief personal address for each graduate). In addition to the

individual diplomas, the Valedictorian speech is given and a number of special awards (for top academic achievement in French, Creative Writing, Art, Social Science, English, Math and the Sciences; and for Leadership and Citizenship) are distributed during this evening of celebration. Families and friends are invited to attend.

Valedictorian

The Grade 12 student with the highest academic average is selected to be Valedictorian.

Student Life and the Co-Curricular Program

At West Island College, our programs are directed towards educating the whole student; the College's co-curricular programs play an integral role in this development. Participation in one or more of our school activities contributes not only to the individual's growth, but also increases school pride and develops a strong sense of community.

Student Leadership

Global Awareness Club

Open to students interested in raising awareness about situations in many parts of the world, the Global Awareness Club has a strong educational focus coupled with projects to raise awareness. It meets weekly and is open to all interested students.

Community in Action

"Be the change you want to see in the world"

The quote above is a representation of our club Community in Action; our mission is to create change and help support the community around us. We want to spread awareness on important issues and problems that affect the people in our WIC, city and national community. We also try to offer more direct aid working closely with charities to help support those who are in need through our initiatives.

Prefects

The Prefects, made up exclusively of Grade 12 students, are responsible for student pride, engagement, and school spirit. As ambassadors for WIC, the Prefects play a vital role in supporting student life at the College. They are role models and exemplify all that is best of our school to their fellow students, the parent body, and the community at large. Prefects are selected after a thorough application process: each candidate submits an application package, seeks faculty and student endorsement, and is interviewed by a panel consisting of faculty, students, and administrators.

Peer Tutoring

Peer tutors are selected through an application process in an effort to provide academic support and assistance by WIC students who excel in specific subjects along with faculty recommendations. Tutors are typically Grade 11 & 12 students who are available Friday mornings from 8:00-9:00 a.m. in the library to assist students who may require additional help in all core subjects including second languages.

Mentors

Mentoring opportunities exist for WIC students who can be good role models, act as a friendly face, provide support, and help students who are new to WIC adjust to a new academic and social environment. Mentors are valuable on Registration Day in particular, in addition to being a reliable go-to person during the year. The new Grade 7 students are mentored by a returning Grade 8 student in small groups to help foster relationship building. The incoming Grade 8 - 11 students are paired individually with a Mentor with some similar interests; ideally the Mentor and Mentee have a minimum of one class together to help facilitate the development of this relationship.

Roots & Shoots

The Roots & Shoots Program is about making positive change happen for our communities, for animals, and for the environment. Part of a national organization linked to Dr. Jane Goodall, the group connects youth of all ages who share a desire to help make our world a better place. Students and staff come together to share ideas and inspiration, implement successful community service projects, and participate in special events and global campaigns.

Student Advisory Councils

The Student Advisory Councils are forums for formal student voice; using their knowledge, experience, and commitment to benefit current and future students of all grades as well as the life of the College.

Students' Council

The Council's mandate includes, but is not restricted to:

- Student advocacy
- Organization of events such as school dances and school spirit days
- Liaison between the students, teachers, and administration
- Promotion of school spirit

Students' Council is elected by the student body at large, with the Executive Committee being elected in the spring of the year prior to its ascension to power. This committee is composed of:

Title

President
Senior School Vice-President
Junior School Vice-President
Secretary/Treasurer

Eligibility

Grade 12
Grade 10-12
Grade 9
Grade 10-12

Grade Representatives are chosen from each grade level in the fall by the students in that specific grade.

West Island College Athletic Association (WICAA)

WICAA is responsible for all athletic events at the College. Its executive is made up of a President, Vice-President, Junior President, House Captains, Assistant House Captains, and Junior House Captains who are elected by each House. WICAA helps with the Intramural Program, oversees the interscholastic timekeepers and scorers, and organizes and facilitates a number of events, including the annual Athletic Awards Ceremony.

Interscholastic Sports

Athletics at West Island College are an integral and valued part of the school culture. Athletic competition plays a vital role in developing one's physical, intellectual, social, and emotional well-being, and WIC takes pride in exceptional student participation rates. Furthermore, the coaching staff is passionate about helping the athletes to develop a lifelong love of physical activity during their personal journeys to individual excellence.

WIC offers a wide variety of athletic opportunities from Grade 7 through to Grade 12. Interscholastic teams start at the end of August with golf and volleyball and finish in June with soccer, field hockey, and rugby. Teams are of a competitive nature and try-outs are held at all levels. All teams have both practices and games, and many teams also participate in outside tournaments. Practices are held at the College or at a nearby field in the morning before school, or after school. Games and tournaments are played both at home and away.

The Grade 7 boys and Grade 7 girls teams are open for tryouts for Grade 7 students only. The Grade 7/8 boys and Grade 7/8 girls teams are open for tryouts to any Grade 7 or 8 students. The main objectives of these teams are participation and skill development. Junior 8/9 boys and Junior 8/9 girls teams are open for tryouts to any Grade 8 or 9 students. These teams spend a lot of time on skill development and court strategies. The level of play becomes more competitive as the students progress through the grades.

The competitive senior teams are open to players from Grades 10 through 12. Teams often have the opportunity to participate in a competitive high school league and a variety of outside tournaments.

Coaching Philosophy

The athletics program is divided into two categories: intramural sports and interscholastic sports. There are many similar objectives for these programs; however, they do differ in their design. The intramural program is designed for the participation of all students, regardless of their abilities, whereas the interscholastic program is competitive by nature and thus requires a coach to select players who best fit the roles on the team.

Success in interscholastic sports should not be defined by the number of wins garnered in a season. Rather, it should be defined by our best efforts in participating in the sport. Winning may certainly be an interscholastic team objective, but it certainly is not the sole objective.

Our Beliefs

Participation in athletics provides students with opportunities to learn about:

- Competition
- Teamwork
- Compassion
- Time management
- Persistence
- Commitment
- Sportsmanship
- Excellence
- Leadership

As coaches, we recognize that we have an opportunity to instill in our players:

- The spirit of teamwork and competition
- The rewards of hard work and commitment
- The acceptance of success and defeat
- The importance of various team roles
- Respect for other players, other coaches, game officials, host schools and spectators

Communication between coaches and players is vital. As coaches, we commit to communicating our:

- Team selection criteria
- Various roles on the team
- Individual player and team goals
- Expectations for participation in and commitment to the team
- Team budget
- Team schedule

Sportsmanship Pledge

Good sportsmanship is the attitude and behavior that exemplifies positive support for interscholastic athletic programs as well as the individuals who participate. People involved in all facets of the interscholastic athletic programs are expected to demonstrate respect for others and display good sportsmanship. It is essential that student-athletes, coaches, parents, student groups and fans exemplify good sportsmanship.

Be Loud – Be Proud – Be Positive

Intramurals

Intramurals are conducted at lunchtime. The intramural program is the ideal place for students to gain competitive experience. The games are open to all grade levels and allow students to accumulate points towards athletic awards and the House Championship. Games are advertised on the WICAA Board, during morning assemblies, and on WIC TV. “Open Gym” days and Special Events (e.g., Staff vs. Students) are offered throughout the year during lunchtime.

Clubs and Organizations

A variety of student clubs operate within the College with meetings generally taking place at lunchtime. While some clubs are fixtures on the College’s calendar, others are created as student interests and teacher interests connect.

School Ties

In addition to the Junior and Senior ties, special school ties are presented to students who have qualified to receive them through their achievement in the previous academic year and represent the following areas: House, Honours, Athletics, Fine Arts, Leadership, French Immersion, Prefect, and Head Prefects. These special ties may be worn by those students at any time in their subsequent years at the College.

Expectations for Students

It is the policy of West Island College to maintain a safe and inclusive learning and teaching environment through the adoption of a Code of Conduct, which promotes responsibility, respect, civility, and academic excellence. The Code sets clear standards of behaviour for all members of the school community. The goal is to create a positive school atmosphere where all members of the school feel safe, comfortable, and accepted.

Academic Commitment

Students are expected to:

- Attend classes punctually, regularly and to participate fully
- Demonstrate commitment and readiness to learn
- Abide by the academic honesty expectations
- Be open-minded and receptive to new ideas and different perceptions, as well as being flexible to different ways of learning
- Maintain regular communication with teachers
- Inform teachers in advance of any planned absences, and make all arrangements necessary for making up missed work
- Seek extra help when needed
- Prepare for and complete required assignments and culminating assessments in a timely manner (e.g. tests, projects, presentations, examinations, and performances)
- Engage in constructive dialogue that further enhances learning in the classroom and contributes to the growth of the College
- Take responsibility for one's actions

Co-Curricular Commitment

Students are expected to:

- Challenge oneself to discover new passions, and develop new skills and interests in the arts, sports (recreational & competitive), clubs, community outreach and leadership opportunities
- Participate in the life of the College
- Exhibit commitment and pride in the College
- Wear the proper West Island College athletic-wear
- Support co-curricular activities as a participant and/or spectator

The Spirit of Discipline

Each individual at WIC is responsible for his or her own actions and behaviour and is responsible to be a good citizen. Discipline is a formative process of development, not just a tool to be used in times of misbehaviour. Discipline is achieved when the members of the school community are clear about the rules and customs within which they learn and when they feel comfortable about the structures within which they operate. Therefore, the Doctrine of Expectancy is practised where appropriate behaviour is not only required but also expected. To that end, a level of conformity in such areas as dress code and conduct throughout the College is expected so

that attention can shift away from such incidental issues and focus on more essential aspects of learning and growth. There are times when disciplinary consequences are essential because mistakes are a natural part of the learning process.

Progressive Discipline

The enforcement of school rules and the Code of Conduct, and the imposition of disciplinary action are the responsibility of the Head of School and his/her designates who consult with students, staff, parents, and others as deemed appropriate.

A progressive discipline approach will be used to deal with inappropriate behaviour. Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences that builds upon strategies that promote positive behaviours. This may include reminders, review of expectations, detentions, contact with parents/guardians, loss of privileges, written reflection, conflict mediation and resolution, referral for support services, time away for reflection and/or suspension, and expulsion. West Island College supports the use of suspension and expulsion for serious incidents. Before considering whether to impose a suspension or expulsion, the Head of School and his/her designates will consider mitigating and other factors.

While, in general, the severity of punishment and the positive steps taken by the College will be consistent with the nature and degree of the misbehaviour, each case will be dealt with individually. No two misdemeanours are exactly alike, nor are the needs of offenders necessarily similar. Fairness and punishment do not automatically require identical treatment.

We recognize that each student is a unique individual and that every situation that requires disciplinary action has its own set of extenuating circumstances. All factors that may have affected the student's behaviour will be considered throughout the progressive discipline process. Students who behave inappropriately will receive an age and developmentally appropriate consequence.

Mean Behaviour

In some instances, children and youth will experiment with behaviours such as name-calling, pushing, making fun of others, or taking things without permission as part of asserting themselves or in an attempt to make a connection. These behaviours are typically spontaneous, localized events, where the individual will demonstrate remorse and empathy when the behaviour is pointed out by an adult.

When a faculty member witnesses mean or inappropriate behaviour, students can expect that it will be addressed. Students can expect that faculty will respond quickly, firmly and respectfully to stop the

behaviour in order to let students know immediately that their actions are hurtful and to re-direct them to more positive behaviour.

A response stops children and youth from developing a pattern of mean behaviour as their way of interacting with peers and prevents mean or inappropriate behaviour from escalating into bullying or interrupting other students' learning. School administration fully commits to take all reasonable steps to prevent retaliation by a person against a student or staff member who has made a complaint of a breach of the policy.

Bullying

Every student at West Island College has the right to learn free from any form of harassment. The administration of the College is committed to providing a safe, secure and predictable environment for all students. All members of the community are expected to deal with each other with kindness, respect and dignity. If an individual or group of individuals digress from the norm, they are infringing on the right of each community member to exist in a safe, secure and predictable school environment.

West Island College defines bullying as any repeated negative, aggressive action that is intended to hurt, humiliate, frighten or exclude someone. This pattern of behaviour often involves an imbalance of power.

Forms of bullying may include, but are not limited to, cyberbullying, physical bullying, verbal bullying, and social-emotional bullying, harassment, intimidation, threatening or violent behaviour, and will be labelled accurately. Any of these forms of bullying will be treated as a serious disciplinary matter.

Students must not engage or persist in conduct that is unwelcoming or harassing to others. Those students who engage in repetitive behaviours will experience an escalating scale of consequences including counselling, detention, suspension, and ultimately expulsion based on the student's age, maturity, and potential needs. School administration fully commits to take all reasonable steps to prevent retaliation by a person against a student or staff member who has made a complaint of a breach of the policy.

Harassment

At West Island College, we recognize the right of all members of the school community, including students, parents, employees and volunteers, to learn, work, consult and associate in an environment free of harassment.

Harassment includes repeated words, acts, or gestures of a contemptuous nature with regard to a person or group of persons, on the basis of any of the following grounds: academic ability, gender, religion, sexual orientation, physical appearance, political convictions,

disability, colour, race, age, ethnicity, and any form of exclusion. West Island College does not tolerate any form of harassment and complies with the Alberta Human Rights Code.

A student should speak to an adult that she/he feels comfortable approaching with a concern. When a concern is reported to a teacher or a counsellor, the information will be brought to the Principal of Junior High School/Senior High School, the Deputy Head of School, and/or the Head of School, who will investigate the matter and strive to bring about a resolution.

Staff members or faculty who receive repeated harassing phone calls, emails or other communications will report directly to the Principal of Junior High School, Principal of Senior High School, Deputy Head of School, and/or Head of School. While the College welcomes ideas, suggestions, and constructive criticism from parents and community members, West Island College does not tolerate any negative or personally destructive comments directed at faculty or staff.

Progressive Discipline - Promoting Positive Student Behaviour

Students are at various stages of learning acceptable behaviour and in some circumstances, positive practices may not be effective to address inappropriate student behaviour. In such circumstances, the use of progressive discipline appropriate to the individual and related to the circumstances may be required. The goal of progressive discipline is to promote positive student behaviour.

Progressive Discipline may include interventions and consequences such as:

- Review of expectations;
- Warnings;
- Notification of parents;
- Restricted privileges;
- Restorative practices;
- Conflict mediation and resolution;
- Referral to counselling and/or consultation;
- Withdrawal from class (in-school suspension; out-of-school suspension; and
- Expulsion.

Dress Code Infractions

Out of Uniform:

Students will be asked to be in proper uniform and, where necessary, will be required to have their uniform brought to the College or be sent home to retrieve their uniform. Occasionally, students may be held from

classes until their uniform is brought to school. In some circumstances, the student may have permission from the Principal of Junior High School or Principal of Senior High School to be out of full uniform. Please note: if a student must be out of uniform for medical reasons, a doctor's note must be given to the Principal of Junior High School or Principal of Senior High School.

Improper Wearing of the Uniform:

Students are expected to wear their uniform properly. Those who do not are demonstrating a lack of respect for the College and themselves. Continual improper wearing of the uniform will result in detentions, involvement of the parent/guardian, and suspension may be necessary.

Academic Honesty Policy

Definition of Plagiarism

Plagiarism can be defined as submitting another person's ideas, words, images, or data without giving that person credit or proper acknowledgement. Plagiarism, a form of academic dishonesty, is similar to stealing and will not be tolerated.

Examples include:

- Using another author's words without quotation marks or acknowledgement
- Using another author's ideas without acknowledgement
- Submitting the same or similar work as another current or past student
- Submitting work that has been significantly altered or generated by a tutor, parent, or friends
- Submitting work that has been cut and pasted from online sources and altered
- Sharing work or files with another student
- Using an online translator to create their work
- Using images, designs, processes, digital, audio and video files, and Internet resources without crediting the source.

Steps to Avoiding Plagiarism

If students are in doubt about their content or about how to acknowledge the true author according to protocol, they must consult with their teacher or Librarian before submitting their work. Students should never lend or give their work to other students. Electronic data lives forever and students could be found guilty of plagiarism years after they shared their file(s).

Overwhelmingly, students plagiarize because they are under pressure to complete their work quickly. To avoid finding themselves in a time crunch, students must plan their work carefully and stick to timelines. Students should always communicate with their teachers if a deadline will not be met.

When researching, students must avoid cutting and pasting from the Internet, even if it is just for their own notes. They must take the time to read, understand, and then write their notes in their own words. Students should reference everything. They should follow MLA guidelines when creating their bibliography or list of references.

Definition of Academic Dishonesty

Academic dishonesty is when students intentionally misrepresent themselves or their work to their teacher. Any attempt to have an unfair advantage in a quiz, test or exam, or any other assessment, is considered cheating.

Examples include:

- Turning in someone else's work as your own
- Giving incorrect information about the source of a quotation
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not
- Using your own work for more than one course without the instructor's knowledge (e.g. handing in a paper for Social Studies and using this same paper, or a selection of it, for English)
- Taking cheat notes into a quiz, test, or exam
- Attempting to see another student's test or exam
- Talking during a quiz, test, or exam
- Using permissible technology (laptop, programmable calculator, translator) to hide or access required information
- Possessing a cell phone or any device that can access the internet during an assessment
- Having unauthorized possession of, or knowledge of, the content of a quiz, test, or exam before it is administered

Students must ensure that when they seek assistance from a tutor, or anyone else, that the work that they submit is their own.

Changing the words of an original source is not sufficient to prevent plagiarism. If you have retained the essential idea of an original source, and have not cited it, then no matter how drastically you may have altered its context or presentation, you have plagiarized.

Most cases of plagiarism can be avoided, however, by citing sources. Simply acknowledging that certain material has been borrowed, and providing your audience with the information necessary to find that source, is usually enough to prevent plagiarism. For information on citing sources, students should talk to their subject teacher and refer to the MLA guidelines.

Consequences for Academic Dishonesty, Plagiarism, or Cheating

If a student has plagiarized, the consequences are as follows:

First Time Offence

May receive a “zero” on that assignment plus a meeting with the teacher, an administrator, and the parents, and a note in their file;

Second Time Offence

Receive all of the consequences of the first-time offence, as well as an in-school suspension; plus a possible suspension or expulsion;

Third Time Offence

Receive all of the consequences of a second-time offence plus a possible suspension or expulsion.

Behaviour Probation

Students will be closely monitored and parents/guardians informed. Further breach of the College rules could result in the student being asked to leave the College immediately, or re-enrolment not offered for the following school year.

Academic Probation

When a student’s progress and grades are deemed unsatisfactory, meetings will be held with the student and clear expectations and goals are set. Students will be closely supported, monitored, and parents/guardians informed. Failure to improve and meet expectations could result in the College’s recommendation for alternate school placement. Parents would be informed in a timely manner that the student is asked to leave the school or that re-enrolment is not offered for the following school year.

Attendance

Regular and prompt attendance is a basic requirement for student success at school. The Alberta School Act requires all schools to ensure that “all reasonable efforts are made to ensure students attend school.” Further, the School Act in Section 13(5) stipulates that students are excused from attending school for “sickness or other unavoidable cause” or a “recognized religious holiday for the denomination to which the student belongs.”

Family vacations and other absences that occur due to family choice are **NOT** considered excused absences according to the School Act. While West Island College will support a parent’s decision to make individual family choices, it must be noted that classroom instruction will continue. Make-up work and after school help cannot completely replace the loss of classroom instruction and the importance of student engagement in the learning process. This is especially significant at the Grades 9-12 level where all classes are semestered and, not only move at a faster pace, but also cover more demanding and abstract concepts.

Students who will be missing school due to family vacations or other activities are required to see the Principal of Senior High School or Principal of Junior High School to receive an “Extended Absence” form. On this form, teachers will note the work that will be missed and the expectations for the students during the absence.

Students who are late for class will be expected to make up the missed instruction with the appropriate classroom teacher.

Informing the School

Please call the College at 403-255-5300 and either speak to an Executive Assistant, leave a message, or email the school at **office@mywic.ca** with the subject line “Student Absent or Late.” When emailing the teachers or administration staff regarding an extended student absence, please ensure to cc: office@mywic.ca so that we can keep accurate records of the absence.

Students who will be absent for four or more days should complete an Extended Absence Form from the Main Entrance at least **one week** prior to the intended absence.

Sign Out Procedure

Students leaving the building during class time for an appointment, etc., are required to sign out at the Main Entrance, with the proviso that they have parent permission to do so, and sign in when they return.

Exam Attendance

Diploma Exam and Achievement Test regulations require that students write final exams on the specified date and time. Please make plans based on the Diploma Exam schedule published on the school calendar, although note that it is not possible to post all final exams until later each semester.

Students who arrive one hour or more after the start of an exam may not be allowed to write the exam at that time.

Student Code of Conduct

Students are responsible and accountable to West Island College for their behaviour and conduct:

- while they are involved in school-sponsored or related activities;
- on school property;
- during any recess or lunch period on or off school property;
- while travelling to and from school;
- in vehicles used for the transportation of students to and from school and school-related activities; and
- beyond the hours of school operation if the behaviour or conduct detrimentally affects the welfare of individual students or the governance, climate, or efficiency of the school.

Students must respect:

- school authority;
- others and their property;
- ethnic, racial, religious and gender differences; and
- school property, community property, and property of other persons.

Unacceptable behaviour means, that in the opinion of a teacher or administrator, the student has displayed an attitude of willful, blatant and repeated refusal to:

- (a) be diligent in pursuing the student's studies;
- (b) attend school regularly and punctually;
- (c) co-operate fully with everyone authorized by the Board to provide education programs and other services;
- (d) comply with the rules of the school;
- (e) account to the student's teachers for the student's conduct;
- (f) respect the rights of others;
- (g) ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (h) refrain from, report, and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day, or by electronic means;
- (i) positively contribute to the student's school and community.

Some examples of unacceptable behaviour:

- Inappropriate language
- Rudeness
- Threats
- Conduct which endangers others
- Encouraging conduct which endangers others
- Encouraging unacceptable conduct
- Use or display of improper, obscene or abusive language
- Distribution or display of offensive messages or pictures
- Lying and cheating
- Being disrespectful to fellow students, staff, faculty, and visitors
- Theft
- Assault
- Willful damage to school or others' property
- Use, possession of, distribution of alcohol, drugs, marijuana, or inhalants on school property or when attending school-related functions such as dances, excursions, sporting events, etc.
- Personal or sexual harassment
- Hazing or initiation activities
- Extortion
- Disruptive behaviour, willful disobedience or defiance of authority
- Interfering with the orderly conduct of classes of the school
- Tampering with the fire alarms and safety equipment
- Criminal activity
- Academic dishonesty such as plagiarism
- Contravention of the school code of conduct
- Possession of, or active contact with, a weapon (or replica weapon) on a student's person or in a student's locker or desk
- Bullying, cyberbullying, discrimination, and intimidation

In addition students shall:

1. Use the gym and staff areas only under supervision.

2. Refrain from using inhalants, on or in view of school grounds.
3. Refrain from the use of profanity.
4. Not engage in acts of vandalism.
5. Not engage in violent acts or acts of harassment in any form.
6. Not possess, distribute or use illegal substances, inhalants, or alcoholic beverages.
7. Not steal.
8. Ensure academic and personal integrity, including avoiding cheating and plagiarism.
9. Adhere to the school's uniform policy.
10. Complete homework and projects by due dates.
11. Grades 7 & 8 students must remain on the school property during the lunch hour, with the exception of going to the Calgary Farmers' Market on Thursdays and Fridays.

Each breach of the school rules and expectations carries with it a degree of gravity. Appropriate disciplinary consequences will be applied to each infraction.

Rights and Standards of Behaviour

Safe and caring environments are free from acts of:

- Bullying, cyberbullying, harassment, and marginalization.
- Threats and intimidation.
- Violence in any form.
- Discrimination in any form including race, colour, gender, religious beliefs, sexual orientation, ancestry, or national origin.
- Retribution against a person who has reported incidents.
- Abuse in any form.

Student rights:

- Being treated with dignity and respect
- Being provided with activities that are success-oriented and build on individual strengths
- Receiving a quality education

Parent rights:

- Being treated with dignity and respect
- Being heard and to have concerns addressed
- Being able to openly communicate with the College

Staff rights:

- Being treated with dignity and respect
- Access to a safe working environment
- The expectation that parents and students are involved in creating a positive school environment

Standards of Behaviour

All members of the school community must:

- Respect and comply with all applicable federal, provincial and municipal laws
- Demonstrate honesty and integrity
- Respect difference in people, their ideas, opinions, and beliefs
- Treat one another with dignity and respect at all times, and especially when there is disagreement
- Respect and treat others fairly, regardless of race ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
- Show proper care and regard for school property and the property of others
- Take appropriate measures to help those in need
- Respect all members of the school community
- Respect the needs of others to work in an environment that is conducive to learning and teaching
- Not verbally abuse a teacher, another individual in authority or school peers
- Seek school staff assistance, if necessary, to resolve conflict peacefully

Conflict and Mean Behaviour

West Island College is committed to establishing and maintaining a safe, inclusive, equitable, and welcoming learning and working environment for all members of the school community. The diversity of the West Island College community offers a special opportunity to learn and practice understanding, tolerance, and compassion. Impinging on the well-being of others or violating their rights is unacceptable. Poor behaviour will be addressed by all staff on an escalating basis, through faculty, Curriculum Leaders, Directors and Administrators. School administration fully commits to take all reasonable steps to prevent retaliation by a person against a student or staff member who has made a complaint of a breach of school policy.

Peer Conflict

Part of growing up involves learning to navigate the relational challenges amongst peers. As such, there

will be instances when two peers of equal power in their relationship hold differences of opinion that may lead to conflict or argument, or specific incidence of mean behaviour. If required, students in these situations will benefit from adult mediation to reach a resolution. School administration fully commits to take all reasonable steps to prevent retaliation by a person against a student or staff member who has made a complaint of a breach of the policy.

Uniform and Appearance

At West Island College, we believe that a uniform encourages students to recognize each other for whom they are as individuals. As such, it is one of the most important and visible representations of WIC to the outside community. The uniform is a symbol of our students and their remarkable achievements and contributions to the school. When wearing the uniform, students display their connection, bond, and commitment to the College's Purpose, Promise, and Commitments, and to the College's motto: "Let Us Pursue Excellence." While wearing a uniform inside or outside school, our students are school ambassadors and it is expected that students wear their school uniform with care, pride, seriousness, and respect.

It is highly recommended that all uniform pieces are labelled with the student's name. We ask for parent support in ensuring that your children are wearing the uniform properly.

In response to the pandemic and the need for everyone on campus to be wearing a mask, we have modified our uniform guidelines for 2020/21 as follows. Please note all other aspects of the uniform guidelines remain the same. For example, shoes.

Formal Uniform (shirt/tie/blazer) - will be required only on certain special occasions, like Remembrance Day. These dates will be communicated to the whole school well in advance.

Regular Uniform - at all other times, students can choose to, but will not be required to wear a tie or a blazer. They can wear a WIC: golf shirt, golf shirt & sweater or vest, dress shirt, dress shirt and sweater or vest.

Summer Uniform - summer uniform may be worn throughout the academic year.

Junior High Uniform

- Green-crested blazer. The blazer is required for all assembly days and special events.
- Grey uniform dress pants with a black belt (boys and girls)
- Grey skort worn no shorter than 8cm above the knee with modesty shorts (girls)

- White-crested shirt, long or short sleeves
- School tie
- Green-crested cardigan, V-neck sleeveless sweater, or V-neck long sleeve sweater
- White, grey, green or black socks (boys)
- White, grey, green or black knee socks or opaque tights (girls)
- Black shoes with black soles (heels less than one inch)

Senior High Uniform

- Black-crested blazer. The blazer is required for all assembly days and special events.
- Grey uniform dress pants with a black belt (boys and girls)
- Tartan skort/kilt no shorter than 8 cm above the knee with modesty shorts (girls)
- White-crested shirt, long or short sleeves
- School tie, bow tie (boys), or crossbow (girls)
- Black-crested cardigan, V-neck sleeveless sweater or V-neck long sleeve sweater
- White, grey, green or black socks (boys)
- White, grey, green or black knee socks or opaque tights (girls)
- Black shoes with dark sole and dark logo (heels less than one inch)

The blazer and tie must be worn

- for formal gatherings.
- for school photos.

Summer Uniform

- White-crested, short sleeve polo shirt
- Black-crested cargo shorts with a black belt, grey uniform dress pants, or uniform skort or kilt
- White, grey, green or black socks (ankle or knee)
- Black shoes with dark sole and dark logo (heels less than one inch)
- Sandals and Birkenstocks are not acceptable

Physical Education Uniform

To support the AHS safety guidelines around COVID-19. Students enrolled in a physical education course will be permitted to wear "activewear" throughout the school day on the days that they are scheduled to have physical education.

Details - Each physical education course will have days wherein students are focusing on Health and/or CALM and therefore will be required to wear the regular/summer uniform. There will be certain days throughout the school year when all students will be required to wear the school's formal uniform. The days that the physical education students are required to wear their summer/regular uniform will be communicated to the students by their Physical Education teachers. The days that formal uniforms are required will be communicated to students and parents in advance.

What you need to wear:

Activewear - defined as: Appropriate clothing to be physically active during physical education class. These clothing items must include a short sleeve or long sleeve shirt, active bottoms and athletic shoes. Active bottoms will include sweatpants, track pants, yoga pants, athletic leggings or shorts that are mid-thigh length or longer. Students who would prefer to change from their activewear after physical education class may do so at an appropriate time in a socially distanced space in the changeroom.

All components of the uniform **with the exception** of socks, tights, belts and activewear must be purchased from WIC's uniform supplier, **Top Marks. (www.topmarks.ca).** **The school access password is WES02.** The parent and student shall be responsible for ensuring that the student is in compliance with all aspects of the school dress code throughout the school day, including before school, during the lunch hour, and at the end of the school day. Parents may not excuse their child from compliance with the West Island College dress code.

Students are expected to wear their uniform properly. Those who do not are demonstrating a lack of respect for the College and themselves. Continual improper wearing of the uniform will result in detentions, involvement of the parent/guardian, and suspension may be necessary.

Non-Uniform Days

Throughout the school year, non-uniform days or top half replacement days will be sanctioned by Student Leadership groups and Administration. On non-uniform or top half replacement days, all students are to dress appropriately for school. Appropriate attire would be modest and include sleeves, covered backs, chests and abdomens, and have no offensive slogans. No hats may be worn inside the school. Tight-fitting or revealing clothing is not acceptable.

Junior High School and Senior High School Schedules

Day-to-Day Expectations Arrival and Departure

The College opens at 7:00 a.m. and closes at 5:00 p.m. Students who arrive early or stay late, may study in the Hall of Nations. The Library is open Monday to Thursday from 8:00 a.m. to 4:00 p.m. and Friday from 8:00 a.m. to 3:00 p.m.

Attendance

Classes begin at 8:10 a.m. Late students must sign in at the Main Entrance Reception. Two lates in a week will result in a detention. Successful completion of courses and of the school year depends upon attendance and punctuality. West Island College students are expected to be fully committed to academic responsibilities. Attendance is critical to the process of learning, achieving academic success and reaching one's full potential. At WIC, each student has the responsibility for her/his academic learning, including duties to be polite, respectful, present, punctual, prepared, and engaged. Attendance and commitment are critical for academic success at the College.

Absences and Appointments

Parents must contact the College by phoning (ext. 225) or email office@mywic.ca by 7:30 a.m. to report their child's absence from the College. Students who need to leave early from school must present a note or the school must have received a telephone message or email from a parent. A note from a doctor is required to excuse prolonged absences.

Parents are required to inform the Principal of Junior High School or Principal of Senior High School in advance of any planned absences from school. Parents and students are asked to avoid making appointments, travel arrangements, and extended holiday plans during school time. We urge families to consider special requests very carefully as a student's absence may jeopardize her/his learning as well as that of peers because of shared presentations, assignments, co-curricular commitments, and leadership responsibilities. We appreciate your support in ensuring that your child is at school and progressing well academically.

Senior School (Grades 10-12) students are permitted to sign out at reception to go off-campus "down the hill" for lunch and during study blocks. If a student is consistently late returning, this privilege will be revoked. All students must sign in upon return. Please note, that while off-campus, students are expected to continue to abide by the WIC's Code of Conduct as ambassadors and all expectations remain in effect.

Cafeteria

The cafeteria is open 7:30 a.m. to 3:00 p.m. Students are expected to clean up after themselves, recycle, and throw their garbage in the appropriate bins.

Lockers

Lockers are loaned to students and, as such, remain the property of the school. They may be searched if school authorities have reasonable grounds to believe that the climate, culture, or safety of the school is compromised. Students are also loaned locks for their lockers, and are expected to maintain the security of their possessions; the school is not responsible for theft. Students are advised to leave valuables or money in their locked locker. Lockers are available for use in the Gym 1 locker room during Physical Education classes; students are required to bring their own personal lock from home to use. All lost and found articles are to be turned in to the Business Office. The school does not assume responsibility for lost articles.

Cellphones, Cameras, and other Electronic Devices

Cell phones must be turned off and put away when class is in session unless a teacher has specifically asked that it be turned on. Grades 7 & 8 students will be required to put their cell phones in their lockers from 8:00 a.m. to the end of the school day. They may quickly check their cell phone for parental messages at the beginning of lunch, but then the phone is to be stored in their locker for the remainder of the lunch hour. Grades 7 & 8 students are only permitted to use their personal computers during lunch time if granted permission to do school work in a designated area. Exception - teachers may ask students to get their cell phones for educational use in the classroom. Should students be found to be repeatedly using their cell phones during non-sanctioned times or inappropriately, their cell phones will be given to the Principal of Junior High School or the Principal of Senior High School for the remainder of the day. If this behaviour is repeated, the cell phones will only be returned after the Principal of Junior School or Principal of Senior School has met with both the student and parent to clarify the school's expectations.

Use of any camera device is strictly prohibited unless authorized by a faculty member. Where a student uses a camera for school purposes, any images identifying West Island College or its students, faculty, parents, staff, or alumnae may not be published in any form without official permission. Students may not take photos of other students, faculty, staff, parents, or alumni without obtaining permission. Use of cell phones is prohibited in all bathrooms and change rooms.

Liability

The College assumes no responsibility or liability for damage or loss, however, caused, to personal property of students.

Vehicle Use and On-Campus Parking

The school has limited student parking available. All students must apply to the Principal of Senior High School for a parking permit and register their vehicle.

Academic Information

Course Planning and Scheduling

Course Planning Evenings with students and their parents are held every year to help students select courses that best suit their interests, talents and future goals. Every effort is made to place students in the most appropriate level and to encourage students to take academic risks.

Students have a range of required courses and electives to choose from each year. We attempt to provide students with their first choice, but given the student interest and course mix, this is not always possible. Our counsellors meet with students and parents on an individual basis and welcome any further questions.

Homework

Students in the Junior School can expect to have homework almost every night. Students can expect 30-45 minutes for Junior School students, not including additional time for projects and studying for tests.

Students in the Senior School can expect to have homework almost every night. The amount varies depending on the student, teacher, interest in subject and time of year. However, for the most part, students can expect 60-75 minutes each night, not including additional time for projects and studying for tests.

Textbooks

Textbooks are distributed to students by their teachers at the beginning of the year and must be returned at the end of the year. A textbook levy is charged to the first tuition invoice and if books are not returned by June 30, charges are levied.

Health

Each of us must play a part when it comes to keeping the flu from spreading. To that end, we ask you to please keep sick children at home. Any student who arrives at school with flu-like symptoms or becomes ill at school will be escorted to the infirmary room where they will be monitored until picked up by their parents. To help minimize the spread of illness, particularly during flu season, we encourage parents to reinforce the importance of basic precautionary measures.



Online Services

Online Services

Our IT related services include:

Campus Connect

Each WIC community member has a specific login for Campus Connect that allows them to see WIC services and information based on their role, be it parents, faculty, students or staff. Campus Connect is the central nexus where you may access all available resources from one location. If you are new to WIC you should have received an email prior to the beginning of the school year that contains information on your login and password for Campus Connect. This email shows you how to set up our online services. Returning families will continue to use their email and password for Campus Connect that they have always used.

Our bundled cloud services include:

- Office 365, PowerSchool, myBlueprint, Adobe, Desire2Learn, Remote Desktop, Follett Library, SchoolAdmin, and more.
- For more information on logging in and setting up our IT services, please see below.

Calendar – <http://westislandcollege.ab.ca>
Athletics Calendar - In Campus Connect

View specific dates and times or view WIC's schedule by the month, you may also sync the calendar to your own calendar so that it will alert you when events occur.

How to Access Online Services

Campus Connect

Access Campus Connect from our website <http://westislandcollege.ab.ca>. In the top right-hand corner of the home page, you will see a link called "Campus Connect" or you can use the direct URL <https://campusconnect.mywic.ca>.

Sign in with your Campus Connect username that you were given at the beginning of the year. You should have also received a temporary password. If you forgot your information please contact WIC's IT Help Desk at **helpdesk@mywic.ca**

At the beginning of the school year, new students receive training from the IT staff on how to access all IT services. On Registration Day there is a dedicated room where parents can receive assistance on accessing our IT services.

It is highly recommended that you add the Campus Connect to the homescreen of your mobile device. From this app you will have one-touch access to all communications sent specifically to you or your family.

Changing your Campus Connect password

1. Log in to Campus Connect
2. Click your name on the top left corner of the screen, then "Account Settings" from the menu
3. Once you have changed your password, please log out and then log in again with your new password.

PowerSchool for Parents

Parents: Please note that your Campus Connect and PowerSchool accounts are different. To access PowerSchool you will need to sign up using your personal email address.

To create a PowerSchool account:

1. Log in to Campus Connect
2. Before you begin, please take note of your child's Access ID and Access Password which is listed under the "MyWIC Account" menu (you will need this information later).
3. Click on the PowerSchool link from the Campus Connect menu
4. You will be prompted with a login screen. Select the Create Account tab and then click Create Account.
5. Fill out the required fields in the form that appears. Please remember to use your personal email address.
6. Helpful hint: Use your Campus Connect lastnamefirstname@mywic.ca and password as your PowerSchool username and password to make it easy to remember.
7. You will be asked to provide the Access ID and Access Password for your child; this can be found in Campus Connect under "MyWIC Info."
8. After your account has been created, you will be able to log in to the PowerSchool website and mobile app.

Help Desk

If you need assistance with logging in to our services, please contact WIC's IT Helpdesk at **helpdesk@mywic.ca**

myBlueprint

The myBlueprint Education Planner (www.myBlueprint.ca) allows students to create an engaging and interactive Education Plan as well as an Eportfolio of their accomplishments. All WIC students are able to access learning style and interest inventories as well as goal-setting opportunities. In addition to this, students can build customized high school course plans, instantly identify the post-secondary options that are available to them, and explore valuable information about apprenticeships, college programs, university programs, and workplace opportunities across Canada.

Information Technology at WIC

The WIC Information Technology (IT) team continues to improve the integration of various technologies in and out of the classroom to support student needs, enhance the classroom experience, provide ease-of-use for parents and students, and keep up with the ever-changing technological landscape.

WIC's technology platform is advanced and simple to use. Students may use any WIC-approved BYOD device and they will be well-equipped to learn at WIC. The IT team consists of skilled professionals who strive to facilitate technology in the classroom in order to improve learning outcomes; they are constantly adopting new practices to prepare our students for the future and the evolution of technology.

Our classrooms are equipped with an interactive display and sound that can connect to any smart device. We have a new Innovation & Design Lab to support our design thinking and cross-disciplinary project-based learning initiatives. We also have Microsoft HoloLens technology to support mixed reality learning.

Bring your own device (BYOD)

We strongly encourage students to bring their own device and have modelled our infrastructure with that in mind. If you're using an Apple Device, we provide a Windows Remote Desktop to every student free of charge via our Campus Connect (see below). We also offer Apple MacBooks, Windows laptops, Microsoft Surfaces and Printers for the classrooms in case your student does not have their own device.

Important note: Senior School students are required to Bring Your Own Device. The device must be a portable smart device that has a full keyboard and mouse or trackpad. The device may be an Apple MacBook, Windows-based laptop, or Microsoft Surface. We have a list of recommended devices on our website

<https://www.westislandcollege.ab.ca/student-life/byod>. Every student is supplied a free copy of Microsoft Office from their Office 365 accounts as well to install on their own device. For specific applications like 3D engineering or multimedia, school devices will be supplied to students or the students may use Remote Desktop.

If you have any questions or if a student requires technical support with their device email helpdesk@mywic.ca and we will do our best to help you.

Acceptable Use Policy for Information and Communication Technology

Use of devices

Students and parents have signed a general "ICT Acceptable Use Policy (AUP)." West Island College expects that technology will be used for educational purposes and that such use will be conducted in an ethical, moral, and responsible manner consistent with the West Island College Code of Student Behaviour and Conduct and with generally accepted behavioural guidelines of the College.

Acceptable Use

1. Students are responsible for demonstrating acceptable behaviour when using the College's instructional technology. General school rules regarding behaviour and communications shall apply in all instances.
2. Electronic access is provided for students to conduct research and communicate with others for educational purposes. Access must be recognized and accepted as a privilege - not a right.
3. Individual users of electronic technologies are responsible for their behaviour and communications. School personnel may review files and communications to maintain system integrity and to ensure that users are using the system responsibly. Users should not expect that files stored on school servers will always be private.
4. Within reason, freedom of speech and access to information will be honoured. During school hours, teachers will guide students toward appropriate materials.

Unacceptable Use

Consistent with College policies, the following behaviours will be considered inappropriate:

1. Using another person's account, password or files
2. Sending, receiving, retrieving or displaying offensive messages or graphics
3. Using obscene language
4. Harassing, insulting or attacking others
5. Damaging computers, computer systems or computer networks
6. Engaging in practices that may introduce a virus to the system, (for example, installing unauthorized programs or software, including games of any type)
7. Violating copyright laws
8. Intentionally wasting limited resources
9. Plagiarizing information from any source
10. Employing electronic techniques for commercial purposes
11. Attaching any devices to the network without prior authorization
12. Violation of any other relevant laws or restrictions
13. Access to network resources with personal devices requires the permission and approval of ICT Administrators

Failure to comply with any of the provisions outlined may result in a loss of access; other school-based disciplinary actions, financial liability for damages or legal proceeding consistent with laws concerning ICT usage in a public institution.

Acceptable Cell Phone Usage

During class time, cellular phones may be used for instructional purposes only with the permission of the teacher. Inappropriate use of cell phones may result in confiscation and parents will be contacted. Students who choose to bring their own devices to school must adhere to school rules regarding these devices. West Island College provides extensive onsite technology as needed.

Student Social Media Policy

The policy is intended to provide a context for the responsible, professional use of electronic communication and social media by members of the

College (students, faculty and staff). For this policy, electronic communication and social media encompass software, applications (including those running on mobile devices), email, and websites, which enable users to interact, create, and exchange information online. Examples include, but are not limited to, Instagram, Snapchat, Facebook, Twitter, LinkedIn, Flickr, and YouTube.

West Island College has an online presence on social media sites to promote the life and culture of our educational community. Our intended audience will include current WIC students and families, alumni and potential new WIC Families. We want to make it easy for them to find us in places that they are actively participating in online and have them share in our exciting world. In order to reach a broad audience, we would encourage you to participate and help amplify our messages.

But before you start posting, please read and remember the following principles when interacting online.

Before we begin a few starting points:

1. WIC's Social Media accounts will not "follow" or "friend" any students. You may use hashtags that have been created to connect directly with WIC accounts, but do not be offended that WIC will not follow students directly.
2. Teachers and staff members are restricted from having students as "friends" online.
3. WIC has a **zero tolerance** policy for bullying whether in person or online.

Anytime you post online you should always:

- Act in the same manner online as you would at school. Just because you are online does not mean that you are invisible. Not only will your classmates be able to see your posts, but so will your teachers, parents, and future employers.
- Connect on WIC's social media accounts to share and encourage one another in a positive way. This means we expect you to treat others with respect online. Any negative comments will be addressed.
- It is not appropriate to use inappropriate language at school, so please do not use it online.
- Review and understand WIC's Cyber-Bullying Expectations policy before posting online.

Staying safe

- Before you post any images or text, always ask your friends if it is alright that you are sharing their photo. The same goes for tagging someone.
- Never post personal information such as last

names, phone numbers, addresses, etc. This information will be removed immediately from anything connected to WIC's accounts and will be addressed in person (between WIC, the student, and parents).

- Remember that what goes online, stays online – before you post you need to ask yourself if you would share this information with a teacher or parent.

General considerations

- Social media use is not permitted during class time unless it is directed by the teacher.
- Do not pretend to be someone fictional online.
- If a classmate asks you to take a post down in which they are mentioned (photo or text), you must respect them and take it down.
- Make sure the information you share does not reflect poorly on you or the College.
- If you are having a problem at school, social media is not the place to bring it up. Please seek out the help of a teacher, or a staff member to address your concerns.
- Permission from the College is required before using the School's name, logo, uniform, photos or other intellectual property when creating anything online.

Students who do not abide by these terms and conditions will be subject to disciplinary action.

Parent Information



Grade 10 Outdoor Ed

Methods of Communication

Weekly Newsletter

Our weekly electronic newsletter, the WIC Weekly, is WIC's primary method of delivering news. It is emailed out weekly to the entire WIC community. The WIC Weekly is shared every Thursday evening throughout the school year. You may also find other WIC news on the WIC website: www.westislandcollege.ab.ca

WIC Emails & Campus Connect Posts

A vast majority of information is sent to parents via electronic communication. This is the most timely and efficient way to get information home to parents. Help us ensure that we have the most up-to-date email address for you and your family at all times, as important information from our Head of School, administration, teachers, communications team, and other areas will be sent to that account.

Add Campus Connect to your phone's home screen; it allows you one-touch access to all email communications sent to you. This is our preferred form of communication as we can ensure that all teacher communications are in one place and will not get filtered by your email. You can find instructions on how to add Campus Connect to your phone's home screen on Campus Connect under Documents and Guides.

If you need to update your email address, please go to Campus Connect, link available on the top of our website or by navigating your browser URL to <https://campusconnect.mywic.ca>. Parents have access to Campus Connect to keep their personal emails up-to-date in our database. If you notice you are not receiving information from WIC to that account, please contact **communications@mywic.ca** and we will do our best to resolve the issue.

Website

Our website has the most up-to-date information on the daily life of the College, including events, activities, policies, and procedures. Several tools can help you find specific information:

1. Calendar – View specific dates and times or view WIC's schedule by the month, you may also sync the calendar to your own calendar so that it will alert you when events occur.

Campus Connect

Sign in with your Campus Connect username that you

were given at the beginning of the year. You should have also received a temporary password. If you forgot your information, please contact WIC's IT Help Desk at **helpdesk@mywic.ca**.

Changing your Campus Connect password

1. Log in to Campus Connect
2. Click your name on the top right corner, then click Account Settings from the menu
3. Once you have changed your password, please log out and then log in again with your new password

PowerSchool

This is our Student Information System and enables students and their parents to see the progression through courses on an ongoing basis. Please note that your Campus Connect and PowerSchool accounts are different. To access PowerSchool you will need to sign up using your personal email address.

To create a PowerSchool account:

1. Log in to Campus Connect.
2. Before you begin, please take note of your child's Access ID and Access Password which is listed under the profile menu when you click on your name in the top right corner of the screen.
3. Click on the PowerSchool link from the Campus Connect menu.
4. You will be prompted with a login screen. Select the Create Account tab and then click Create Account
5. Fill out the required fields in the form that appears. Please remember to use your personal email address.
6. Helpful hint: Use your Campus Connect lastnamefirstname@mywic.ca and password as your Powerschool username and password to make it easy to remember.
7. You will be asked to provide the Access ID and Access Password for your child.
8. After your account has been created, you will be able to log in to the PowerSchool website and mobile app.

Transportation Service

Calgary Transit bus route (#410) may be accessed from both Chinook and Heritage LRT stations.

In addition, West Island College provides limited bus service where demand makes it financially feasible. The

cost of this is borne by the families who access the service. Please contact our Admissions Department for more information.

The WIC Parent Guild

The West Island College (WIC) Parent Guild represents the volunteer interests of students, parents, alumni, the Board of Directors, faculty, staff, and other community members with a demonstrated interest in the school. The WIC Parent Guild originated with the Parent Advisory Council (PAC) when the school was first created.

The PAC was refocused in 2019 and rebranded the WIC Parent Guild to serve as the volunteer hub that supports the strategic direction of WIC. The WIC Parent Guild will work to enrich the lives of WIC students by providing unique elements that will enhance their physical, social, and general well-being.

How to become a member of the WIC Parent Guild

As a parent of a WIC student, you can become a member of the Guild when you register your child. Throughout the year, parents are welcome to volunteer for a variety of school events. The WIC Parent Guild has created a volunteer database to match skills and interests. These events and opportunities will evolve as the volunteer program matures in alignment with the College's needs.

2020-2021

As we progress the development of the WIC Parent Guild, watch for announcements in the Au Courant (the weekly WIC eNewsletter) for more information.

If you would like to be actively involved in the WIC Parent Guild, please register through our volunteer portal at westislandcollege.ab.ca/volunteer/ or contact us at parentguild@mywic.ca.

West Island College Anaphylaxis Policy

The purpose of this policy is to minimize the risk of exposure of students with severe allergies to potentially life-threatening allergens without depriving the student with severe allergies of normal peer interactions or placing unreasonable restrictions on the activities of other students in the school. It is the goal of West Island College to create an allergy-safe or allergy aware environment rather than an allergy "free" environment and that the management of students at risk of life-threatening allergies is a shared responsibility among students, parents, and the school.

While West Island College cannot guarantee an allergen-free environment, the school will take reasonable steps to ensure a safe environment for

students with life-threatening allergies further to the goal of maintaining an appropriate learning environment for all students.

Upon school registration, parents, guardians, and students shall be asked to supply information on life-threatening allergies.

It is the responsibility of parents with children at risk of anaphylaxis to identify their children to all appropriate WIC supervising staff and ensure that their child wears an allergy alert bracelet and carries an epinephrine auto-injector (EpiPen®).

During off-campus activities, WIC supervising staff must be provided with an epinephrine auto-injector for the duration of the trip.

West Island College Concussion Policy

This protocol covers the recognition, medical diagnosis, and management of athletes, players, or students who may sustain a suspected concussion during a sporting or other activity. It aims to ensure that athletes with a suspected concussion receive timely and appropriate care and proper management to allow them to return to school and their sport safely.

This protocol is intended for use by all individuals who interact with students and/or student-athletes inside and outside the context of school and non-school based organized sports activity, including athletes, parents, coaches, officials, teachers, trainers, and licensed health care professionals. This policy can be found in Campus Connect.

School Closure

Should it be necessary to close the school due to inclement weather or an unforeseen emergency or event, every attempt will be made to provide students and parents with as much notice as possible. Please note: the College will be closed only in extreme circumstances; however, parents have the right to keep their children at home and/or pick up their child(ren) in the case of inclement weather.

Parents will be notified via WICNAS (West Island College News Alert System), an emergency message that will appear in red on our website and a notification will be sent through Campus Connect. In addition, school closure will be announced on the following radio stations:

- CBC Radio One 1010 AM
- 95.9 FM
- 660 AM News

Parents may also receive a text message from the school in case of an emergency.

On and Off-Site Activities

Students' and Parents' Rights and Responsibilities

Students must respect the safety and well-being of themselves and others when participating in school activities and trips, whether on or off-site. In accordance with school policies, students must consider the following when participating in off-campus activities:

Education Act, Part 3

The Education Act is the government legislation that governs and directs education in the province of Alberta. Part 3 of the School Act is the section that outlines student responsibilities in relation to their education within the school.

- (a) *be diligent in pursuing the student's studies;*
- (b) *attend school regularly and punctually;*
- (c) *co-operate fully with everyone authorized by the Board to provide education programs and other services;*
- (d) *comply with the rules of the school;*
- (e) *account to the student's teachers for the student's conduct;*
- (f) *respect the rights of others;*
- (g) *ensure that the student's conduct contributes to a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;*
- (h) *refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means;*
- (i) *positively contribute to the student's school and community.*

Students have the right to:

1. Choose whether or not they participate in specific activities that threaten their personal sense of physical or psychological safety.
2. Be treated as a respected individual and express their opinions, thoughts and feelings without being judged for them.
3. "Pass" during group discussions.
4. Request and receive physical/emotional support from the group.

5. Not be exposed to undue pressure from other group members.

Students have the responsibility to:

1. Treat other group members and others encountered with respect.
2. Not pressure others into doing things they do not want to do.
3. Take appropriate risks that support their personal growth and learning.
4. Avoid taking unnecessary and dangerous risks that threaten their safety and/or that of the group.
5. Be accountable for their words and actions.
6. Do their share of the work that needs to be done to achieve the trip objectives.
7. Be organized and on time for activities.
8. Fulfill all preparatory requirements.
9. Dress appropriately for the activity and the environment.
10. Comply with the rules and the expected code of conduct as outlined by the College, and fully co-operate with the staff, volunteers, and service providers.
11. Refrain from using inhalants/consuming alcohol and non-medical drugs for the duration of the activity/trip.

As active partners in the education process, parents and/or guardians have many rights and responsibilities related to on and off-site school activities/trips.

Parents/Guardians have the right to:

1. Receive sufficient information related to a field trip to make an informed decision regarding whether their child may attend (see Informed Consent Form); this includes the right to written information, a pre-trip meeting for higher care and overnight trips (i.e., of extended duration), and to having follow-up questions handled; parents also retain the right to seek additional information about a program or activity from sources outside the College.
2. Assurance that participation in a high-care trip in a required course is voluntary and that their child will not be penalized academically if a parent does not grant permission to participate in the given trip.
3. Assurance that their child's safety and security will remain the top priority from departure until return to the College.
4. Withhold consent and/or withdraw it.
5. Be contacted as soon as is practical in the event

of a serious illness, accident or incident involving their child and to receive support (within practical limitations) in reuniting with their child at the earliest opportunity.

6. Seek and receive school support in contacting their child and/or having them removed from the trip if possible, by whatever means are appropriate, in the event of a family emergency at home.
7. Have any concerns they have (whether based on information received before, during and/or following the trip) regarding the safety of a trip responded to by the appropriate individuals in the school.

Parents/Guardians have a responsibility to:

1. Read trip-related information sent home, and seek whatever additional information they need in order to have a good understanding of the nature of the trip prior to consenting to their child's participation.
2. Attend a pre-trip meeting (if one is held) regarding a particular outing, or make alternative arrangements to secure the information that is to be shared there.
3. Preclude their child from participating if the outing does not appear safe for that particular child.
4. Limit their child's participation to certain aspects of the off-site activity that is appropriate (i.e., restrict those elements that are not deemed safe for the particular child).
5. Provide thorough, accurate, and up-to-date health/medical information to the College, as requested, to ensure the staff is prepared to deal with any related contingencies. Provide the student's required medication and extra EpiPen®.
6. Ensure that their child arrives for the trip properly prepared with respect to clothing and personal equipment, as per information sent home.
7. Help ensure that their child is well-apprised of the behavioural expectations during the trip and of the sanctions that will be implemented if expectations are not met.
8. Help ensure that their child is aware of some of the common risks/situations likely to be encountered on the trip and strategies for managing these situations.
9. Travel to the site, a pick-up point, or a medical facility identified by the school to meet their child (or make mutually acceptable alternative arrangements) if the student has become ill, injured, or is precluded from continuing on the trip as a result of unacceptable behaviour: such travel will be at the parent/guardian's expense.
10. Direct any questions and/or concerns about a trip

(whether based on information received before, during or following the trip) in an appropriate manner to the appropriate person, and seek assurance that the issue will be handled.

Frequently Asked Questions

What school supplies will my child need?

- The school provides textbooks, lockers, and locks.
- Lockers and locks are issued at the start of the school year. Students are required to use a school assigned lock.
- Grades 7 & 8 have been sent a supplies list. Students in Junior School and Senior School will be told if they need anything specific for a class by the subject teachers. For the first day of school, a notebook and pen, or digital equivalent, are sufficient.

What about Laptops, iPods, iPads, Cellphones, etc?

- Laptops, iPods, iPads, cellphones, and other similar digital devices are allowed in both the Junior and Senior Schools. However, per the BYOD Policy, these items are considered the personal belongings of the students and, as such, the College takes no responsibility should they become lost or damaged. Students who choose to bring their own devices to school must not have the devices out during class time unless under the direction of a teacher. West Island College provides extensive onsite technology as needed. However, it is suggested that each student have access to a computer and printer at home.
- It is important that you and your child review the Technology Use Policy Agreement on the Campus Connect website.

What is the policy regarding phone use at the College?

- Cellular phones may not be used during instructional time, unless under the direction of the teacher. If the cell phone is used at inappropriate times, the cell phone may be confiscated and returned at the end of the day.
- For Grades 7 and 8, students are expected to keep their cellphone in their locker throughout the academic day, unless their teacher directs them otherwise. Students may use their phones during lunch hour.
- Students may check their phone for parental messages at the beginning of the lunch hour, after which the phone is to be stored in their locker until the end of the school day.

What happens with textbooks?

- Textbooks that are not returned or damaged at the end of the year will be charged to you. Please encourage your child to write his/her name in the front of the textbook and keep track of their belongings.
- All textbooks are barcoded, and your child must return the textbook with the same barcode issued.

How do I contact my child during the day?

- If it is regarding a family emergency, please call 403-255-5300 and an Office Assistant will direct your call to the appropriate person.
- We make every effort to avoid interrupting classes. If you need to leave a message for your child to call you either at lunch break or at the end of the day, please leave a message with an Office Assistant and he/she will ensure that your child receives the message.
- Grades 9-12 students can call, email and text during lunchtime and breaks. Grade 7 & 8 students may request to use their phone or use an office phone when needed. Students are not permitted to take calls or receive texts from their parents or friends during class time.

What should I do if my child is absent from school?

- Please call the College at 403-255-5300 and either speak to an Executive Assistant, leave a message, or email the school at **office@mywic.ca** with the subject line "Student Absent or Late".
- When emailing the teachers or administration staff regarding an extended student absence, please ensure to cc: office@mywic.ca so that we can keep accurate records of the absence.

How do I know if the school is closed due to bad weather?

- Should it be necessary to close the school due to inclement weather or an unforeseen emergency or event, every attempt will be made to provide students and parents with as much notice as possible. Please note: The College will be closed only in extreme circumstances; however, parents have the right to pick up their child(ren) in the case of emergency.
- Parents will be notified via WICNAS (West Island College News Alert System). An emergency message will appear in red on our website. In addition, school closure will be announced on the following radio stations:
 - CBC Radio One 1010 AM
 - 95.9 FM
 - 660 AM News

Does my child need any external tutoring to cope with the workload?

- As a CAIS accredited school, the College does not endorse the need for external tutoring. Your child's teachers will contact you, should they notice your child experiencing difficulties.
- The curriculum is manageable and if any student does require extra help, the College has experienced counsellors, teachers and peer tutors who can provide the appropriate support.
- If you have any questions about your child's performance or ability to cope during the school year, please contact your child's teacher or the Head of Principal of Junior High School or Principal of Senior High School, or the Head of Student Services.

How can I support my child's education?

- One of the best ways to help support your child at West Island College is to get involved in the WIC community. There are plenty of opportunities to socialize and meet other WIC parents throughout the school year and the WIC Parent Guild is always looking for volunteers to help with activities and events.
- If you are interested in getting involved please email **parentguild@mywic.ca**.

Where can I find information on the College or school activities during the school year?

- School Website: **www.westislandcollege.ab.ca**
- Weekly newsletter will be emailed to the email address supplied to the College. Each parent will receive the weekly update if we have your email on file.
- If you need to update your email address, please go to Campus Connect.

How can I order the school uniform?

- Top Marks is our uniform provider. You can purchase all of your uniform needs online at www.topmarks.ca
- WIC password is WES02
- Top Marks has a number of customer service days at WIC. Please check the WIC calendar and website for dates and updates.
- The first customer service day is our Registration Day, August 31, 2020
- Upcoming customer services dates (3 p.m. to 5 p.m.) fluctuate from year to year. Contact the College for each semester's dates.

Food Service

The College's cafeteria offers a wide variety of wholesome meals and snacks. After assembly, students may purchase food. Juice and milk can also be purchased in the morning and at lunch.

What food service options are available at the College?

- Café des Loups will not be offering hot meal service at this time. Currently, the cafeteria offers pre-packaged meals
- Lunch cards are available for purchase at the Business Office in \$50 increments.
- Café des Loups is open daily from 7:30 a.m. - 3:00 p.m.
- All meals meet Canada's Food Guide Standards and the College makes every possible effort to serve flavourful and healthy meals. Vegetarian alternatives are available and special dietary needs can be accommodated.

Community & Philanthropy (Advancement/Alumni)

Building community and nurturing a culture of philanthropy is at the heart of the work of Advancement at WIC. Our goal is to build meaningful relationships with our parents, students, alumni, faculty and staff and generate opportunities for the community to engage through volunteer opportunities, share skills and career expertise, and provide the financial resources to sustain the unique offerings and resources that set the College apart.

Philanthropy has permeated the halls of WIC for many years as our students, teachers, staff, alumni, and parents donate thousands of hours and dollars annually to worthy causes. Some of our alumni have even gone on to establish their own charitable foundations. The WIC community has given locally, nationally and globally to many not-for-profits. Since the launch of our Advancement program in 2015, it has also supported from within, through our Annual Fund Campaign.

We aspire to inspire our next generation of philanthropists – our learners, leaders and world-changers. When our community is involved in philanthropy, everyone benefits – the school, our students, our parents, our alumni and our faculty. We all play a vital role in helping the WIC community flourish and prosper. The tuition paid by WIC families

covers the day-to-day operational costs of the College. Funding for much-needed improvements in the learning environment and enhanced opportunities and resources, outside of the standard curriculum, requires independent financial resources. You can play an important role by supporting the College's current students and generations to come. Gifts, both small and large, make an incredible difference to the campus community.

We welcome our new families and encourage you to reach out to the staff in Advancement and to the Parent Guild to learn more about our work in the WIC community.

Annual Fund Campaign

The Annual Fund Campaign, now part of the WIC culture, allows every member of the community to have the opportunity to become an integral part of what makes WIC unique.

Gifts to the Annual Fund shape WIC's future by providing the resources to go beyond basic operational expenses, providing opportunities that would not otherwise be possible. This fund supports enriched learning experiences such as leadership opportunities, state-of-the-art equipment, student awards, classroom resources, and other areas of greatest need.

The key to the Annual Fund's success is participation. Our goal is to have 100% participation in the annual fund regardless of the size of the contribution.

How you can make a gift

There are many ways you can contribute to WIC:

- Give to the Annual Fund **Appeal**.
- Contribute to **Capital Projects**.
- **Sponsor a seat** in the Performance Centre to support and enrich Fine Arts at WIC.
- Donate your **Parent Bond**, if applicable.
- **Support the WIC Gala** - through sponsorship, donation, ticket purchase, raffle tickets, and/or live and silent auction items.

Your donation can be made by:

- **Online** – click the donate button on WIC's website.
- **E-Transfer** – WIC now accepts e-transfers directly from your bank account. Send your donation to paywic@mywic.ca.
- **Cheque** – payable to West Island College Society of Alberta. You can either mail your cheques or drop them off at the Advancement Office.
- **Pre-authorized Debit** – A VOID cheque is required.

- **Matching Gifts** - Many corporations will match a tax-deductible gift made by their employees. Contact your employer for more information.
- **Securities** - Donating publicly traded stocks and securities provide a tax receipt for the appreciated value of the donation, and you are free from capital gains tax.
- **Planned Giving** - Making a gift through your will, such as a bequest or life insurance, allows you to leave a legacy for future generations of students.
- **United Way of Calgary Donor Choice Program** - Donor choice or "Donor Designation" is a service United Way offers to allow you to direct your gift to the West Island College Society of Alberta (WIC). Give to your company's United Way campaign and designate your gift to WIC. A \$16 processing fee will be charged by United Way for this service. WIC will receive the net amount of your donation.

Volunteer. Be a part of our Annual Fund Team

We are currently recruiting volunteers for the 2020/21 Annual Fund Campaign. Be a part of the WIC team.

Advancement Office

For information regarding the **Annual Fund** and options for giving, or to learn about joining the Annual Fund volunteer team, please contact:

Debra Klippenstein, Executive Director of Advancement

403.255.5300 Ext 308

advancement@mywic.ca

The West Island College Society of Alberta is a registered charitable organization with the Canadian Revenue Agency (CRA) and can issue charitable donation receipts.

Charitable Registration #10564 5212 RR0001

Grades 7-8 Bell Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Period |
|---------------------|---------------|---------|---------------|----------|---------------------|----------------------|
| 8:10 - 9:10 AM | J1 | J1 | J1 | J1 | 8:00 - 9:00 AM | PLC |
| 9:10 - 10:10 AM | J2 | J2 | J2 | J2 | 9:00 - 9:55 AM | J1 |
| 10:10 - 10:30 AM | Announcements | TA | Break | TA | 9:55 - 10:15 AM | Full School Assembly |
| 10:30 - 11:30 AM | J3 | J3 | J3 | J3 | 10:15 - 11:10 AM | J2 |
| 11:30 AM - 12:15 PM | | | Lunch | | 11:10 AM - 12:05 PM | J3 |
| 12:15 - 1:15 PM | J4 | J4 | J4 | J4 | 12:05 - 12:50 PM | Lunch |
| 1:15 - 2:15 PM | J5 | J5 | J5 | J5 | 12:50 - 1:45 PM | J4 |
| 2:15 - 2:20 PM | | | Break | | 1:45 - 2:40 PM | J5 |
| 2:20 - 3:20 PM | J6 | J6 | J6 | J6 | 2:55 PM | Bus Departure |
| 3:35 PM | | | Bus Departure | | | |

Grades 9-12 Bell Schedule

| Time | Monday | Tuesday | Wednesday | Thursday | Friday | Period |
|---------------------|---------------|---------|---------------|----------|---------------------|----------------------|
| 8:10 - 9:40 AM | S1 | S4 | S3 | S2 | 8:00 - 9:00 AM | PLC |
| 9:40 - 9:45 AM | | | Break | | 9:00 - 9:55 AM | S1 |
| 9:45 AM - 11:15 AM | S2 | S1 | S4 | S3 | 9:55 - 10:15 AM | Full School Assembly |
| 11:15 AM - 12:00 PM | | | Lunch | | 10:15 - 11:10 AM | S2 |
| 12:00 - 1:30 PM | S3 | S2 | S1 | S4 | 11:10 AM - 11:55 AM | Lunch |
| 1:30 - 1:50 PM | Announcements | TA | Break | Break | 11:55 - 12:50 PM | Focus Friday |
| 1:50 - 3:20 PM | S4 | S3 | S2 | S1 | 12:50 - 1:45 PM | S3 |
| 3:35 PM | | | Bus Departure | | 1:45 - 2:40 PM | S4 |
| | | | | | 2:55 PM | Bus Departure |



**BE BOLD. BE BRAVE. BE READY.
OWN YOUR FUTURE**

7410 Blackfoot Trail S.E. Calgary, Alberta T2H 1M5
www.westislandcollege.ab.ca (403) 255-5300