

Parent and Student Handbook

What should I read first?

To the Student:

The best way for you to adapt to the “WIC Culture” is for you to know our expectations and to learn “how we do things around here”. The Parent – Student Handbook provides you with the information you will need to be an active member of West Island College’s community.

To the Parent:

The intention of this Parent – Student Handbook is to provide you with the information required for you to be an active participant in your child’s education.

Take time at your leisure to peruse the contents and familiarize yourself with the WIC Way.

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The Foundation

MISSION STATEMENT

"To foster sound values and a passion for knowledge and, thereby, the development of relevant skills for the pursuit of excellence in the pluralistic world of today and tomorrow."

VISION STATEMENT

"Parents, teachers and students share a purpose in developing, involving and engaging each child in unparalleled, relevant and diverse learning opportunities in an environment emphasizing:

- a strong sense of community that values and fosters the interpersonal relationships between parents, teachers and students.
- curricula that are challenging and designed to develop the knowledge, skills and attributes that will create critical and independent thinkers with a passion for learning in university and beyond.
- the responsibility of becoming an informed and involved and involved member of local, national and global communities.
- the development of character and integrity to act morally and with compassion."

MOTTO

Praestantiam Consectemur
"Let us pursue excellence"

The Philosophy of the College

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

At the school, all programmes are directed toward the full development of the individual student. This is achieved through a fine balance of academic, physical, and character-building programmes. Small classes and a professional staff, which really cares about young people, provide the enriched environment that allows students to achieve their very best.

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

A Brief History of the College

West Island College was founded in 1974 by Terry D. Davies, in response to the need for an academic programme dedicated to preparing students for post-secondary studies and for the reality of contemporary Canadian society. The College was first established in Pointe-Claire, Quebec, and has since moved to Dollard-des-Ormeaux, Quebec, which is situated in the West Island region of Montreal. Throughout the College's history, it has met with outstanding success in each of its pursuits. This fact is easily substantiated by the College's rapid growth. The original campus, from a modest genesis of 40 students, now accommodates 450 students in a custom-built school.

With a continuing commitment to the balanced academic and social growth of young Canadians, West Island College embarked on an ambitious programme of expansion. In 1982, West Island College of Alberta opened in Calgary. Dedicated to the same principles and precepts as the Montreal school, it has developed in a like fashion. Indeed, in comparing the school's early histories, a remarkably similar growth pattern is noted. From a group of 39 students, the Calgary College now boasts a population of 465 students.

West Island College of Ontario welcomed the first students to its Ottawa campus in September 1984. Although embracing the same philosophy as its sister schools, and responding to similar needs as they did, the Ottawa school ceased operations in June 1990.

West Island College recognizes the need for broader education and the inherent value of national and international perspectives; through its Outdoor Education programme, French Immersion and International Studies Programmes, the College is actively involved in the pursuit of excellence at home and across the globe. Through the years, these opportunities have expanded to include the SEA programme, Marine Biology Studies at Bamfield, Artists' Retreat at Chemainus and the Business Studies Institute and New York experience in the Financial District. Future plans include expanding these opportunities to our junior school students with travel to Quebec.

The School Structure

The model of a traditional school structure has students at the base of a large pyramid with teachers and administrators stacked in layers on top of them. In this structure, there is little accommodation made for parents, little chance for teachers to influence organizational directions and, most sadly, precious little opportunity for students to impact the decisions which affect their education. At the College, it is our considered opinion that this structure does not serve the educational needs of students and, consequently, we have developed one which takes advantage of the talents and interests of the various constituents playing a role in the child's growth.

The Model found on the third page of the school's 2011-2016 Strategic Plan (Page I-8 in this handbook) has the student at the core of everything that we do at the College. Students, at the nucleus of the model, occupy a place which permits the adults in their lives to teach and support without being domineering. From this central position our students have the chance to be heard; they have an opportunity to contribute to the quality of their own education.

For our structure to be successful, however, there must be an understanding by all parties of the roles that they play. There must also be a willingness by all to assume ownership of their roles. The adults must recognize that in this model the intellectual and emotional welfare of the child must be their singular concern. Students must actively contribute in order to gain the maximum from the experience.

Students acquire competencies through a variety of educational approaches and experiences, such as modeling, communication of expectations, direct instruction, experiential education and socializing by significant others.

The belief teachers themselves have about teaching and learning and the nature of the expectations they hold for students exert a powerful influence on students. Deborah Stipik, in

Motivation to Learn: Theory to Practice, notes that “to a very large degree, students expect to learn if their teachers expect them to learn”.

School wide goals, policies, and procedures must interact with classroom climate and practices to affirm or alter students’ learning related attitudes and beliefs.

A child’s home environment shapes the initial constellation of attitudes he/she develops towards learning. When parents nurture their children’s natural curiosity about the world by welcoming questions, encouraging exploration, and familiarizing them with resources that can enlarge their world, they are giving their children the message that learning is worthwhile and frequently fun and satisfying. If the home environment nurtures a sense of self-worth, competence, autonomy and self-efficacy, children will be more apt to accept the risks inherent in learning.

West Island College Strategic Plan 2011

Introduction

West Island College embraces the 21st century with a heightened sense of adventure and innovative spirit, outcomes that have defined the College for the last quarter century. West Island College is recognized in the Independent School community, and beyond, as a leading educational institution. Known for its comprehensive programmes, experienced and caring faculty and outstanding student success, West Island College graduates are changing the world in which we live.

Our constant desire to improve has created a culture of discipline, focus, creativity and innovation. Building on a foundation of strong academics, West Island College prepares students for post-secondary opportunities such that West Island College graduates embrace lifelong learning. West Island College provides a real-world education supported by a strong school community that prepares students to be global citizens who strive to make a positive difference in their world.

These beliefs are fundamental to our Mission Statement:

“To foster sound values, a passion for knowledge, the development of relevant skills, for the pursuit of excellence in the pluralistic world of today and tomorrow.”

The current Strategic Plan renews our commitment to the Vision of the College which states:

“By involving each student in unparalleled, relevant, and diverse opportunities, every West Island College student achieves his or her potential.”

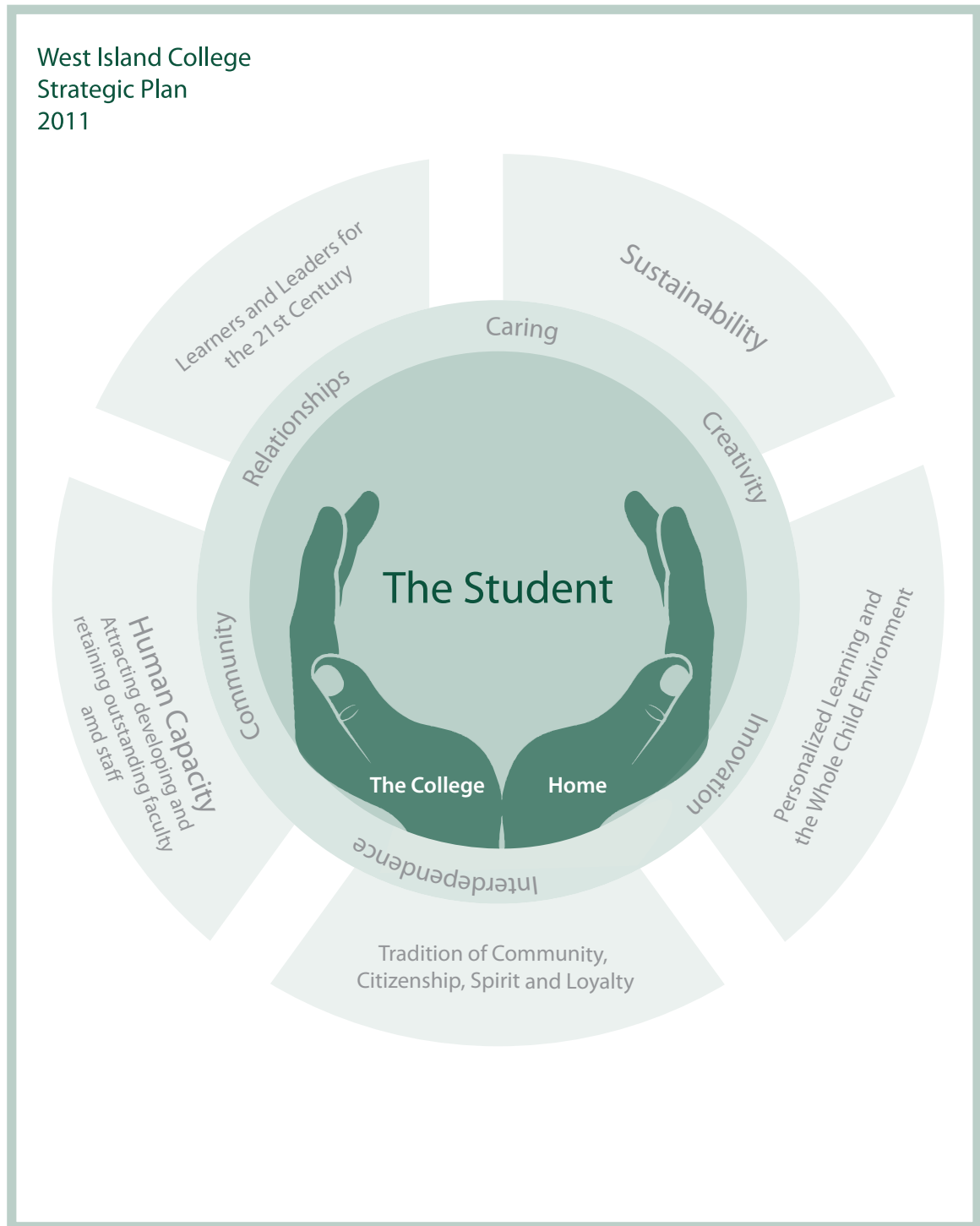
The goals and priorities in the Strategic Plan define how West Island College is responding in a constantly changing environment. Learners, to be successful in the 21st century, will need literacy and capability in many new skill areas; many will only become apparent as the future unfolds; others, such as information gathering, data analysis, collaboration, creativity and innovation, are obvious today.

The Strategic Plan outlines and articulates an exciting and dynamic forward outlook. The Strategic Plan has at its centre the student, supported and nurtured by a strong partnership between the College and the family. Five Strategic Themes build on a strong mission statement aligning College values and ideals with our core purpose of student learning.

In each of the Strategic Themes, there is an emphasis on community. Community is the foundation of a philosophy and method of operating which is often referred to by stakeholders as the WIC Way. This environment and way of interacting builds strong relationships and connections within a caring, compassionate and interdependent community. Community is the experience of belonging and contributing through this experience; the College achieves the shared leadership that is at the heart of the strategies outlined in this document and, ultimately, the engine of the WIC Way.

Building on West Island College's strong foundation of excellence and engaging the leadership of each stakeholder, the Strategic Plan sets the direction and provides the wings that will carry the College forward. The following document outlines five Strategic Themes which build on the mission and vision statement, aligning the College's values and ideals with the core purpose of learning in the 21st century.

The WIC Way



At West Island College we believe...

- Our students are the sole reason we exist and every decision we make is for their benefit.
- West Island College, as a community of learners, is guided by a set of core beliefs and values that define Praestantium Consectemur (Let us pursue excellence). These values are the foundation of sound educational practices that guide our faculty, students and parents alike.
- Our students can change the world. We believe that the young people learning within the College are the leaders who will transform the world of tomorrow.
- Teachers must see their task as facilitating the development of the whole child and be committed to the ongoing pursuit of an educational experience that nourished the mind, body, heart and spirit.
- The WIC community is always learning. We must always be aware, tenacious and focused on the belief that breakthrough ideas can come at any time and from any place. This is a learning community.
- It is important to promote student inquiry, diversity of viewpoints and independent critical thinking.
- Excellence is the result of a disciplined focus and commitment to exemplary practice. We encourage each other to seek, question, challenge, collaborate and practice. West Island College demonstrates a commitment to continuous improvement.
- The West Island College experience must be relevant to have value and the test of relevancy is sustainability.
- We respect the multi-cultural and bi-lingual nature of our country and multi-language learning is foundational to the educational programme.
- Every student can become involved in the co-curricular and leadership programmes offered by the College.
- It is important to demonstrate our commitment to service and citizenship in the broader local, national and global communities.
- We will advocate and demonstrate positive environmental practices.
- We will foster cultural development through musical, dramatic and artistic expression, appreciation and study.
- We will encourage the development of fitness through opportunities to participate in sports and physical activities.
- Our financial resources and financial planning support the College's mission and sustain the College's long-term viability.

Strategic Themes

Personalized Learning and the Whole Child Environment

West Island College promotes and acts upon the academic, emotional, physical and social potential of its members within an ethical community. The programmes, faculty and resources address the multiple needs of students such that each child benefits from a balanced, holistic education. At West Island College, we learn from each other in a community environment where individuals interact as citizens, collaborators and leaders as much as they do as teachers or students.

The Whole Child Environment is best defined, in the West Island context as an environment which is conducive to the development of all aspects of a young person.

West Island College:

- ensures its programme is congruent with its mission and vision;
- develops independent, creative and critical thinkers;
- offers a choice of courses at the junior and senior high school level that allow students to select a programme which best suits their needs; and
- accesses the broader learning environment by enhancing opportunities for community service, cultural growth and personal development.

As a result:

- The faculty and staff ensures each student's unique potential and future success will be assessed based on performance tasks, multiple sources of evidence, educational goals and individual learning and accomplishment.
- The philosophy of the College (including class size, flexible and supportive classrooms, and engaged visible leadership) and the campus (including school size and the organization of the building around the central administrative core) will continue to engender a safe and caring environment in which students can flourish.
- The College provides each student with small-group experiences, experiential

learning, outdoor education, mentoring, academic and personal counselling, leadership opportunities, student advisories and digital learning.

- In partnership with their parents, students who have significant outside commitments and interests that require a more flexible approach to education will be supported without compromising the values of the College. In turn, parents will support the College and its stated values.
- Each student will attain essential learning outcomes which are framed by academics (Alberta Education and Advanced Placement, where applicable), physical well-being and social responsibility.

Human Capacity

Attracting, Developing and Retaining Outstanding Faculty and Staff

The College's Human Resources strategy is in place to ensure that the human resource practices and policies support the educational purpose of the College and are aligned with our commitment to the mission, vision, values and strategies. Our outstanding faculty can best be described as comprising of individuals who adhere to basic yet excellent academic precepts and faithfully carry them out whilst seeking to embrace and celebrate unique student needs and leadership in the 21st century.

West Island College:

- believes positive student-teacher relationships are foundational to effective teaching and learning;
- provides exemplary professional practice opportunities and supports that place student learning at the centre of every decision made – it is all about the student;
- values leadership and innovative contributions from every staff member;
- recognizes operations staff are crucial in achieving the mission of the College; and
- understands that a collaborative workplace results in the best ideas and results.

As a result:

- Employing and retaining exceptional faculty and staff who understand and are committed to the mission, vision, values and strategies of West Island College will result in the best learning opportunities for students.
- A commitment to lifelong learning is fostered through ongoing learning, peer reviews, leadership development, reflective opportunities, participation in professional bodies and implementation of best practice standards.
- The Professional Learning Community model of working together as colleagues is imbedded in the organization and schedule of the teaching calendar.
- Faculty and staff strive to lead through example by adhering to the highest code of ethics and integrity.

Tradition of Community, Citizenship, Spirit and Loyalty

West Island College is a vibrant community whose stakeholders act with passion and commitment to achieve the mission and vision of the institution. An innovative, enterprising and creative spirit permeates West Island College.

Community is best defined, in the West Island context, by the relationships and connections created by a shared commitment to an educational experience and philosophy.

West Island College:

- effectively communicates and demonstrates the College's vision, mission, values and Strategic Plan to all members of the College community;
- fosters and supports alumni goals which serve the mission and vision of the College;
- provides established policies and procedures that allow for members of the College community to participate in, or contribute to, the decision-making process when appropriate;
- congregates to connect, communicate and feel valued at the daily assembly; and
- celebrates accomplishments in formalized ceremonies.

As a result:

- Members of West Island College contribute to, and learn from, the wider community in a meaningful way fulfilling roles as responsible citizens.
- West Island College provides perspective beyond the immediate community by fostering understanding, respect and appreciation of a larger world.
- Alumni are supported in lifelong learning and are engaged with the College through special events, professional networks and a spirit of community connection.
- Drawing on the creativity and wisdom of the College's community in decision-making and community involvement ensures West Island College will be a progressive and dynamic educational organization which continues to be strongly connected to its tradition and to the pursuit of excellence.
- A significant part of the West Island College experience is directly related to the pride in, loyalty to and spirit created by the College's athletic achievements, humanitarian initiatives and artistic endeavours. These co-curricular engagements, and their formal and informal celebration, continue to be an integral part of the West Island College experience, and enhance the academic focus of a university preparatory school.
- West Island College engages in, and values, dialogue with stakeholders.

Learners and Leaders for the 21st Century

West Island College provides a learning environment that embraces the changing knowledge, skills and attributes of a dynamic world. The College programme provides an appropriate balance and level of critical thinking which includes the learning competencies of: purposeful knowledge, factual mastery, skill development with application, inquiry based learning, analysis and synthesis that foster autonomy and creativity.

West Island College:

- ensures teachers use an appropriate variety of instructional strategies to engage and challenge all learners for the 21st century;
- encourages students to be creative and to be innovators;
- is becoming a globally connected institution;
- supports students as independent thinkers;
- offers an extensive curricular and co-curricular programme;
- promotes the development of leadership; and
- fosters resiliency in a safe and caring environment.

As a result:

- The College provides infrastructure and support for technologies and practices that serve as an extension of the existing classroom in a rigorous and relevant academic programme.
- The College empowers and challenges students to actively participate in their education and develop as independent thinkers.
- West Island College students have access to unparalleled learning opportunities through partnerships with business, community members, academic institutions and alumni.
- By developing the 21st century competencies such as collaboration, financial acumen, data analysis, civic literacy, global literacy, creativity, innovation, entrepreneurial skills, communication skills and language acquisition, West Island College students are well prepared for their roles as citizens and leaders of a sustainable global society.

Sustainability

It is critical that West Island College be managed in a manner that ensures the College's sustainability. Ensuring the College remains relevant requires a vision for the campus and its community of learners, and requires financial and infrastructure plans. To be sustainable means the College must be relevant and accountable to its students, parents, faculty, staff and community.

West Island College:

- offers a programme that builds through the years such that students see West Island College as the school of choice through their secondary education;
- acknowledges that students must see value in West Island College;
- ensures the College's financial planning sustain the College's long-term viability and stability;
- chooses carefully where funds should be allocated, with students at the centre of the decision-making process;
- acknowledges and manages risk;
- ensures that the campus and grounds are adequate to support the mission and programme of the College and are maintained in a way that promotes a safe and healthy environment;
- is governed by a board where membership, structure and processes advance the College's mission, vision and long-term viability; and

As a result:

- The College is committed to establishing systems and procedures to ensure the physical plant, campus and programme are adequate to support the mission of the College, demonstrating a commitment to on-going school improvement and progress.
- The College will establish a financial plan that sets the framework for the College's increased financial flexibility and autonomy with milestones for five, ten and twenty years.
- The College will actively participate in the education industry to ensure relevancy, benchmark performance and best practices via the Canadian Accredited Independent Schools Accreditation process.
- The Board of Directors has a succession plan to ensure it operates in fiduciary, strategic and generative models.

The Way Forward...

West Island College's future is bright.

Its strengths are formidable:

A faculty of committed, highly skilled and experienced teachers and operations' staff

A student body comprised of bright, interested, creative and motivated leaders

A group of passionate, talented and committed alumni

A strong tradition of excellence and innovation

A culture that challenges complacency

Imagine the Possibilities

Definition of Key Terms

Personalized Learning: This approach in education involves the tailoring of pedagogy, curriculum and learning supports to meet the individual needs of learners.

Professional Learning Community: In a professional learning community educators create an environment that fosters mutual cooperation, emotional support and personal growth as they work together to achieve what they cannot accomplish alone. It is a method of working in professional teams with improving student learning at the core of each decision.

Strategic Theme: Foundational tenet of the Strategic Plan that provides a framework for planning and is the basis for the development of the Annual Operational Plan.

21st Century Learner: Refers to individuals who acquire and develop 21st century skills within learning environments tailored to deliver these specific outcomes. The term 21st century skills is generally used to refer to certain core competencies such as collaboration, digital literacy, critical thinking, and problem-solving that advocates believe schools need to teach to help students thrive in today's world. In a broader sense, the idea of what learning in the 21st century should look like is open to interpretation and the Strategic Plan explores this idea within the WIC context of academic excellence, university preparation, community and service.

Whole Child: West Island College's programmes, faculty and alignment of resources address the multiple needs of its students ensuring a balanced education for all.

The Board of Directors

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 governs in all matters important to the operation of The College and to the education of its students. The Board also engages and evaluates The Head of School.

The by-laws of The Society define the composition of The Board of Directors, to wit:

Ex Directors:

- The Founder
- The Head of School
- The Past Chair of The Board
- Heads of Secondary Education

Elected Directors: No less than (4) and no more than (12) Directors elected by The Society's membership.

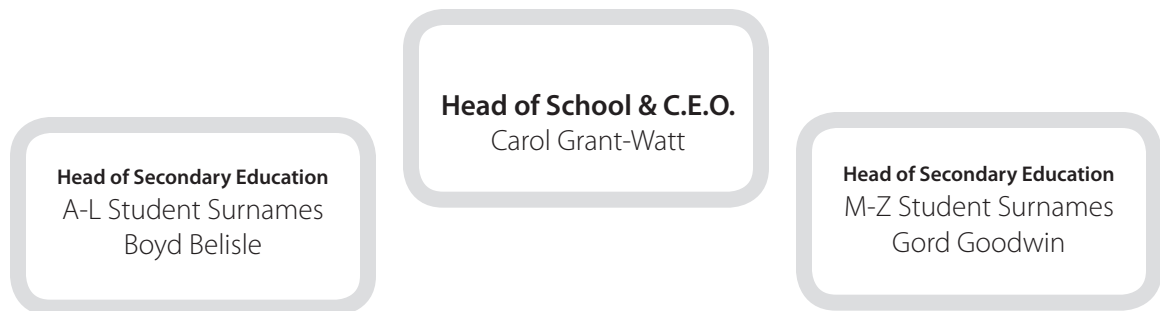
The by-laws of The Society establish (5) standing committees of The Board of Directors, to wit:

- Nomination and Governance Committee
- Parent's Advisory Committee (P.A.C.)
- Planning Committee
- Finance and Audit Committee
- Alumni Committee

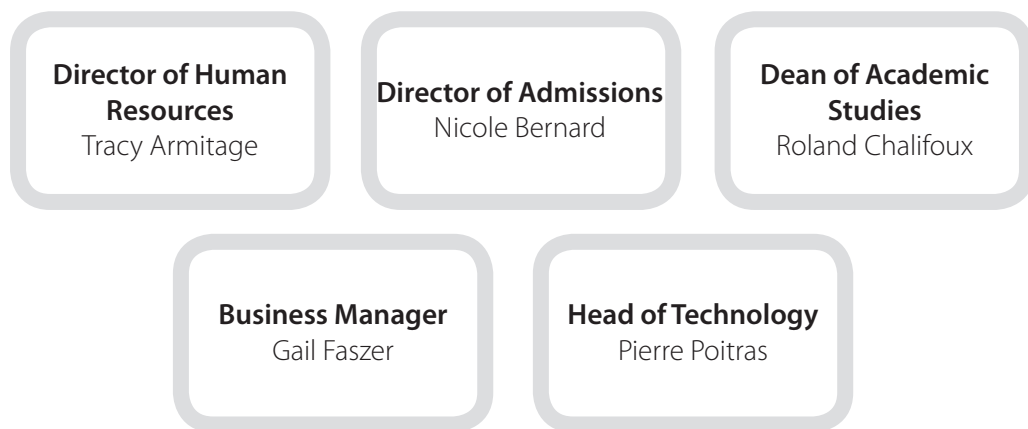
Interested Society Members may seek to support The College by serving on a committee of The Board of Directors without serving as a Director.

Administration

Serving students from Grade 7 to Grade 12, the College is divided into two schools: the Junior School (Grades 7, 8 & 9) and the Senior School (Grades 10, 11 & 12). In order to ensure that the progress of each student is followed efficiently and effectively throughout a student's entire time at the College, the responsibility for this task is shared. Students are assigned a Head of Secondary Education according to their surname. The Head of Secondary Education is then responsible for monitoring the academic and social progress of students assigned to them according to the alphabet. This allows for consistent and continual monitoring of the child's progress from grades 7 to 12.



In addition the Administrative team includes:



The Leadership Team at WIC 2011-2012

Allen, Claire	Director of International Studies
Armitage, Tracy	Director of Human Resources
Bennett, Scott	Director of Business Studies
Bernard, Nicole	Director of Admissions
Butz, Tina	Director of Procurement, Special Events and Alumni
Chalifoux, Roland	Dean of Academic Studies
Larsen, Todd	Director of Co-Curricular Activities
Postras, Pierre	Head of Technology
Rennie, Malcolm	Director of Post-Secondary Placement
Teves, Armando	Assistant Director of Technology
Tremblay, Nicole	Director of Professional Development
White, Kristie	Director of Student Leadership

Professional Learning Community (Curricular) Facilitators

Bridal, Brian	Mathematics
Fensom, Kevin	Social Studies
Lewis, Kimberely	Fine Arts
O'Keane, Patricia	English
Schell, Jean Francois	French Immersion and Languages
Smith, Steve	Science
Therriault, Yves	Physical Education

The Faculty 2011-2012

Allen, Claire

Goodwin, Gord

O'Keane, Patricia

Armitage, Tracy

Goulet, Steve

Payette, Bruno

Belisle, Boyd

Grant-Watt, Carol

Poitras, Pierre

Bennett, Scott

Grewal, Rav

Rennie, Malcolm

Bernier, Nathalie

Hemings, Megan

Schell, Jean Francois

Bridal, Brian

Irvine, Laura

Simard, Heather

Buckingham, Shelley

Knight, Eva

Smith, Steve

Cantrill, Dennis

Kraychy, Kristi

Sumner, Claire

Chalifoux, Roland

Larsen, Todd

Teves, Armando

Clarke, Trina

Law, Tara

Theriault, Yves

Duffy, Kevin

Lewis, Kimberley

Tremblay, Nicole

Ell, Jason

Loewer, Eric

Webb-Briscoe, Philippa

Fensom, Kevin

MacArthur, Nicole

White, Kristie

Fredrickson, Jason

Marchand, Julie

Wiltshire, Lana

Gibson, Marty

Meckelborg, Dawn

Glover, Pam

Minich, Vikki

Operations Staff 2011-2012

Airey, Trevor Information, Communication and Technologies Technician

Bernard, Nicole Director of Admissions

Butz, Tina Director of Procurement, Special Events and Alumni

Crowhurst, Jenny Receptionist

Davies, Valerie Cafeteria Assistant

Faszer, Gail Business Manager

Huhn, Carla Executive Assistant to Senior Administration

McCauley, Alec Communication Technologies Specialist

Magnusson, Larry Manager of Facilities

Petruk, Derek Supervisor of Logistics

Ralph, John Librarian

Ryder, Linda Directors' Assistant

Tesfaye-Keto, Andy Supervisor of Custodial Services and Grounds

Toovey, Leeanne Executive Assistant

Twa, Elvia Accounting Officer

Voth, Sandra Accounting Officer

Zaharko, Norene Cafeteria Manager

The Faculty Credo

We support a philosophy that has the interests of the individual child as the focus

Children have needs which we are responsible for fulfilling:

They need to be loved*, so it is our responsibility to treat our students with love, kindness and respect.

They need to be guided, so it is our responsibility to model the behaviour and work ethic which we expect of them.

They need to be encouraged and challenged. So it is our responsibility to be enthusiastic, intuitive, well prepared and flexible in our teaching.

They need to belong, so it our responsibility to foster the values of inclusion, acceptance and tolerance and to generate an appreciation of our collective place in the community at large.

They need to become self-reliant, so it is our responsibility to create an environment which promotes and supports the development of independence and self-directed, life-long learning.

As a community:

We should take pride both in our accomplishments and in the accomplishments of our fellow members.

We should be proud of the bilingual heritage of our country and should value the acquisition of second language skills.

We should work with the school community to generate in all members respect for ourselves, for each other, for our diversity and for the multicultural nature of our school and our country.

We should work to generate commitment both to the school and to the broader community.

To achieve these goals, we will work together and honour our commitments.

* Love is patient and kind.
It protects, trusts, hopes and perseveres.

Questions and Answers

Who owns West Island College?

West Island College Society of Alberta “owns” the College. Since no person can “own” a Society, the assets of the College are the property of the Society. The Society is administered by the Board of Directors.

Where does the name of the College come from?

West Island College was founded in 1974 in the West Island area of Montreal. The name is derived from its founding location, which remains the location of our sister school.

Is the College in Montreal in any way connected to the one in Calgary?

Each College operates as its own entity. The only connection lies in the schools’ common missions and the fact that both were founded by Terry Davies.

Where do WIC teachers come from?

As a private school recognized for subsidy by the Ministry of Learning for the Province of Alberta, West Island College is obliged to hire teachers who have been certified by the Province and who are Canadian Citizens.

What is the boy/girl split in the school?

Historically, the split has been very close to 50/50. Obviously, this can vary in any one year. The College has no policy in place to ensure an equal gender split.

What does the College mean when it suggests that it is non-denominational?

Observing the Christian holidays of Christmas and Easter is the only accommodation made to any particular religion. Students of many faiths attend the College.

Who do I talk to if I have a concern about my child’s progress in the College?

In our opinion, if the concern is a localized one, the first contact should be with the teacher. If further intervention is required, or if the concern is more general, Mr. Belisle (Head of Secondary Education), Mr. Goodwin (Head of Secondary Education) or Mrs. Grant-Watt should be contacted.

Junior High School Programme of Study

“BUILDING A SOLID FOUNDATION”

West Island College offers the students of its Junior School a choice between three programmes of study.

1. Continuing French Immersion Studies (7C)

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. Approximately 60% of the instruction in this programme is in French.

2. Enriched French Studies(7E)

This curriculum is designed for students who have pursued English language studies in their elementary years. French and Social Studies are taught using French as the language of instruction. It is anticipated that these students will complete Grade 12 French while in Grade 10.

3. Dual Language Option (7D)

Students in this group take all their courses in English but, have five periods a week of either French or Spanish language instruction. It is anticipated that they too will complete grade 12 French or Spanish while in grade 10.

Core Programme Grades 7-9

English
French / Spanish / FLA

Social Studies / Etudes Sociales
Physical Education
Health and Personal Life Skills

Mathematics / Mathématiques
Science / Sciences

Complementary Options

Grade 7

Art 7
Drama 7
Music & Study Skills
Band*

Grade 8 Explorations

Design & Animation 8
Improv & Tech Theatre 8
Outdoor Ed. 8
Leadership & Fitness 8
Band*

Grade 9 Explorations

Art 9
Drama 9
Active Living 9
Junior Achievement 9
Band*

*Denotes classes that occur prior to the first class of the day

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 Programme.

The objective of the Explorations programme is for the 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 programme is experiential in nature with a focus on culture, personal development, physical activity and health & wellness. Students in grades 8 & 9 will participate in each of the four activities outlined above, one per term.

Senior High School Programme of Study

“A University Preparatory Curriculum”

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 curriculum to all its students during their years in High School. Time is provided during the school day for students to commit themselves to community service, to develop “career opportunities” through guest lectures, and individual research, and to participate in structured explorations of cultural, academic or personal interests.

As further evidence of the College’s commitment to preparing students for university studies, courses in the Senior School are taught in a semestered system.

Modern Languages Department

English 10, 20, 30, 35AP
French 10*, 20*, 30*, 31*
French Language Arts 10*, 20*, 30*, AP*
Spanish 10, 20, 30

Social Science Department

Social Studies 10, 20, 30
Etudes Sociales 10*, 20*, 30*
Macroeconomics 30, 35AP
Microeconomics 30, 35AP

The Arts

Art 10, 20, 30
Drama 10, 20, 30
Technical Theatre

Math Department

Math 10 common, 20, 30 Pure
Mathematics 31, 35AP

Religious Meanings 20
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

Physical Education Department

Education Physique 10*
Outdoor Education
Physical Education 10, 20, 30
Sports Medicine
Sport Performance
Calm 20

Special Programmes

Outreach
Business Studies
Independent Studies

* Denotes that the language of instruction is French.

Option courses, which are not prerequisites for post-secondary studies, are taught only if demand guarantees a reasonable class size.

Blended Learning

West Island College is implementing a learning management system which will enable students to access course content and a variety learning tools in a secure, password protected environment. The Desire2Learn environment is slated for a launch in the upcoming school year, with full implementation in two years. Some students and teachers have already explored the benefits of course materials available “24-7”.

At WIC we believe the relationships created and maintained in the building are central to all that happens at the College. Extending the learning beyond our walls need not alter the relationships or the quality of the learning environment. In fact we can predict these will be enhanced through blended learning. Blended learning is the term used in the educational community to describe learning incorporating both classroom based learning and online learning activities. In many ways this is not new to WIC, our teachers have always sought out those learning resources which would best be suited for their students.

About Desire2Learn

D2L is used in over 450 institutions globally, including universities, colleges, school boards and governments. Here in Alberta the Calgary Board of Education, The Calgary Catholic School District, Edmonton Catholic School District, and Alberta Learning’s Distance Education Centre all use Desire2Learn as their learning management system.

Philosophy of Outdoor Experiential Education

The philosophy of experiential education is apparent in its name – education through the experiences. Rather than learning through textbooks, lectures, or classroom simulations, experiential education aims to advance learning by directly involving students in new and dynamic experiences. Experiential learning challenges students to make decisions which will have direct bearing on what is learned. The role of the teacher then becomes that of guide, resource person and clarifier. The teachers then must focus on both the content of what is being learned, as well as the learning process that is taking place. The essential components of an experiential learning opportunity include: a realistic experience, risk (managing uncertainty), personal responsibility, an unpredictable challenge and some form of reflection and analysis after the experience.

West Island College Outdoor Education Programme Goals:

1. For Students to develop an interest in outdoor living, travel and general recreation.
2. For Students to develop the skills, attitudes and knowledge required to participate in outdoor activities.

West Island College Outdoor Education Programme Outcomes:

1. Students will develop inter personal skills to help them interact positively in group settings.
2. Students will develop appropriate skills that will allow them to move safely and comfortably in the wilderness environment.
3. Students will be introduced to the vast wilderness unique to our locale.
4. Students will develop an aesthetic appreciation for the wilderness. This could possibly result in students taking steps to preserve it.
5. Students will develop the skills necessary to plan their own excursions.
6. Students will develop intra personal skills which will help them manage adversity.
7. Students will strengthen/form relationships with their peers and teachers.

Note: Each trip will focus on specific outcomes, which when combined from grade 8 - 12 will progressively achieve the general programme goals and outcomes.

In addition to all of these, a more immediate objective is the hope that sharing such an intimate and dynamic experience will help to strengthen relationships amongst students and teachers. There is something very humanizing about eating, sleeping, laughing, winning and failing together. When the trip is over and everyone returns to the classroom, teachers and students may share a new understanding and mutual respect. This alone makes the trip a worthy experience. Information about the trips offered per grade level can be found on the school website under the Student Life Category.

Students' Rights and Responsibilities for On and Off-Site Activities

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

Section 12 – School Act

A Student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- a) Be diligent in pursuing the student's studies
- b) Attend school regularly and punctually
- c) Cooperate fully with everyone authorized by the board to provide education programmes 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

As students they have the right to:

- choose whether or not they participate in specific activities that threaten their personal sense of physical or psychological safety;
- be treated as a respected individual and to express their opinions, thoughts and feelings without being judged for them;
- "pass" during group discussions;
- request and receive physical/emotional support from the group;
- not be exposed to undue pressure from other group members.

As students they have the responsibility to:

- treat other group members and others encountered with respect;
- not pressure others into doing things they don't want to do;
- take appropriate risks that support their personal growth and learning;
- avoid taking unnecessary and dangerous risks that threaten their safety and/or that of the group;
- be accountable for their words and actions;

- do their share of the work that needs to be done to achieve the trip objectives;
- be organized and on time for activities;
- fulfill all preparatory requirements;
- dress appropriately for the activity and the environment;
- comply with the rules and the expected code of conduct as outlined by the college. They will cooperate fully with the staff, volunteers and service providers;
- refrain from consuming alcohol and non-medical drugs for the duration of the activity/trip. They will not smoke unless special permission has been granted due to extenuating circumstances

Parent/Guardian Rights and Responsibilities for On and Off-Site Activities

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:

- receive sufficient types and levels of 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 good written information, a pre-trip meeting for higher care trips (e.g., of extended duration), and to having follow-up questions handled. Parents also retain the right to seek additional information about a programme or activity from sources outside the college;
- assurance that participation in a high-care trip in a required course is voluntary and that their child will not be penalized academically if not granted parental permission to participate in the given trip;
- assurance that their child's safety and security will remain the top priority from departure till return;
- withhold consent and/or to withdraw it;
- be contacted as soon as is practicable 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 as soon as possible;
- 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;

- have any concerns they have about the safety of a trip (whether based on information received before, during and/or following the trip) heard and responded to by the appropriate individuals in the school system.

Parents/Guardians have a responsibility to:

- read trip-related information that comes 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;
- 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;
- preclude their child from participating if the outing does not appear safe for that particular child;
- 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);
- 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;
- ensure that their child arrives for the trip properly prepared with respect to their clothing and personal equipment, as per information sent home;
- help ensure that their child is well-appraised of the behavioural expectations during the trip and consequences of failing to meet these expectations (both school and home);
- 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.
- 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 precluded from continuing on the trip as a result of unacceptable behaviour. Such travel is at the parent/guardian's expense;
- 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 correct person, and seek assurance that the issue will be handled.

Field Trips

The philosophy of Experiential Education extends to the individual classrooms as well as to the outdoors. Teachers are encouraged to seek ways in which they can bring the curriculum alive and make it meaningful for students. Visits to the theatre, concert hall, museums and other educational venues are fostered and encouraged as to ensure the development of the whole child.

The Outreach, Leadership, Explorations, Roots and Shoots and other student programmes are also manifestations of this philosophy and provide a wide breadth and depth of opportunities for enrichment for all students in the College.

International Studies

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

The mission of the International Studies programme is to:

- facilitate international experiences that raise social consciousness and environmental awareness.
- build mutual understanding and respect for different cultures of the world in order to compliment learning in the areas of Social Studies, Science, and Language Arts.
- provide meaningful, authentic opportunities for students to engage in service learning projects, both humanitarian and conservationist in nature.
- honor a genuine commitment to sustainability in our own internal practices and the operation of International Studies programmes and projects.

Certificate of International Studies

West Island College recognizes that students participating in the International Studies programme 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 the Certificate of International Studies.

Criteria for Awarding of the Certificate

1. During their tenure at West Island College, a student must:
2. Participate in a minimum of 2 international service learning experiences.
3. Complete Political Thinking 20 and General Sociology 20.
4. Complete at least one other Social Science course: World Geography 30, Economics 30, Anthropology 30, Western World History 30, International Politics 30 or another recognized Social Science course.
5. 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 Certificate of International Studies. Students who wish to qualify for the Certificate of International Studies should consult with the Director of International Studies.

Physical Education

At West Island College, the physical education programme offers children an opportunity to pursue excellence in the context of their physical, social and emotional development. With the Alberta curriculum as our guide, we aim to educate in a variety of individual activities, team sports and lifetime pursuits.

Our teaching staff consists of qualified physical education professionals with years of teaching and coaching experience. We draw on this expertise to create an inviting and supportive environment in which the programme objectives can be achieved.

West Island College Coaching Philosophy

Preamble

The philosophy of the College states, "At the school, all programmes are directed toward the full development of the individual student."

Our athletics' programme is divided into two categories, intramural sports and interscholastic sports. There are many similar objectives for these programmes, however, they do differ in their design.

The intramural programme is designed for the participation of all students, regardless of their ability. The interscholastic programme is competitive by nature and thus requires a coach to select players that 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:

1. Participation in sports provides students with the opportunities to learn about:
 - Competition
 - Team work
 - Compassion
 - Time management
 - Persistence
 - Commitment

2. As coaches, we recognize that we have an opportunity to instill in our players:
 - The spirit of team work and competition
 - The rewards of hard work and commitment
 - The acceptance of success and defeat
 - The importance of the various team roles
 - Sportsmanship

- The connection between a healthy body and a healthy mind
3. Coaching, as with teaching, takes place not only during game time but during practice time. As coaches we must teach our athletes to always try their best and to display good sportsmanship to:
 - Other players
 - Other coaches
 - Game officials
 - The host school
 - Spectators
 4. Communication between coaches and players is absolutely vital. As coaches, we must communicate our:
 - Team selection criteria
 - Various roles on the team
 - Individual player and team goals
 - Expectations for participation on and commitment to the team
 - Team Schedule

Advanced Placement (A.P.)

The Advanced Placement Programme (AP) is a programme which enables students to pursue college-level studies while still in high school. Based on their performance on rigorous AP Examinations, students can earn credit, advanced placement, or both for college/university. This programme was established in the 1950's and has had 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 of educational excellence.

AP is recognized throughout North America. Over 90 percent of the nation's colleges and universities have an AP policy granting incoming students credit, placement, or both, for qualifying AP Examination grades. Although it has a North American standard, it also has a wide International Acceptance.

The AP programme is best known for giving high school students the opportunity to earn college credit however, this programme offers students many additional benefits as well.

AP allows high school students to take courses that are challenging, rigorous, and in-depth. These are exactly the kinds of courses they will face once in university. Students who participate in AP are ultimately given the responsibility to reason, analyze, and understand for themselves. Such intellectual training inevitably helps them succeed in university, where these skills are essential.

Research strongly supports that participation in AP courses is one of the strongest predictors of post-secondary success.

Due to credits students earn for their AP achievements, many students are able to take a double major, study or travel abroad, or pursue a combined bachelor's and master's programme.

Why Does WIC Offer the AP Programme?

The Advanced Placement Programme offers much flexibility in selecting programme courses. This allows us to provide the courses which we feel are advantageous for the students to study.

Schools that offer AP broaden students' access to high-quality education and increased opportunity.

AP schools often experience a diffusion of higher academic standards throughout the entire curriculum.

Its increased recognition has made it an appealing advantage for students.

Its programme structure is attracting students who want to pursue higher level learning in their own subject of choice.

Numerous studies show that AP students outperform their peers who have not taken AP on virtually every standard.

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 course.

What AP courses do we currently offer at WIC?

To date, we have been able to offer the following AP course selections:

Biology AP, Calculus AP, English AP, European History AP, French Language AP, Physics AP, Psychology AP, Chemistry AP, Spanish AP, Micro-Economics AP and Macro-Economics AP.

For more information regarding the Advanced Placement Programme, log on to AP central at the following: <http://apcentral.collegeboard.com/programme>

Business Institute

Mission: To provide each and every student the opportunity to engage in a business program with the intention of preparing them to have success at a post-secondary level.

Vision: To provide a rigorous and relevant academic program to prepare students for a 21st century education in the business field with opportunities to connect to the business world.

- Rigor and relevance
- Near / at college level
- Accelerated pace
- Standards-infused
- Project / problem-based learning
- 21st century technology as problem solving tool
- Relationship
- Teacher as advisor / facilitator / mentor
- Teamwork emphasized
- Connections to local business professionals and post-secondary students, professors, and administrators

Need

Over the last five years, between 15-25% of the WIC graduating class has entered the business field in post-secondary. This is a niche that needs to be filled and enriched. This program is designed for those interested in:

Marketing	MBA	Management
Finance	Business Economics	Advertising
Accounting	Banking	

Purpose

- The program is designed:
- To challenge students with a relevant, rigorous, business-focused content
- To offer students invaluable business and leadership experience with the business community in a high school environment
- To create an environment where students work in a team-based environment focused around a project-based business plan
- To allow students educational interactions with post-secondary business programs / community by partnering with universities and colleges
- To offer the opportunity to take students to the next level in learning. Each student will learn to think critically, to work in teams, and to use his / her academic knowledge and skills to solve complex business problems in the world of today and tomorrow.
- To create a business program that is responsive to the needs of the business community

Independent Studies Senior High School

For a variety of reasons some of our students may want to complete particular core or option courses and/or Career and Technology Studies (CTS) modules under our independent study structure. At present, this structure is available for any course offered through the Alberta Learning Distance Centre (ADLC) or the CBE-Learn programme via Chinook College.

Students are self-directed both in the selection of courses and/or module(s) they wish to study and in their pursuit of completing each module. Most core courses are 5 credit courses and require 5 senior blocks of independent study time. The CTS modules are granted 1 credit per module and require an average of 25 hours to complete. All grading of both core and CTS courses is done through the ADLC. A detailed description of all course offerings is available from WIC's Dean of Academic Studies.

The cost of most independent study courses is paid for by West Island College as long as the student satisfactorily completes and passes all of the required exams and evaluative components. Failure to do this will result in the student assuming the responsibility for payment of the course. (Please note that if a student is repeating a course, the student will assume financial responsibility for the course.)

This type of study lends itself well to motivated students who have an interest in completing a programme of choice and who can work on their own with little supervision. We will offer guidance to all students as they work through their course/modules but, ultimately, the student is responsible for the completion of all the required work.

If you have any questions or concerns, please contact Roland Chalifoux, Dean of Academic Studies.

WIC's Academic Programme

West Island College's curriculum is challenging and enriched. All credit courses are taught at the advanced level and lead to the acquisition of one of the following West Island College Diplomas, and, thereby, matriculation to post secondary studies.

I. The West Island College Diploma

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.

II. The West Island College Bilingual Diploma

A Bilingual High School Diploma is awarded to those students who have successfully completed forty-five (45) credits of study in which the language of instruction was French and who have earned a West Island College Graduation Diploma.

III. The West Island College 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 studies.

IV. The West Island College 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 Headmaster's List during each of their three years of Senior High School studies at West Island College.

Graduation Requirements

Requirements for an Alberta High School Diploma

- ELA 30-1
- Social Studies 30
- Biology 20 or Chemistry 20 or Physics 20
- Math 20
- Physical Education 10 (3 credits)
- Career and Life Management (C.A.L.M.) (3 credits)
- 10 credits in any combination from Fine Arts or Second Languages
- 10 credits in 30 level courses in addition to ELA 30-1 and Social Studies 30
- 100 credits in total

Student Services

Counselling

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

Educational Counselling - *Dean of Academic Studies*

- To help students adopt a perspective that places a high priority on understanding their educational goals and how to successfully attain them.
- Course advising
- High school programme planning
- Diploma requirements
- Post-secondary entrance requirements, applications and registration
- Support of success in courses

Post-Secondary Counselling - *Director of Post-Secondary Placements*

- Assist students by providing developmentally appropriate programmes, information and counselling with regards to understanding and planning for further education and/or school-to-work transition. Includes:
- Personal goal setting
- Self assessment
- Interest and aptitude assessment
- On-line resources
- Occupational information
- Post-secondary information

Personal/Social Counselling - *School Counsellor*

Provides confidential counselling to students who are expecting personal concerns

Evaluation

A. Granting Credits

Since there is a direct relationship between attending class and succeeding in a course, the College underscores this relationship for all students. Course credit may be withheld if a student misses more than ten classes in any course.

When absences begin to negatively affect learning administrative intervention will occur, including both student and parent.

B. Examinations

1. The following procedure will be in force to deal with students who are absent for a scheduled school examination in any subject.
2. 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; OR these students may opt for "b" below.
3. Students who are absent with written parental permission will receive an "incomplete" on the examination they miss. The final grade will be calculated as an average of the remaining course evaluations.
4. Students who are absent without parental permission will receive a zero on the examination they miss. Their final grade will be calculated including the zero.

C. Assignments

West Island College expects that all assignments must be handed in on time. 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 (a car pool buddy, sibling, friend). If this is not possible, a phone call from a parent on the day the assignment is due and a note from a parent explaining the absence when the child returns to school will override the deduction of marks.

Summative Exams

Summative exams have been an integral part of West Island College since its inception.

Summative exams are formal assessments of learning and offer both student and teacher clear understanding around the academic progression of the student relative to curricular learning objectives in each subject discipline. Summative exams occur at set intervals in the school year and structurally impose cyclical content review. The composition of summative exams 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 for learning, and do so at consistent, nearly equal intervals throughout the year.

Given these exams serve to provide accurate and clear information regarding student learning, and understanding they are paramount to each term's grade construction, the Faculty of West Island College expects all students to write. Should absence be unavoidable, please refer to exam absentee policy of this same document.

Diploma Exams & Achievement Tests

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. Please note that it is not possible to post all final exams until later each semester. Please contact your Head of Secondary Education prior to making plans for surgeries, vacations, etc.

Students who arrive one hour or more after the start of the exam may not be allowed to write the exam at that time. The Heads of Secondary Education will deal with late arrivals.

If a final examination is not written, a parent/guardian must contact the appropriate Head of Secondary Education the morning of the exam explaining the reason for the absence and providing a medical certificate, where appropriate.

For more information, please check the Alberta Education Website at:

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

Promotion Policy

Promotion Policy

Promotion at West Island College is based upon three criteria:

1. Successful completion of French, English, Mathematics, Science and Social Studies courses at each level, and an overall average of 60% as a minimum.
Junior School – 60%
Senior School – 50%
2. Sustained effort in all subject areas.
3. Consistent respect for others.
4. Students who are unsuccessful are asked to leave the school.

Course Load Policy

Students in the Senior High School are expected to enroll in a full course load. Study periods (spares) are not encouraged. In Grade 12, a student will be permitted to take one course less than a complete course load in one of the semesters; this with the permission of the Head of School and the student's parents.

Repeating Courses at the Grade 12 Level

Courses may be repeated at the 30 level in a classroom setting providing that a student has achieved a satisfactory effort rating. Priority does, however, go to students who are undertaking the course for the first time. West Island College will not create a new class in order to accommodate students who are upgrading classes. In the instance where a course is unavailable or the effort in the first attempt at a course has been insufficient (less than a 3 effort rating in any term), a student may retake the course through the independent studies programme.

Students registered in a diploma exam course are advised not to write the diploma exam only having achieved a 50% in the course of study. Given the close relationship between results achieved in the classroom and on the exam, WIC sees this as a reasoned approach to student success. Courses where students do not meet this expectation may be retaken at summer school or per the aforementioned policy.

The guiding philosophy for upgrading is that students need to earn the opportunity through sincere effort to retake courses under the tutelage of our teachers. Students who are retaking a course such as Math 30 or Biology 30 should also recognize that teachers have the option to put in place an academic contract based in effort.

Questions and Answers

My son has never been in French Immersion before. Will it be very difficult for him to study a subject in French?

Junior students with no French experience are placed in our Enriched French Programme. Teachers are aware of their backgrounds and adjust their programme needs accordingly. No child is disadvantaged.

Is A.P. like I.B.?

Both programmes offer a degree of enrichment beyond the normal high school curriculum. The I.B. programme is designed as a Full Diploma programme, whereas the A.P. programmes are geared towards enrichment in individual subject areas. Having tried both, we at WIC prefer the A.P. programme feeling that it better suits a North American reality.

Is Outdoor Education considered compulsory?

Yes, but parents do have the right to absent their children from the trips.

Is it true that big schools have more options?

Frankly, no! One must remember that we do not offer courses which do not lead to university acceptance. The various university faculties insist on certain prerequisites which limit student choices. In addition to offering a wide variety of Science and Mathematics courses, the College offers courses which allow students to investigate other university possibilities in the business, humanities, fine arts and social sciences. WIC also offers one of the largest AP course selections.

Is there a difference between Junior High and Senior High?

Students at the Senior High School level are trained to be independent thinkers and workers; the onus for learning rests with the students. Students in Junior High require more guidance and teacher direction. The College's Faculty sees the process as a six year one where the focus shifts from teacher-directed to student-directed learning as the years unfold.

How do students qualify for A.P. courses?

As a rule of thumb, an 80% standing should be earned in the course which is a prerequisite for A.P. studies.

How much homework do the teachers give?

Junior High School	1.5 - 2.0 hours / night total
Senior High School	2.0 - 2.5 hours / night total

Will WIC ever have an elementary school?

It is not in the immediate plans. Our desire is to maintain the student population at 450 – 470 in grades 7 - 12, inclusively.

A Foundation of Excellence

Carol Grant-Watt, B.Ed., M.A.
Head of School

Praestantiam Consectemur – Let Us Pursue Excellence

Dave Ellis once wrote: “There’s power in detail. When your destination is clear, you’re more likely to arrive there. When your goals are loaded with specifics, you’re more likely to know when you’ve met them.” This is the rationale for providing a strong foundation of expectation in this handbook and in everything that is planned for at West Island College. This foundation, and a shared commitment to the school we want to thrive in, provides the base, and the “environmental premise” that is essential to a successful learning experience at school. West Island College has a long tradition of success based on core values and the shared commitment to the vision of involving each student in unparalleled, relevant and diverse opportunities so they achieve their potential.

Fundamentally, schools must be safe places, both physically and emotionally. It is imperative that all members of the learning community are clear in what is expected of them. More importantly, it must provide an environment that nurtures and develops the individual student. Teachers must be attentive to student needs so that students see possibility in everything that they do. Wayne Hulley, a notable Canadian education writer sums it up perfectly when he tells us that schools must be “Harbours of Hope”. In this environment, students can explore their own creativity and leadership potential. In this environment, students, faculty, parents and community members create a culture of caring, a culture of commitment and a culture of community.

Parents are partners in this educational journey and have the greatest impact on the lives of their children. Therefore, your support for these expectations and their consistent application is an essential piece of the process. Jean Jacques Rousseau, the Swiss philosopher, argued convincingly, of the importance of our shared commitment to a common focus in his book *The Social Contract*. It is the very basis of democracy and a key aspect that allows individuals to come together in families, schools and societies successfully.

To borrow from my predecessors wise words: “It goes without saying that the rules and expectations at West Island College are a true reflection of the College’s mission. We are preparing our young people for the challenges of tomorrow’s world, all the while insisting upon commitment to important social, moral and civic responsibilities. School rules neither are totalitarian concoctions nor are they whimsical experiments in social order. They are, above all, dedicated to preserving safe, courteous and predictable behaviour in the learning environment. They are not designed to inhibit the constituents but, rather, to allow them the freedom to act and to exercise their motivation while remaining respectful of the time and space of others.”

While the standards at West Island College are high and demanding, they are clear, thorough and they encourage our students to behave as responsible citizens. West Island College must take its responsibility of creating expectations that will serve these young people well in the world beyond the school environment. Their personal resiliency and ability to make decisions in uncertain situations is an essential skill. At no other time in history have our children had the level of choice that our students do today. We must provide the skills and the foundation so that they choose wisely and venture from the “harbour” and navigate through “rough seas” safely.

West Island College’s faculty supports a philosophy that has the interests of the individual child as its focus. Adolescence is a time for investigating, questioning, and discovering. West Island College provides its students with a safe, predictable environment within which these practices may be undertaken freely. Within this environment, we are able to pursue excellence, one student at a time. Within this environment, dialogue, fairness, consistency and caring create the fertile ground for creativity, success, learning, positive relationships and imagination. It is in this environment, where each of us can be our very best. Antoine de Saint-Exupery said: “If you want to build a ship, don’t gather your people and ask them to provide wood, prepare tools, assign tasks. Call them together and raise in their minds the long for the endless sea.” Imagine the impossible and dare to dream. More directly, *carpe diem*, seize the day!

West Island College’s rules and expectations are drafted by the administration, then reviewed periodically by the Board of Directors. By publishing those expectations, I am hoping to underscore the importance of our shared responsibility in ensuring that these are adhered to so that your children will be successful at school and beyond. We cannot do this work without your support.

One of the most exciting and challenging aspects of being in a school is that every day is different. Todd Whittaker writes: “The excitement of starting a new school year provides opportunities to reestablish expectations and introduce changes. We are all on our best behaviour, full of positive energy about the new school year. This time is a chance to set the tone for the school.”

I invite you to commit to and bring your best to West Island College. By building a culture of shared commitment, we will continue to create a strong community of excellence. Jim Collins in his book *Good to Great* writes: “Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice, and discipline.” As we get to know each other and develop our relationships with one another, my commitment to your children, our students, will continue to grow. I hope that our school rules fully meet their objectives and through their careful and considered application, we are true to our motto “*praestantiam constemur*”.

I am available to answer your questions and invite you to contact me any time. I look forward to meeting each of you in the near future.

West Island School Rules

PHILOSOPHY

The philosophy underlying all school rules and expectations is:

1. That all students respect the rights and property of others.
2. That all students participate in school programmes to the best of their abilities.
3. That all students behave in a thoughtful and courteous manner while in school, in a school-chartered vehicle or in attendance at a school-related function.
4. That all students recognize that their conduct is of utmost importance to the school and that certain conduct may cause the school to exercise its right to expel.

SECTION 12 SCHOOL ACT

A Student shall conduct himself or herself so as to reasonably comply with the following code of conduct:

- a) Be diligent in pursuing the student's studies
- b) Attend school regularly and punctually
- c) Cooperate fully with everyone authorized by the board to provide education programmes 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

Students shall:

1. Respond positively to teachers' requests
2. Be on time for school and classes
3. Return documents when requested
4. Eat only in the Hall of Nations
5. Supervise their unlocked lockers
6. Use the gym and staff areas only under supervision
7. Refrain from smoking on/or in view of school grounds
8. Refrain from the use of profanity
9. Display respect towards fellow students
10. Not engage in acts of vandalism
11. Not engage in socially unacceptable behaviour
12. Not engage in violent acts or acts of harassment in any form
13. Not possess, distribute or use illegal substances or alcoholic beverages during or immediately prior to school sanctioned activities

14. Not steal
15. Ensure academic integrity, including avoiding cheating and plagiarism
16. Not skip school or class
17. Not direct abusive language towards members of the WIC staff or its representatives

Each breach of the school rules and expectations carries with it a degree of gravity. As a consequence, the sanctions for each breach must be of varying severity. Please see West Island College Sanctions (following) to understand the sanctions which will be applied to specific transgressions.

Expectations...

It is expected that all students

1. Will adhere to the school's uniform regulations
2. Will complete their homework and projects by the due date
3. Will speak French in classes where the language of instruction is French
4. Will place outside footwear in their lockers during periods of inclement
5. weather.
6. In the Junior School (Grades 7, 8 and 9) will remain on the school property **during the lunch hour.** (With the opening of the Clagary Farmers' Market next door, Administration in consultation with the Parent Advisory Council will be reviewing this expectation.)

West Island College Sanctions

It is understood that each student must conduct him/herself in accordance with the Rules and Expectations. It is clear, therefore, that infractions of the school rules must be pointed out to the offending students so that behaviour may be altered.

A. WARNINGS

Will be given for:

1. Disregarding a teacher's request.
2. Tardiness.
3. Neglecting to return documents when requested to do so.
4. Eating in the school in areas other than the Hall of Nations.
5. Leaving a locker unlocked and unattended.
6. Using the gym or staff areas when unsupervised.

B. DETENTIONS

Will be given for:

1. Smoking
2. Profanity
3. Disrespectful behaviour towards fellow students
4. Minor acts of vandalism
5. Anti-social behaviour
6. An accumulation of Warnings (see A)

C. SUSPENSION or EXPULSION

May be effected in the case of:

1. Vandalism
2. Socially unacceptable behaviour
3. Violent acts or acts of harassment of any form
4. Theft
5. Cheating
6. Skipping class or school
7. Abusive language directed towards members of the West Island College staff and its representatives
8. An accumulation of detentions, warnings and/or general anti social Behaviour including harassment which, although identified for the student, has not been remedied

(*)Students who are expelled during the school year will be supported in a home schooling situation for the remainder of that year, if parents choose to exercise that option.

D. UNIFORM SANCTIONS

1. Teachers will issue warnings to students when uniform infractions occur. Teachers will demand that students enter the classroom appropriately dressed and remain so for the duration of class and in the hallway.
2. If a student is unable to rectify a problem with his/her uniform immediately, the student will be promptly referred to the appropriate Head of Secondary Education for resolution of the matter.
3. If uniform infractions continue the teachers will affect suitable discipline which can include referring to the school Administration.
4. The School's Administration will exercise appropriate consequences which can include (and are not limited to):
 - a. loss of non-uniform day
 - b. parental contacts
 - c. detention
 - d. suspensions
 - e. removal from Headmaster's List
 - f. expulsions

Uniform Policy

At West Island College, we believe that a uniform encourages students to recognize each other for whom they are and not for whom they appear to be. The uniform also allows the community at large to recognize our students as a group of young people who share a common ideal and goal - "The Pursuit of Excellence". While wearing a uniform in or out-of-school, our students are school ambassadors and it is expected that the WIC uniform should be worn respectfully.

A. Formal Uniform

To be worn on all school days prior to Labour Day and from the Thanksgiving Holiday until the Tuesday after Victoria Day, as specified.

Junior School (grades 7, 8 and 9)

Boys

- grey pants
- black leather belt
- white dress-shirt (tucked into pants)
- school tie
- crested, green blazer *
- white, grey or black socks
- black, polishable dress-shoes (boots or runners are not acceptable)
- green WIC sweater (optional)
- green sleeveless vest (optional)

Girls

- grey kilt (kilt length should be no more than 3 inches above the knee, when standing)
- grey slacks (instead of the kilt) are optional
- crested, green blazer *
- white dress-shirt (tucked into skirt)
- school tie
- grey or green opaque tights or, green or white knee socks
- black, polishable dress-shoes (boots, runners and shoes with stiletto heels are not acceptable; heel height should be no higher than 4 cm)
- green WIC sweater (optional)
- green sleeveless WIC vest (optional)

Senior School (grades 10, 11 and 12)

Boys

- grey pants
- black leather belt
- white, dress-shirt (tucked into pants)
- school tie
- crested, black blazer *
- white, grey or black socks
- black, polishable dress-shoes
- green WIC sweater (optional)
- sleeveless green WIC vest (optional)

Girls

- tartan kilt (kilt length should be no more than 2 inches above the knee, when standing)
- black, crested blazer *
- white dress-shirt (tucked into skirt)
- school tie
- dark green or black opaque tights or knee socks
- black, polishable dress-shoes (boots, runners and shoes with stiletto heels are not acceptable; heel height should be no higher than 4 cm)

***The blazer must be worn:**

- on all school days prior to Labour Day
- at all formal gatherings, i.e. awards ceremonies
- during examinations
- non-athletic school events, on-or off-campus, e.g. science fair and challenge, debate tournaments, field trips etc...
- for school photos

It is envisioned that the fleece will be phased out by 2013. Note that the WIC crested sweat top hoodie is not an acceptable part of either the summer or winter uniform.

B. Summer Uniform

Summer Uniform (may be worn after the Labour Day holiday until the Thanksgiving Holiday; and from the first Tuesday after Victoria Day until June 30). The following options are available:

- black crested walking shorts for boys or kilt for girls (jr: grey; sr: black)
- black, leather belt,
- white short-sleeved shirt or crested golf shirt
- school tie (with short-sleeved shirt)
- white, black, grey or green socks
- black, polishable dress-shoes or black sandals (boots or runners are not acceptable)
- blazer or green WIC sweater/vest are optional

When the summer uniform is sanctioned, the golf shirt may be worn with the kilt, with full length pants, or with WIC walking shorts.

Pant option – For Girls

The winter and summer uniforms provide girls with the option of wearing grey pants in place of the kilt.

C. Physical Education

- black crested athletic shorts
- crested tee shirt
- white socks
- appropriate, non-marking athletic footwear
- if choosing to wear sweats and top they must be black WIC crested sweat pants and zippered and hooded sweat shirts for all physical education
- for team try outs and practices, students must dress modestly, as described above.

D. Non- Uniform Days

All students are to dress appropriately for school. Appropriate attire would be modest and include sleeves, covered backs, chests and abdomens, and no offensive slogans. No hats may be worn in the school.

Clarifications of the Uniform Policy

1. Earrings must be tasteful and relatively inconspicuous.
2. WIC team jerseys be worn by members of the team on the day of a home game to promote school spirit.
3. All components of the West Island College uniform must be purchased from our uniform supplier with the exception of the white dress shirt, socks, tights and belts.
4. Outdoor footwear and outer garments may be worn to and from WIC but must be

- changed promptly on arrival at school and just before departure.
5. On school-sanctioned, non-uniform excursions, the 4 p.m. restriction is waived. However, non-uniform dress policy is in effect. (Refer item D under West Island College Sanctions, non-uniform days.)
 6. Blazers are to be worn in school, including during assemblies, but may be removed when in the classroom, at lunchtime, or after 3:05 p.m. Blazer may be kept in a locker overnight.
 7. Golf and dress shirts must be long enough to be tucked in completely.

Uniform Recommendations

The College requests that parents support the Faculty by ensuring their children come to school in uniform.

E. UNIFORM SANCTIONS

1. Teachers will issue warnings to students when uniform infractions occur. They will be required to fix immediately.
2. If a student is unable to rectify a problem with his/her uniform immediately, the student will go to the office to receive a uniform slip. These slips will be recorded.
3. If uniform infractions continue and a student has received three recorded slips, a school detention will follow.
4. Further infractions will be appropriately reviewed and action taken by the College's Administration.

These sanctions operate on a monthly basis.

Uniform Supplier 2011-2012

Halpern's is the official supplier of school uniforms for West Island College. The retail store is located at:

Halpern's Limited
5911 – 3rd Street S.E.
Calgary, Alberta
T2H 1K3
(two blocks east of Chinook)
Telephone: 252-9342
Fax: 252-7503

The store stocks all uniform items and Halpern's staff would be pleased to assist you with your requirements. Because of the varying demand during the school year, the store hours will change from time to time. The current hours may be obtained by phoning and listening to the message on the answering machine.

To facilitate purchasing, Halpern's will accept orders by fax as long as credit card information is supplied with the order.

Halpern's have a one-year guarantee on all of their merchandise.

School Policies

STUDENT ABSENTEE POLICY

I. Granting Credits

Since there is a direct relationship between attending class and succeeding in a course, the College wishes to underscore this relationship for all students.

Course credit may be withheld if a student misses more than ten classes in any course. After five absences teachers will inform both students and parents of this policy. After eight absences a meeting to explore the situation may be set-up between the student, the parents and the appropriate Head of Secondary Education. After ten absences, the Head of Junior or Senior School will render a decision vis a vis the granting of credit.

II. Examinations

The following procedure will be in force to deal with students who are absent for a scheduled school examination in any subject.

a) 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;

OR these students may opt for “b” below.

b) Students who are absent with written parental permission will receive an incomplete on the examination they miss. Their final grade will be calculated as an average of the remaining course evaluations.

c) Students who are absent without parental permission will receive a zero on the examination they miss. Their final grade will be calculated including the zero.

III. Assignments

School rules dictate that all assignments must be handed in on time. Students may be detained to complete assignments.

If a student is ill on the day an assignment is due, every effort should be made to drop the work off at school (a car pool buddy, sibling, friend).

If this is not possible, a phone call from a parent on the day the assignment is due

and a note from a parent explaining the absence when the child returns to school will override the deduction of marks.

Promotion Policy

Promotion at West Island College is based upon three criteria:

1. Junior School: 60% (50% is a passing grade)
Successful completion of French/Spanish, English, Mathematics, Science and Social Studies courses at each level (60%), and an overall average of 60% is required.
2. Senior School: 50% successful completion of all prerequisite courses for future studies.
An academic standing of 50-65% may mean that the student is not prepared for the next level of study. If such results are pervasive, a consultation with the appropriate Head of Secondary Education will be required for promotion.
3. Consistent Respect for others.
4. Sustained effort in all subject areas.

Students who do not meet WIC's minimal standards may be asked to withdraw from the College.

Detention Policy

Detentions, in response to infractions of school rules, are held on Fridays. A student receiving two Friday detentions during the same week will be viewed to be in need of more severe discipline.

Senior High School Course Load Policy

It is clear from experience and research that a busy student is more likely to achieve his/her best.

Students in the Senior High School are expected to enroll in a full course load. Study periods (spares) are not encouraged. In Grade 12, a student will be permitted to take one course less than a complete course load in one of the semesters; this with the permission of the Head of Senior School and the student's parents.

Punctuality

It is assumed that all students will arrive to class on time and individual teachers are responsible for dealing with students who are tardy.

Students who are late to school are dealt with by the College's administration. Factoring in inclement weather, local traffic congestion and late public transit, the College's administrators will detain, suspend or eventually expel chronic latecomers.

Harassment Policy

Every student at West Island College has the right to learn free of 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, let it be known that they are infringing on the right of each community member to exist in a safe, secure and predictable school environment.

Harassment may be defined as follows:

Any behaviour that in effect or in intent disparages, humiliates, or harms another person. It is behaviour which denies individuals dignity and respect and is demeaning and/or humiliating to another person. Harassment may include, but is not limited to, references to age, national or ethnic origin, religion, gender, sexual orientation, disability or race.

Students encountering any form of harassment should demand that this harassment cease. Appropriate support will be provided to ensure this cessation. Individuals guilty of harassing other members of the WIC community should be prepared to face appropriate sanctions.

School Closure

Should it be necessary to close the school due to an unforeseen emergency or event, every attempt will be made to provide students and parents with as much notice as possible. (Please Note: Only in extreme circumstances will the College be closed. However, parents always have the right to 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. In addition, school closure will be announced on the following radio stations.

- Q107.7
- CBC Radio One
- Lite 96
- 660 News
- UP 97.7
- Vibe 98.5

Information and Communication Technology

Acceptable User Policy

BACKGROUND:

ICT (Information and Communication Technology) and other new technologies are playing an ever-expanding role in education. Through the use of technology, knowledge is increasing at a pace unprecedented in recent history. As the use of technology increases, the ways in which information may be accessed, communicated, transferred or interpreted by members of society will only continue to grow. West Island College is supportive of the role of technology as envisioned by Alberta Education and recognizes the potential of technology to support, enhance and extend student learning.

POLICY:

West Island College acknowledges and supports the integrated use of Information and Communication technologies, telecommunications, electronic information sources, networked services and other forms of technology in the instructional process to maximize learning opportunities for students. 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.

PROCEDURES:

Electronic information research skills are now fundamental to the preparation of knowledgeable citizens and future success in the workplace. West Island College expects that its teaching staff will integrate the appropriate use of such skills to support and enrich the curriculum consistent with the instructional needs, development skills, learning styles and abilities of the students.

Teaching staff will ensure that proactive guidance and timely instruction are provided to all students regarding their appropriate rights and responsibilities related to the use of technology prior to actual use, either as an individual user or as a member of a class or group. Access to technology resources is provided in order for user to conduct research and communicate with others for educational purposes. Access to such resources is considered a privilege; it is not a right.

As much as possible, access to technology information resources will be organized in ways which guide students to sources which have been reviewed and evaluated for educational suitability by a teacher prior to use. While students may be able to move beyond those resources to others which may not have been evaluated by Faculty, they shall be provided with guidelines consistent with the stated learning objectives.

West Island College owns all network resources and has the right to monitor the use of all said

resources. Network supervisory personnel may review files and communications at any time in order to maintain system integrity and ensure that users are using the system responsibly.

The illegal down loading of copyrighted material which includes, but is not limited to, music, movies or software, for transfer to any storage media (CD's, memory sticks, virtual learning environments, etc.) is strictly, at all times, prohibited. Further, please note that installation of any software by students is strictly prohibited. Only ICT Administration or designated staff may install, update or remove software.

STUDENT RESPONSIBILITIES:

1. Students are responsible for demonstrating acceptable behaviour when using school 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, teachers will guide students toward appropriate materials.
5. Consistent with College policies, the following behaviours will be considered inappropriate:
 - a. Using another person's account, password or files
 - b. Sending, receiving, retrieving or displaying offensive messages or graphics
 - c. Using obscene language
 - d. Harassing, insulting or attacking others
 - e. Damaging computers, computer systems or computer networks
 - f. Engaging in practices that may introduce a virus to the system, (for example, installing unauthorized programs or software, including games of any type)
 - g. Violating copyright laws
 - h. Intentionally wasting limited resources
 - i. Plagiarizing information from any source
 - j. Employing electronic techniques for commercial purposes
 - k. Attaching any devices to the network without prior authorization
 - l. Violation of any other relevant laws or restrictions
 - m. Access to network resources with personal devices requires the permission and approval of ICT Administrators

6. Failure to comply with any of the provisions outlined in this agreement 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.

This policy is part of West Island College's general policies and practices. These are reviewed by West Island College's Administration and Board of Governors. By reading and reviewing the proceeding, the student and the guardian agree to the terms and conditions set out in this policy and procedure.

Questions and Answers

My husband and I always take our kids out of school for a week's holiday. Is this okay with the College?

Obviously not all family vacations can be scheduled when the College has scheduled our holidays, although we would appreciate every effort to do so. As long as students recognize that they are responsible for the work they missed, then we would accede to a parent's decision – "Is it right for your child?", is the question which you the parent must ask.

There really are a lot of rules, why is that?

We honestly feel that students should know all the rules of the game before they start playing. Consistency, honesty and fairness will always dictate how rules are enforced.

How strictly are the rules enforced?

Students deserve to work in a safe, predictable environment which emphasizes respect for persons and property - rules are enforced to the extent that this is the expectation.

Who makes the rules?

The rules of the College are developed by the Head of School in accordance with the School Act.

Why are students not permitted spares?

We feel that there is too much to learn.

Don't you feel that a detention punishes parents as well as kids?

To some extent that's true. We need your support. Detentions are earned, not given. Therefore, your child is the one to whom you should express your discontent.

When are tests held?

The College's calendar outlines all major testing periods. Within those periods, an actual schedule is published for the students.

FEES

A. Tuition Fees

Alberta Residents: Total 2011 – 2012 \$ 12,410.00

These fees are to be paid using one of the schedules of payment listed below. A surcharge is levied for each of the extended payment plans (ie. Schedules 2 & 3).

May 15: \$2,500.00 (non refundable) May 15: \$2,500.00 (non refundable) May 15: \$2,500.00 (non refundable)

Schedule 1	Schedule 2	Schedule 3	
Sept. 1 \$ 9,910.00	Sept. 1 \$ 5,055.00 Feb. 1 \$ 5,055.00	Sept. 1 \$ 3,910.00 Oct. to May \$ 6,400.00 ((\$800/month X 8 months)	
<hr/>	<hr/>	<hr/>	<hr/>
Total \$12,410.00	Total \$12,610.00	Total \$12,810.00	

Foreign Students: Total 2011– 2012 \$17,420.00

Foreign students residing in Canada by virtue of a student visa are not eligible for the Alberta Subsidy for Resident Students. Consequently, these students must assume the total cost of education for each year that they attend the school.

Schedule of payment(s):

Due upon Registration	\$ 6,670.00 (non-refundable)
September 1	\$10,750.00
Total	\$17,420.00

B. Parent Bond

A \$5,000.00 loan is made to the Board of Governors Building Fund by each family, or its agent, on behalf of all students in the family who are attending or will attend The College. The family, or its agent, is released from the obligation and repaid on October 31 following the departure from The College of the last student in the family.

C. Family Membership Fee \$ 2,000.00

The Family Membership Fee is payable once only and is non-refundable. It is paid at the time of registration of the first family member and extends thereafter to all siblings who qualify for the College's programme.

An individual membership of \$1,000.00 is also available when only one child attends The College at the Senior School level of entry. If a sibling registers at The College later on, a second payment of \$1,000.00 would be required – this would complete a Family Membership.

D. Student Activity and Book Fee

This fee, a function of a student's course selection, is estimated to be \$750.00. It includes text book rental, workbook purchases, lab fees, field trips and the Student Activity Fee (SAF). The SAF of \$75.00 is directed to the Students' Council which oversees its expenditure.

E. School Supplies and Activities

Students are responsible for purchasing all school supplies required for the courses they will pursue. It is suggested that students wait for classes to begin before buying materials. For the first few days of classes, a binder with looseleaf paper will meet the needs of all classes. Art and laboratory (computer and science) supplies are purchased when students pay for "Book Fees".

Services

Food Service

The College's cafeteria offers a wide variety of wholesome meals and snacks. A daily special, tasty salads, fresh sandwiches, vegetable or fruit trays and pizza are available everyday for lunch.

Students may purchase homemade cheese/cinnamon buns, muffins, cookies, fruit and breakfast bagels at assembly time. Juice and milk can be purchased in the morning and at lunch.

Cafeteria is open from 7:30 am to 3:30 pm.

Transportation Service

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

West Island College provides limited bus service is available where demand makes it financially feasible. The cost of this is borne by the families who access the service. Please contact Admissions for more information

Questions and Answers

How much do the extras cost?

We have made a very sincere effort to advertise all costs associated with sending your child to WIC. There are no extra charges. Optional programmes like the Spring International Studies, Bamfield Marine Studies and New York Financial District Tour, etc. have costs attached to them but, these programmes are optional.

All costs related to compulsory programming and involvement in school life are included in the fees listed in this section of the Handbook.

Is my membership fee refundable?

No, this is a non-refundable fee.

What happens if my child has to leave during the school year?

A per diem charge is levied according to the contract and an indemnity of 20% of the annual tuition fee is charged.

What happens to my bond?

A cheque for the amount of the bond is sent out on October 31 following your child's departure unless the College has received contrary instructions.

Is the cafeteria service compulsory?

No.

Does the College have its own transportation system?

Service is available where numbers warrant it and when costs prove to be reasonable.

How do most kids get to school?

The gross majority of students is car pooled to the College. The Members' Directory helps families identify others in their neighbourhood who attend WIC. Many students use Calgary Transit which offers service at peak times on route # 410.

West Island College Calendar 2011-2012

The following pages reflect the forthcoming school year's fixtures. Please consult the calendar before making family plans, especially during January and June, the important examination periods.

The Year at a Glance

Semester 1

Grade 7 Summer School	August 15-19, 2011
Teachers Return to Work	August 25, 2011
First day of School for Students	September 1, 2011
Labour Day	September 5, 2011
Senior Outdoor Education Parent Meeting	September 6, 2011
Senior Outdoor Education & Jr Days	September 14 - 16, 2011
Grade 10 Families Mix & Mingle (Hosted by: PAC)	September 29, 2011
Thanksgiving (School Closed)	October 10, 2011
Parent-Teacher Meetings	October 19 & 20, 2011
School Closed	October 21, 2011
Open House	October 26, 2011
Professional Day – Teachers only	October 31 & November 1, 2011
Remembrance Day (School Closed)	November 11, 2011
WIC Society of Alberta AGM	November 17, 2011
Grade 7 Sleepover	November 18, 2011
Grade 7 Families Mix & Mingle (Hosted by: PAC)	November 18, 2011
Grade 9 to 10 High School Transition Evening	November 24, 2011
Drama Production (<i>Alice in Wonderland</i>)	December 7, 8, 9, 2011
Winter Band Concert	December 15, 2011
Last day of classes Winter Break (dismissal at 12:13)	December 22, 2011
School reconvenes - Winter Break	January 9, 2012

Semester 2

Semester #2 Begins First Day of classes (Grade 7 -11)	January 27, 2012
Semester #2 Begins First Day of classes (Grade 12)	January 30, 2012
Grade 9 Outdoor Parent Meeting	January 30, 2012
Grade 9 Outdoor Ed. Trip Group A	February 6, 7 & 8, 2012
Grade 9 Outdoor Ed. Trip Group B	February 13, 14 & 15, 2012
Teachers' Convention (School Closed)	February 16 & 17, 2012
Family Day (School Closed)	February 20, 2012
Parent Appreciation Evening	February 29, 2012
Ski / Activity Day	March 8, 2012
Graduation Pictures	March 12 - 15, 2012
Parent-Teacher Meetings	March 14 & 15, 2012
School Closed	March 16, 2012
Internation Studies Parent Meeting	March 19, 2012
Last day of classes – Spring Break (dismissal at 12:13)	March 23, 2012
School reconvenes - Spring Break	April 10, 2012
Grade 12 Celebration (Charity Fundraiser)	April 18, 2012
Grade 8 Outdoor Education Parent Meeting	May 15, 2012
Professional Development Day (School Closed)	May 18, 2012
Victoria Day Holiday (School Closed)	May 21, 2012
Fine Arts Appreciation Event	May 29, 2012
Grade 8 Outdoor Education	May 31 - June 1, 2012
WICAA Breakfast	June 5, 2012
Graduation Ceremony (Grade 12s dismissed at 12:13)	June 7, 2012
Graduation Dinner & Dance (Student Body dismissed at 12:13)	June 8, 2012
WIC Society Of Alberta EGM	June 14, 2012
Last Day of School	June 28, 2012
Organizational Day	June 29, 2012

West Island College 2011-2012 Academic Year Calendar

July 11						
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Year At A Glance

August	15 - Gr. 7 Summer School
September	1 - Classes Begin
	5 - Labour Day (School Closed)
	14-16 - Jr. Days / Sr. Outdoor Ed
October	Sept. 30-Oct. 7 - Summative #1
	10 - Thanksgiving Day
	19/20 - Parent Teacher Interviews
	21 - School Closed
	Oct. 31 & Nov. 1 - PD Day
November	11 - Remembrance Day (Sch. Closed)
	23-29 - Summative #2
December	15-20 - Diploma Level Course Finals
	22 - Last Day - Noon Dismissal
January	9 - School Re-Opens
	11-26 Classes/Dips/School Finals
February	16-20 - T. Convention / Family Day
March	1-7 - Summative #4
	14/15 - Parent Teacher Interviews
	16 - School Closed
	26-April 9 - Spring Break
April	24-30 - Summative #5
May	18-21 - PD Day / Victoria Day
June 12-28	- Sch/Dip Final Exams

AUGUST 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Alberta Heritage Day	2	3	4	5	6
7	8	9	10	11	12	13
14	15 Gr. 7 Summer School Aug. 15-19	16	17	18	19	20
21	22 Directors In College	23 Directors In College	24 Directors In College	25 Faculty PD	26 Faculty PD	27
28	29 Faculty PD Registration Day	30 Faculty PD	31 Faculty PD Orientation Day for all New WIC Students			
Notes:						

July 2011							September 2011						
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OCTOBER 2011

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2	3 All Mondays - 10:00 Start Summative #1	4 Summative #1	5 Summative #1 Parent Information Meeting for International Studies	6 Summative #1	7	8																																																																																																			
9	10 Thanksgiving Day School Closed	11 Formal Uniform Required	12 PSAT Exam School Pictures	13 PAC Speaker Series 19:00	14 WIC Sr. VB Invitational Tournament	15 WIC Sr. VB Invitational Tournament																																																																																																			
16	17	18	19 Full Schedule P/T Interviews 17:00-20:30	20 Full Schedule Teacher Appreciation Event 15:30-17:00 P/T Interviews 17:00-20:30	21 School Closed	22																																																																																																			
23	24	25 Board Meeting - 19:30	26 Open House 19:00-21:00	27	28 Marks due for Report #1	29																																																																																																			
30	31 Halloween PD Day Solution Tree Conference "The Engaging Classroom"	<table border="1"> <thead> <tr> <th colspan="7">September 2011</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> </tr> <tr> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> </tr> <tr> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> </tr> <tr> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="7">November 2011</th> </tr> <tr> <th>S</th> <th>M</th> <th>T</th> <th>W</th> <th>Th</th> <th>F</th> <th>Sa</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> </tr> <tr> <td>13</td> <td>14</td> <td>15</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> </tr> <tr> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> </tr> <tr> <td>27</td> <td>28</td> <td>29</td> <td>30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>					September 2011							S	M	T	W	Th	F	Sa								4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		November 2011							S	M	T	W	Th	F	Sa								6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30				Notes:
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NOVEMBER 2011

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6	7 All Mondays - 10:00 Start	8 PAC Speaker Series 19:00	9 Report Card #1 Picture Relates in AM Awards in PM	10 Remembrance Day Ceremony	11 Remembrance Day School Closed	12																																																																																																							
13	14	15	16 Staff Service Awards at 18:00	17 Board Meeting 19:00 WIC Society of Alta. - AGM 19:30	18 Non-Uniform Day Grade 7 Sleep Over Gr. 7 Families Mix & Mingle hosted by PAC 19:00 Arts Foyer	19 Grade 7 Sleep Over Pick-up btwn 7:30&8:00am Gr. 7 Testing - New Families 9:00-12:00																																																																																																							
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FEBRUARY 2012

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			1 PAC Speaker Series 19:00	2 Groundhog Day Gr. 7 ELA Theatre Trip	3 Sr. Boys BBall WIC Invitational Tournament	4 Sr. Boys BBall WIC Invitational Tournament Gr. 10 Entrance Testing 9-12 Fr. Immersion Only 9:00 - 12:00																																																																																			
5	6 All Mondays - 10:00 Start Gr. 9 Outdoor Ed. Trip Grp A	7 Gr. 9 Outdoor Ed. Trip Grp A	8 Gr. 9 Outdoor Ed. Trip Grp A	9 Report Card #2 Distribution Awards Ceremony	10 School Dance	11																																																																																			
12	13 Gr. 9 Outdoor Ed. Trip Grp B	14 Valentines Day Gr. 9 Outdoor Ed. Trip Grp B	15 Gr. 9 Outdoor Ed. Trip Grp B Science Fair Written Reports Due Today	16 PD Day Teachers' Convention	17 PD Day Teachers' Convention	18																																																																																			
19	20 Alberta Family Day School Closed	21	22 Gr 8 Science Fair	23 Math Contests: Pascal Gr. 9 Cayley Gr. 10 Fermat Gr. 11	24	25																																																																																			
26	27 Faculty Meeting 15:20	28	29 Parent Appreciation Evening 19:00 - 21:00		Sr. Girls BBall WIC Invitational Tournament																																																																																				
			Board Meeting 19:30																																																																																						
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MARCH 2012

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				1 Summative #4	2 Summative #4	3																																																																																																		
4	5 All Mondays - 10:00 Start Summative #4	6 Summative #4	7 Summative #4	8 Ski / Activity Day PAC Speaker Series 19:00	9	10																																																																																																		
11 Daylight Savings	12 Marks due for Report #3 Grad Pictures	13 Grad Pictures	14 Full Schedule Grad Pictures P/T Interviews 17:00-20:30	15 Full Schedule Grad Pictures Teacher Appreciation Event 15:30-17:00 P/T Interviews 17-20:30	16 School Closed	17 St. Patrick's Day																																																																																																		
18	19 Faculty Meeting 15:20 International Studies Parent Meeting - 19:00	20 Board Meeting 19:30	21 Report Card #3 Awards	22	23 Last Day of Classes Dismissal @ 12:13	24 International Studies Spring Break																																																																																																		
25 International Studies Spring Break	26 International Studies Spring Break	27 International Studies Spring Break	28 International Studies Spring Break	29 International Studies Spring Break	30 International Studies Spring Break	31 International Studies Spring Break																																																																																																		
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APRIL 2012

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday																																																																																																			
1 International Studies Spring Break	2 All Mondays - 10:00 Start International Studies Spring Break	3 International Studies Spring Break	4 International Studies Spring Break	5 International Studies Spring Break	6 Good Friday International Studies Spring Break	7 International Studies Spring Break																																																																																																			
8 Easter International Studies Spring Break	9 Easter Monday International Studies Spring Break	10 School Resumes	11 Euclid Math Contest	12	13	14																																																																																																			
15	16	17 End Term #3	18 Gr. 9 ELA Theatre Trip Grade 12 Celebration 19:00 - 21:00	19	20 Non-Uniform Day School Dance	21																																																																																																			
22	23 Annual Photography Contest	24 Summative #5	25 Summative #5	26 Summative #5	27 Summative #5	28																																																																																																			
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Daily Schedule

WIC Timetable 2011-2012																			
Monday Times	Jr. Odd	Jr. Even	Block	Times	Tuesday			Wednesday			Thursday			Friday					
					Sections			Sections			Sections			Sections					
7:00 - 8:00	AM	AM	AM	7:00 - 8:05	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	AM	
8:00-9:50	PLC'S			8:12-8:55	1	1Jr	2Sr	4Jr	5Jr	8Jr	4Sr	8Jr	5Jr	6Jr	7Jr	7Jr			
9:50-10:59	1Sr	2Jr		9:40-10:01	Assembly														
69 min				10:01-10:44	3	3Jr	1Sr	2Jr	7Jr	6Jr	3Sr	6Jr	7Jr	8Jr	5Jr				
11:01-12:10	2Sr	4Jr		10:47-11:29	4	4Jr		1Jr	8Jr	5Jr									
69 min				11:32-12:15	5	5Jr	4Sr	8Jr	1Sr	4Jr	2Sr	4Jr	1Jr	1Jr	4Jr				
12:10-12:55	Lunch			12:15-1:00	Lunch														
12:55-2:04	3Sr	5Jr	6Jr	1:00-1:44	6	6Jr		7Jr	2Jr	3Jr		3Jr	2Jr	3Jr					
69 min				1:47-2:30	7	7Jr	3Sr	6Jr	2Sr	2Jr		2Jr	3Jr	2Jr					
2:06-3:15	4Sr	7Jr	8Jr	2:33-3:15	8	8Jr		5Jr	1Sr	1Jr		1Jr	4Jr	1Jr					
69 min				3:20-4:25															
3:20-4:25	PM	PM	PM	3:20-4:25	PM	PM	PM	PM	PM	PM	PM	PM	PM	PM	PM	PM	PM	PM	

Questions and Answers

What are the school hours?

Classes begin at 8:12 a.m. and end at 3:13 p.m. The school is open at 7:30 a.m. and is closed at 5:00 p.m.

Students may arrive and leave according to these hours.

Who decides on the holiday schedule?

We consult the C.B.E. and Separate School Board calendars and develop ours using these as a model.

How many days of school are there?

There are 186-190 days of instruction in a school year.

When will I receive an official calendar?

The detailed calendar will be sent home in August and a copy will be added to the Handbook up dates also received in August.

Are School Spirit Days optional attendance days?

No. We would like your support to ensure that all students attend these days. One only gets out of school that which one is prepared to put into it.

Student Groups

MORNING ASSEMBLY

West Island College is a community. In order to underscore the importance of a sense of community, the College's population meets, as a group, each morning. The events of this assembly are led by the Prefects and other student leaders and run the gamut from the announcement of extra help classes to the score in last evening's Boys' Basketball game.

The assembly is an exercise in democracy. Held in the Hall of Nations, everyone is entitled to speak and all voices are considered equal. It is a community event.

STUDENTS' COUNCIL

The 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 comprised of:

Title	Eligibility
President	Grade 12
Sr. School Vice President	Grade 10-12
Jr. School Vice President	Grade 9
Secretary/Treasurer	Grade 10-12

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

The council is the students' voice in the school. Its mandate includes, but is not restricted to:

- Student advocacy
- Management of the Student Activity Fee Budget
- School dances
- Spirit Days
- Liaison between the students, teachers and administration.
- Promotion of School Spirit

The House System

Each student is a member of a House and, as a consequence, is immediately part of a family within the family of the school. The Houses are made up of students from Grade 7 to Grade 12 and each has approximately the same population as the other.

The Houses are:

- Bedard House
- Davies House
- Grant House
- McCaffery House

Each House has staff advisors who assist the House members in the organization of House activities and the pursuit of the Annual House Championship.

House members elect their own executive which is made up of the following officers:

Title	Eligibility
House Captain	Grade 12
Assistant House Captain	Grade 10 - 11
Junior House Captain	Grade 8 - 9

Student Leadership

WEST ISLAND COLLEGE ATHLETIC ASSOCIATION (WICAA)

W.I.C.A.A. is responsible for all athletic events in the school. Its executive is made up of a President, Vice-President, House Captains, Assistant House Captains and Junior House Captains whom are elected by each House.

The association helps with the Intramural programme, oversees the interscholastic timekeepers and scorers, organizes the annual Athletic Awards Ceremony, runs the annual "Ski Day" and the Adopt-A-Family programme. W.I.C.A.A. creates the annual athletic slide show which travels back over the year's athletic successes and accomplishments.

THE PREFECTS

The Prefect Board is responsible for keeping the school's culture true and vibrant. As ambassadors for the school, the Prefects play a vital role in the functioning of the College. The Prefects fundraise and organize volunteers for various charities, and through a variety of activities they make everyone feel like a part of the school community; in short, prefects are the leaders in our school. They represent all that is best of our school to our fellow students, our parents, and our community at large.

Prefects are selected after a thorough application process. Final decisions are confirmed by the Head of School.

ROOTS AND SHOOTS

The Roots & Shoots programme 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.

PEER SUPPORT

Student helping students make a difference in their school. This group of students participates in community and relationship building activities in the school. The projects range from school-based initiatives, local community events and supporting global initiatives. Students meet weekly. Open to students grade 7-12.

HEAD OF SCHOOL ADVISORY PANEL

This is a new leadership group at the College started in 2010. The focus of the group is to meet five times a year and provide input to the Head of School on a variety of topics. Students on the panel will provide perspectives on school policy, special event planning and will act as ambassadors for the College from time to time. Open to students grade 7-12. Students can volunteer to be a part of the panel from which an executive is selected in the fall.

GLOBAL AWARENESS CLUB

Open to students interested in raising awareness about situations in many parts of the world. This club has a strong educational focus coupled with projects to raise awareness. The GWA meets weekly and is open to all interested students.

Co-Curricular Activities

The West Island College philosophy states that all of our programmes are directed towards the full development of the individual student. The School's co-curricular programmes play an integral role in this development. Participation in one or several of our school activities contributes not only to the individual's growth but also to the school as a community.

The importance of a student's contribution to the school community is evident in the school's citizenship ranking. In order to receive a satisfactory citizenship ranking, a student must be involved in one school activity per term. A student may achieve an excellence in contribution to the school community category if they are involved in three or more activities per term.

A. Interscholastic Sport

The College competes in the C.I.S.A.A.(Calgary Independent Schools Athletic Association) league in a number of sports:

Volleyball	Field Hockey	X-country running
Basketball	Rugby	Soccer (Co-ed)
Badminton	Golf	Track and Field

Eight teams are fielded in Basketball and Volleyball. They are: Grade 7 Boys, Grade 7 & 8 Boys, Junior Boys, Grade 7 Girls, Grade 7&8 Girls, Junior Girls, Senior Boys and Senior Girls. Rugby is played only by the Senior Boys, Field Hockey is played by Senior Girls and Golf is for seniors only. Badminton and Soccer are co-educational and offered at all levels. Track and Field is enjoying a time of great growth and opportunity. Open to students at all grade levels.

Practice schedules and game schedules are given to the players, as well as being posted on the website, after the team is selected. Try-outs are advertised during morning assemblies. It is expected that players who are selected to represent the College will see this as a priority commitment.

B. Intramurals

Intramurals are conducted at lunchtime. The intramural programme 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 W.I.C.A.A. Board and during morning assemblies. "Open Gym" days and Special Events (e.g. Staff vs. Students) are offered throughout the year during lunch.

C. Clubs

A variety of student clubs operate in 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 find a marriage. A listing of clubs is sent home in August in the co-curricular handbook.

The clubs that may operate in the 2011-2012 school year (depending on student interest) may include:

School Newspaper	Drama Production	Foreign Movie Club
Yearbook Club	Peer Support	Scorekeepers
Debate Club	Model U.N.	Investors Club
Service Club	Curators Club	Roots and Shoots
Ping Pong	Reach for the Top	Yearbook
Alumni Club	Card Making	Business Film Study
Career Day Organizers	Music & Band Ambassadors	Concert Band
Discover Club	Drama Production	Global Awareness
Graduation Committee	Grade 9 Mentors	Peer Tutors
Radio WIC	Weight Club	Guitar Club
Monday Morning Activities	Global Awareness	Choir

Awards

1. PRESIDENT'S HONOUR ROLL

Academic Average	Senior School	80%
	Junior School	85%

Students who earn a qualifying average are placed on the President's Honour Roll for the term in which they qualify. Recognition of the students' accomplishments is made during term end awards assemblies and in the Au Courant.

A permanent record of students who qualify for the academic year is maintained in the foyer of the College.

2. HEADMASTER'S LIST

Students who maintain a satisfactory citizenship rating, participate in one Extra-Curricular Activity (ECA) on the term report card and earn an effort rating average of 2.0 or lower, qualify for the Headmaster's List for that term.

Citizenship is graded in the following categories:

1. Respect for School Rules
2. Respect for Peers
3. Respect for Staff
4. Respect for Uniform
5. Contributions to our Community

If a student qualifies in 3 of 4 terms, he/she is considered to qualify for the year. A permanent record of these students is maintained in the foyer of the College.

3. FACULTY LIST

Students who achieve an effort rating of 1 in all of his/her courses qualify for the faculty list for that term. Recognition for year-end faculty list will require two out of four terms of achievement.

4. MERIT AWARD

At the end of each school year, teachers select a student(s) from each of his/her classes who have conducted themselves in a meritorious fashion. 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.

5. GRADUATION CEREMONY

Graduands are celebrated in two distinct fashions:

A) COMMENCEMENT CEREMONIES

Appropriately garbed in cap and gown, students receive their graduation certificates (see Matriculation page 7 of Section II) at a formal ceremony held in June of their graduation year. In addition to the individual diplomas, a number of special awards (for top Academic achievement in French, Creative Writing, Art, Social Science, English, Math and the Sciences; Leadership; Citizenship) are distributed during this evening of celebration. Families are invited to attend.

B) GRADUATION DINNER AND DANCE

Formally dressed, students celebrate, with their families, the celebration of their High School years at a dinner dance organized by the Students' graduation committee. Again the families are invited to share in the evening. These two events take place on the June 7 and 8, 2012.

B) VALEDICTORIAN

The Grade 12 student with the highest academic average to date in their graduating year is selected to be Valedictorian. This academic average is calculated using the top five marks from Diploma Exam courses and Advanced Placement Courses, completed in either the student's Grade 11 or 12 year. When possible final marks are used, however, for courses in progress a term 3 (Grade 12) mark is utilized.

6. UNDERGRADUATES' AWARDS

Held each September, the Undergraduates' Awards ceremony is an opportunity to recognize the 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 an adherence to the School motto through:

Merit Awards
The Headmaster's List
Citizenship Awards
Leadership Awards

7. SCHOOL TIES

Prefect Tie

Head Boy & Head Girl Tie

Honours Tie

Leadership Tie

House Tie

Athletic Tie

Junior School Tie

Senior School Tie

8. Special Awards

The awards listed below are artifacts of our school culture. They represent the values of West Island College. These awards are presented to the worthy recipients annually at our Grade 12 graduation (during the month of June), and/or, at our Undergraduate Award's Breakfast (which takes place every September of the following year).

a. Cody Chipman Award

Awarded to the Grade 7 student who has exemplified the West Island College motto, Praestantiam Consectemur (in pursuit of excellence) and in doing so, has provided an outstanding example to his/her peers.

b. Perry Bedard Shield

Presented to the West Island College undergraduate who has consistently demonstrated the qualities of tolerance and respect for others.

c. Ken McCaffery Award

Is given to the Junior student who has shown outstanding personal growth and development.

d. The Gemini Award

Awarded to the senior student new to the school whose personal impact and participation exemplify the school vision.

e. Most Improved French 7E Award

Awarded to the student who has shown the most development throughout the year in their French skills.

f. Dale Bennett Award

This award is given to the student who has shown outstanding initiative and perseverance in the development of the school community.

g. Drama Award

This award is given to grade nine students in the Junior School and grade eleven students in the Senior School who have cumulatively shown enthusiasm and ability in the Dramatic Arts. Over time these students have participated in the development of WIC's Drama Programme and/or maintained excellent academic standings in their drama course.

h. The Excellence in Science Award

Criteria: The student from the graduating class with the highest combined average in three of the following:

Chemistry 30	Chemistry 35 AP
Biology 30	Biology 35AP
Physics 30	Physics 35AP

and who has been accepted to pursue post-secondary education in:

Science or
Engineering or
Architecture

Award: A \$1,500 Scholarship for Post Secondary studies and the Bejar Family Shield

Awarded: At the Graduation Ceremony

Sponsor: Gwyn Morgan and Patricia Trottier

i. The Student of the Year Award

Criteria: A member of the graduating class

A student who has exhibited

- Sound character
- Leadership
- Acceptance of responsibility
- Scholastic performance (Commensurate with ability)
- Cooperation
- Loyalty to WIC

Award: Name inscribed on a permanent plaque in the school
A replica plaque
A \$1,500.00 cash award

Awarded: At the Graduation Ceremony

Selection Committee: The Faculty of West Island College

Sponsor: Gwyn Morgan and Patricia Trottier

j. The West Island College Platinum Award for Outstanding Teaching

Criteria:

A love of, and passion for, teaching

Clear, consistent, demanding standards for student learning

A commitment to continuous learning

A role model which promotes responsible citizenship

An active involvement in, and support of, co-curricular activities

Award:

A \$1500.00 Scholarship for Professional Development

A permanent record at the College

A replica keepsake

Selection Committee: The Headmaster in consultation with Faculty

Awarded: At the College's Graduation Ceremony

Sponsor: Gwyn Morgan and Patricia Trottier

Advice to Students

Here are some suggestions for becoming a more effective student at West Island College.

1. **Be prepared for every class.**
 - Have your schedule taped on the inside of your locker door, so that you can see what books you will need for the morning or afternoon.
 - Take 5 minutes in the morning, after assembly, and at lunch to verify that you have put all required books in your bag for your classes.
 - Bring the following to class: 1 binder, pencil, pen, ruler, dictionary, agenda and required texts.

2. **Be an active learner in each class.**
 - Listen. Make sure when you leave the class that you have understood everything that the teacher has taught you during that class. If not, at the end of the class ask the teacher for help or ask to make an appointment.
 - Ask questions and anticipate questions that the teacher may ask during class and on an exam.
 - Concentrate on your work during class.
 - Make sure your work is done to the best of your ability. Remember that the presentation of your work counts.
 - At the end of each class, write down all your homework in your agenda.

3. **After school.**
 - Use your time effectively by either studying, or going to see your teachers for extra help.
 - Go see your teachers with specific questions, not with a blank look on your face asking the teacher to re-teach the whole course for you. You are the one in charge and you are accountable for your own performance. Therefore, you should know what you need to ask.
 - Even if you think that you know all of your material, go to extra-help and ask the teacher to quiz you. Listen to the other students' questions. They are always a good clue to see if you are understanding the material.

4. **At home.**
 - Complete all homework assigned that day. Make sure that your work is neatly presented. Check the School website if you are unsure of the homework due.
 - Review all of the material that was taught to you that day. As you are studying and reviewing, write down any questions that you will need to ask the teacher the next day.

- Place all your homework in your binders so that you can easily find it the next day in class.
- Study consistently in the same well-lit place, preferably with a desk and a chair. Eliminate all distractions, such as the television, Ipod, computer, radio and telephone.

5. Organization.

Make sure that your binders are always organized. A well organized binder should include the following:

- a) Dates of each page, so that you can place them in your binder in chronological order.
 - b) Use a ruler to underline all subject titles.
 - c) A table of contents using these subject titles so that you may easily retrieve your notes when you are studying.
 - d) Number pages so that they can be used in your table of contents.
 - e) Dividers to help organize certain related materials.
 - f) Ask your teachers how they would like you to organize your binder for their class.
 - g) Always place your work in your binder at the end of each class.
- Continued...

6. Exam preparation.

- Study well in advance of your exam so that the material is placed in your long-term memory. Check your school calendar for the general date of your exams.
- Go to extra-help to get answers to all your final questions.
- Anticipate the exam questions by making your own practice exam. Ask your teacher if your questions are acceptable. Do the exam in preparation for the real one.
- Just don't read your notes but work over the assignments that you have done throughout the term.

Questions and Answers

What is the Au Courant?

The Au Courant is The College's newsletter which, in the past, has been e-mailed or surface mailed to each family in the school.

- A weekly e-mailed newsletter.
- A quarterly news magazine which will be mailed home.

It is our hope that this exciting combination of publications will serve to keep our community even more "au courant".

How do I join a club?

Review the clubs offered in the co-curricular handbook which is mailed to you in August. Listen to the meeting times which are advertised during morning assemblies. A co-curricular open house takes place early in the school year. During this time students can learn more about the activities offered and can sign-up. Check the daily white board for meeting times and places.

Where do I park my car?

Student parking is permitted in designated areas of the parking lot on the East side of the building or on College grounds at the back of the College. Some street parking is also available.

Who organizes school dances?

School dances are organized by the Students' Council.

Can I bring a lunch to school?

Yes, of course. The cafeteria service is optional.

If I get an "N" in Citizenship can I still be on the Headmaster's List?

No.