

STUDENT AGENDA BOOK 2018-2019

Principal: Ms E. Austrom
Vice Principals: Ms D. Ferrari, Mr. S. Robertson

- ❖ **This Agenda belongs to:** _____
- ❖ **Student Number:** _____

BIRCHMOUNT PARK COLLEGIATE INSTITUTE
3663 Danforth Avenue Toronto, Ontario M1N 2G2
Telephone: (416) 396-6704 Fax: (416) 396-6759
Email: [Birchmount@tdsb.on.ca](mailto:birchmount@tdsb.on.ca)
Website: <http://schoolweb.tdsb.on.ca/birchmountpark/>

Vision Statement

At Birchmount Park C.I., the staff, students, and community are committed to a safe school environment where young people can develop skills to be independent, life-long learners. We strive to achieve good citizenship through the personal success of each individual and through the demonstration of social responsibility including respect for self, others, and the environment. We encourage all students to share in the responsibility for their own learning, to constantly strive for excellence, and to take pride in their accomplishments.

Acknowledgement of Traditional Lands and Territories

The TDSB and the Birchmount Park C.I. school community acknowledges the Traditional and Ancestral Lands of Aboriginal peoples. We acknowledge that Birchmount Park Collegiate Institute is situated upon Traditional Territories. The territories include the Wendat, Anishinabek Nation, the Haudenosaunee Confederacy, the Mississaugas of the New Credit First Nations and the Metis Nation.

As part of the Dish with One Spoon Wampum Belt Covenant, the Haudenosaunee Confederacy and the Anishinabek Nation and allied nations agreed to share and care for the resources on this land in the great lakes region.

Today we recognize the enduring presence of Aboriginal peoples on this land.

Principal's Message

Welcome to the 2018-2019 school year at Birchmount Park C. I.

Each school year is a new opportunity for learning and developing your capacity to meet challenges in the classroom and in the larger community. The Student Agenda is a resource to assist you with:

- *General information about the operation of the school*
- *Expectations for students in all aspects of school life*
- *A quick guide to the many different ways to get involved and participate in the school community*
- *Time management and organization – remember to use your Agenda to track important due date, quizzes and tests.*

You are inheriting the traditions created by many fine students for over 50 years – and now you have an opportunity to add your own. It is up to you to see that BPCI continues to be a school you are proud to attend.

The more you actively engage on a day to day basis – the greater the reward in your personal growth and achievement. Strive to be the best that you can be at all times. I wish each student a great start to the school year and continued success to the end of June 2018.

*Ellen Austrom
Principal*

Working Together At Birchmount Park

Remember the guiding principles of:

- *Respect for self*
- *Respect for others*
- *Responsibility for all your actions*

Birchmount Park staff strives to assist students to become lifelong independent learners through the acquisition of appropriate knowledge, skills, and values. Learning takes place best in a school environment of mutual respect and personal responsibility.

Education is a right, which carries certain responsibilities. One of these responsibilities is to abide by shared rules of behaviour. Students are expected to conduct themselves at all times in a courteous, considerate and thoughtful manner with other students, staff and visitors.

Announcements and Opening Exercises

The Acknowledgement of Traditional Lands and Territories of Canada's Indigenous Peoples starts the day at 8:50 a.m. and is followed by the National Anthem and school announcements. Students must stand quietly and listen attentively to the important information given at this time. Any student not in his/her scheduled class ready to begin work before the playing of the anthem is late for class.

Daily school announcements are posted on the electronic screen above the cafeteria doors as well as on the school website - <http://schoolweb.tdsb.on.ca/birchmountpark/>

Student Activity Fees

The student activity fee for all students for the 2018-2019 school year is \$35.00. The SAC fee funds the Student Activity Council (SAC) and helps to support Birchmount Park's extensive co-curricular activities. The SAC fee funds teams, clubs, student leadership councils and special events.

Students can also purchase a yearbook and a student agenda.

<input type="checkbox"/> Supports clubs, teams, councils, SAC & special events	\$35.00
<input type="checkbox"/> Yearbook	\$35.00
<input type="checkbox"/> Student Agenda	\$5.00

Total for the full package	\$80.00
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Payment is made on-line through Cash-On-Line. A link is on the school website. Payment may also be made at the beginning of the school year as part of the school registration process or during the month of September. BPCI appreciates the support of student activities from our school community.

Student Leaders

BPCI Student Leadership Councils are dedicated to providing opportunities for students to get involved in school beyond the classroom. We work to facilitate access to clubs, teams and a variety of activities and events. Student Leaders are focused on providing students with a more fulfilling and rewarding high school experience.

<i>Student Activity Council – SAC</i>	SAC Executive: Isabella Herrington, Mehrangiez Habibullah, Lumuat Nusaiba, Manahil Zaid Members at Large: Anna Kawei, Sarah Abualdeber <i>Staff Advisors: Ms. Wong</i>
<i>Birchmount Park Athletic Council</i>	<i>Staff Advisor: Ms. Ireland, Ms. MacInnes</i>
<i>Arts Council</i>	<i>Staff Advisors: Ms. Dye Ms. Michelizza</i>
<i>Best Buddies</i>	<i>Staff Advisor: Ms. Nelson-Guthrie</i>
<i>BPCI Boy’s Group</i>	<i>Staff Advisor: Mr. Pargassingh</i>
<i>Environmental Action Committee</i>	<i>Staff Advisor: Mr. Chalil</i>
<i>Me To We</i>	<i>Staff Advisors: Ms. Gregorio</i>
<i>Peer Leaders</i>	<i>Staff Advisors: Ms. Grundy, Ms. Munro</i>
<i>QSA (Queer Straight Alliance)</i>	<i>Staff Advisors: T.B.D.</i>
<i>Stage Crew</i>	<i>Staff Advisor: Ms. Cullen</i>
<i>Yearbook</i>	<i>Staff Advisors: Ms. Haiden, Ms. McFadyen</i>

Anticipated School Teams 2018-19

FALL	FEMALE	MALE	CO-ED
TEAMS	Sr. Basketball	Golf	Cross Country
	Field Hockey	Jr./Sr. Volleyball	
		Football	
	Intramurals: Dodgeball, Soccer, Weight Room Club		
WINTER	Ice Hockey	Ice Hockey	Curling
	Jr./Sr. Volleyball	Jr./Sr. Basketball	Indoor-Track
		Indoor-Soccer	Badminton
	Intramurals: Basketball, Floor Hockey, Weight Room Club		
SPRING			Track and Field
	Soccer	Jr./Sr. Soccer	Archery
	Slo-Pitch	Baseball	Ultimate Frisbee
	Lacrosse	Lacrosse	Co-Ed Volleyball
	Intramurals: Dodgeball, Flag Football, Weight Room Club		

Anticipated Clubs and Events 2018-2019

Art Club	Me to We Committee
Athletic Council	Mindfulness & Yoga
Avogadro Chemistry Contest	Pascal Grade 9 Math Contest
Band	Peer Leaders
Best Buddies	Photography Club
Black History Month Committee	Pink Ribbon Campaign – Breast Cancer
Breakfast Club	Prom Committee
Cayley Grade 10 Math Contest	QSA – Queer Straight Alliance
Chess Club	Recycling Club
Christian Fellowship Club	Robotics
Coffee House	School Play
Dances	Science Club
Drama Club	Shoreline Clean-Up
Euclid Grade 12 Math Contest	Skills Challenge
EAC Environmental Action Committee	Spirit Weeks
Food Bank Drive	Stage Crew
Fermat Grade 11 Math Contest	Student Activity Council (SAC)
French Contest (U of T/York)	S.T.Y.L.E. – homework help
Fryer Grade 10 Math Contest	Talent Show
Galois Grade 10 Math Contest	Tree Planting
Grade 9 Day	Weight Room Club
Holiday Bazaar	White Pine Reading Club
Library Club	White Ribbon Campaign
	Yearbook

School Procedures and General Information

	School Expectations
Attendance	<ul style="list-style-type: none"> • Regular attendance to all classes on each and every day is the single most important factor in determining success at school. Frequent absences disrupt the continuity of the instructional process and can have a negative impact on the student's ability to earn credits. • Reporting Student Absences: 396-6704 ext. 20004. Parents or guardians should call the main office when a student is absent. A note dated and signed is required in the absence of a parental phone call. • Skipping classes is a habit that negatively affects academic progress. Student should expect that a parent/guardian will be notified by their teacher. • Parents and guardians are notified of student absences through the automated voice message system.
Arriving Late to School either in the morning or the afternoon	<ul style="list-style-type: none"> • Students who are late must sign in at the main office. • Students who are late for a medical or similar appointment must sign in at the main office with a note or parent/guardian must contact the school by calling (416) 396-6704 ext. 20004.
Leaving early from school	<ul style="list-style-type: none"> • A student leaving school before the end of the day is required to bring a parental note to the office receptionist indicating the reason for leaving early. • If a note is not present the receptionist will call the parent before the student may leave the school. • If a student leaves school during lunch period and is unable to return to school, a parent or guardian should phone the school to explain the absence, or send a signed, dated note upon return.
Steps to take if you are not feeling well or have an injury	<ul style="list-style-type: none"> • Students are to report to the main office if they are ill. Parent / guardian will be contacted to determine next steps i.e. signing out or waiting for an adult to pick up the student at the school.
Vacation/ Unavoidable Absence Policy	<ul style="list-style-type: none"> • Students are expected to take vacations during regular school breaks and not during scheduled school time or during the examination period. • Students who go on vacation or who have an unavoidable commitment during regularly scheduled school time are responsible for all work missed and must complete a Parent/Guardian Authorized Excusal Form at least two weeks prior to leaving. • Alternative arrangements for any missed tests or assignments during the absence must be made in

	<p>consultation with the Vice-Principal and the teacher in advance.</p> <ul style="list-style-type: none"> • Final Semester exams occur in January and June as noted in the school calendar. Final culminating tasks and exams are mandatory requirements for each course. The school does not reschedule or provide alternative evaluations for students to accommodate vacations. • Credits may be at risk as a result of extended absences from school due to family trips or vacations.
Breakfast Club	<ul style="list-style-type: none"> • Students are welcome to come to the Breakfast Club from 8:00-8:40 a.m. every day. • Breakfast Club is located in the main foyer.
Lunchtime Routines	<ul style="list-style-type: none"> • BPCI has a cafeteria food service. Students can purchase food at lunch time. • Students are expected to eat in the cafeteria and take care to clean up after themselves in the same manner that they would at home.
Prayers	<ul style="list-style-type: none"> • A prayer space is available for students to use. Students are asked to go to the Main Office to ask for assistance in opening Room 102 for prayer.
Library	<ul style="list-style-type: none"> • Library hours are posted in the Library. • The library is a place for quiet research and study. Students on spare are encouraged to use the library for quiet study. Spare Card / timetable required. • Students are <u>not permitted</u> to leave classes or sign out of school to work in the library. • Birchmount Park photo ID card is required to sign out books and other resources.
Photo ID	<ul style="list-style-type: none"> • Students are expected to carry Birchmount Park photo ID at all times while on school property or while participating in school events. • ID must be used for borrowing library books and equipment, writing exams, watching sports, and participating in evening events such as dances.
Students on Study Periods or Spares	<ul style="list-style-type: none"> • Senior students with a spare on their timetable will be issued a Spare Card that is to be carried at all times. When asked, students must produce their spare card to verify they are legitimately out of class. • Students on a study period are permitted to be in the library, cafeteria, guidance or outside the building.
Visitors	<ul style="list-style-type: none"> • School is a place for learning, and visitors disrupt this atmosphere. It is essential that we are able to identify strangers immediately when they enter the school. When BPCI students are asked by a staff member to identify themselves, they will do so cooperatively, respectfully, and immediately.

	<ul style="list-style-type: none"> • Students are not allowed to have visitors or family members accompany them during the school day. • Students are to arrange visits with friends outside of school hours and off school property. • All visitors are required to report immediately to the Main Office – anyone who does not do so is trespassing
Personal Property	<ul style="list-style-type: none"> • Students are responsible for their own belongings. • <u>It is strongly recommended that students not bring valuable items to school.</u> If students choose to bring such items to school, they are assuming responsibility for any potential loss, damage or theft. The school cannot reimburse students for loss, damage or theft of any personal property. • The use of roller blades, scooters and skateboards is prohibited anywhere on the school property. All sporting equipment must be stored away and not used in or around school building. Bicycles may be secured at the front of the school.
Lockers	<ul style="list-style-type: none"> • Each student is assigned his/her own locker and lock. Students must use their assigned locker and lock. • <u>Students are not permitted to share a locker!</u> • Combinations are to be kept confidential. If you suspect that your lock combination is known to another student, you can trade for a new lock in the Main Office. • Locks that are not provided by BPCI will be cut off and students will be charged for the replacement lock. • All personal property is to be removed from lockers by the end of exams and locks are to be returned to the Main Office. • Lockers are school property. Disfigurement of a locker is vandalism. • Lockers may be inspected at any time by the Admin.
Lockers for School Teams	<ul style="list-style-type: none"> • Do not leave valuables in the change room or in a backpack in the gym. • Lockers in the Gym corridor are for the use of students on school teams. • Student Athletes can sign up for a locker for a sport season. Sign-out of an athletic locker is done in the Main Office.
Theft	<ul style="list-style-type: none"> • Valuable personal property should not be brought to school. Thefts are to be reported to the office immediately. Claims for stolen property are to be made through the individual family's insurance company.

Student Code of Conduct

Students are expected to know and abide by the following Codes of

Conduct: TDSB Code of Conduct
Birchmount Park C.I. Code of Conduct
Birchmount Park C.I. Bullying & Harassment Code of Conduct
Birchmount Park C.I. Classroom Expectations set by teachers
TDSB On-Line Code of Conduct
BPCI Athletic Code of Conduct
TDSSAA Athletic Code of Conduct

Codes of Conduct apply to any activity at school or in the community that involve Birchmount Park students. Consequences for violating a Code of Conduct will apply for any activity that negatively impacts on the safety and well-being of members of the school community.

VIOLATION OF SCHOOL CODES OF CONDUCT

If a student does not demonstrate the appropriate respect for self or for other members of the school community and is neglectful of their responsibilities, the following may occur:

- The staff member will remind the student of school expectations.
- The student may be referred to the Vice-Principal or Principal.
- Parent or guardian may be contacted by the teacher or Administration to discuss the inappropriate behaviour and subsequent consequences.
- Restorative Practices
- Peer Mediation
- Behaviour contract
- Restitution
- Support from Guidance Counsellors
- Computer privileges revoked
- Review of the TDSB Human Rights Policy and Equity Policy
- Discipline consequences may include: withdrawal from class and/or teams, extra-curricular activities, detention, suspension, police involvement, transfer to another school, expulsion.

Note: All TDSB Caring and Safe and Schools Policies and Procedures are followed. The Chart of Consequences for Inappropriate Student Behaviour is included in the TDSB pages of the Student Agenda.

RESPECT FOR SELF AND OTHERS

We treat ourselves and each other with fairness, sensitivity and courtesy, demonstrating that we honour and respect the uniqueness of each person.

	School Expectations
Equity and Inclusion	<ul style="list-style-type: none"> • Birchmount Park C.I. values equity and inclusion which means all staff and students can expect to teach and learn in an environment where they are treated with respect, dignity and understanding. • Birchmount Park C.I. is committed to protecting students and staff from discrimination and harassment as covered under the TDSB Human Rights Policy. • Discrimination is any practice or behaviour, whether intentional or not, which has a negative effect on an individual or group because of their age, race, citizenship, cultural background, creed (faith), disability / ability, family status, gender, gender identity, marital status, place of origin, sexual orientation or socio-economic status.
Respect for Authority	<ul style="list-style-type: none"> • A positive school environment is dependent on a commitment to maintaining mutual respect between all members of the school community. • Students have a responsibility to respect all staff members including: teachers, supply teachers, support staff, caretakers, School-Based Safety Monitors, office staff, guest speakers as well as the Administration. • Students must willingly identify themselves to staff when asked and report to the office immediately when instructed to do so by any staff member.
Respectful Language	<ul style="list-style-type: none"> • Students are expected to address each other and staff in a courteous and respectful manner appropriate to a school / professional environment. Swearing, hostile or threatening statements and verbal or physical aggression is not acceptable.
Dress Code	<ul style="list-style-type: none"> • Students are expected to dress in a manner that is appropriate for a school / professional environment. • Students are expected to wear clothing that they would wear in the workplace that respectfully covers their body. • Clothing that you would wear to a BBQ, beach, club, or party, is not appropriate for a school / professional environment. This includes, but is not limited to clothing that does not provide adequate coverage. Undergarments should not be visible and tops must meet the waistband of clothing all the way around the body. • Clothing that promotes alcohol or drugs or contains

	<p>offensive mages or phrases are not allowed.</p> <ul style="list-style-type: none"> • Clothing that promotes or represents a gang affiliation is not allowed. • Students who are wearing inappropriate clothing will be referred to the office. Students can expect to be required to change into appropriate clothing. Parents / guardians will be contacted and students may be sent home to change before returning to school.
<p>Hats, Ball Caps, Hoods, Bandannas, Do rags, and Other Headgear</p>	<ul style="list-style-type: none"> • The school community honours individuals who wear headgear as part of their faith or religion. This policy does not apply for headgear worn for religious purposes. • Hats, hoods, bandanas, do rags and any headgear that obstructs a person's identity are not permitted. • Teachers set the expectations for the classroom. Ball caps, hats and other headgear are not appropriate in some classrooms as determined by the teacher. Students are expected to follow the classroom expectations as determined by each of their teachers. • Hats etc. must be removed for the National Anthem. • Hats etc. are not permitted in the Main Office, auditorium, Library or in the Guidance office.
<p>Assemblies</p>	<ul style="list-style-type: none"> • All students will sit with their class in the assigned auditorium seats assigned with their subject teacher • All persons present at an assembly should be quiet during a performance or presentation. • Using a cellphone or Personal Electronic Device to record assemblies or performances is not permitted. • Applause is the appropriate way to show appreciation. • Assemblies are for all students including those on a spare. • Latecomers should wait for a natural break in the program before entering the auditorium. • No food or drink is permitted in the auditorium. • Anyone causing a disturbance will be directed to leave the auditorium and report to a Vice-Principal. • Students wishing to leave the auditorium, for any reason, during a performance must seek permission from a teacher. Washrooms should be used before/after the assembly.

RESPECT FOR SAFETY

The BPCI school community is committed to maintaining a safe, supportive and productive learning environment. All of us, staff and students alike, need to be vigilant and to report any suspicious actions to the Main Office.

	School Expectations
Birchmount Safety	<ul style="list-style-type: none"> • Students at Birchmount Park form a community and as such have a responsibility to care for each other, treat each other respectfully and keep each other safe. • Students may know in advance that the safety of someone in the school is compromised and that person may be in danger. It is important to prevent serious events from occurring by reporting to an adult. <p>Students can access assistance by:</p> <ul style="list-style-type: none"> ➤ reporting to the Main Office ➤ calling Crime Stoppers (416) 222-TIPS (8477) or talking to the School-Based Safety Monitor, the Principal or Vice-Principal(s). <ul style="list-style-type: none"> • The building has been equipped with surveillance cameras. • Making a false report or allegation is not acceptable. Malicious false reports cause harm and do not support a safe school environment. Students making false reports against students or staff will face disciplinary actions.
Emergency Procedures and Accidents	<ul style="list-style-type: none"> • All students are required to know and follow emergency procedures as posted in the school and reviewed by teachers. • All students are to follow directions of staff and to assist each other during practice emergency drills as well as in the event of an actual emergency. • All accidents are to be reported to the nearest teacher or the Main Office and an accident report form must be completed. Parents / Guardians will be notified as soon as possible. • Please note that insurance coverage for medical/dental expenses arising from accidents is available through Student Accident Insurance.
Fire Alarm	<ul style="list-style-type: none"> • When the fire alarm sounds, all students and staff are required by law to evacuate the building immediately without stopping for coats or personal belongings. • Everyone is required to move at least 17 metres (50 feet) away from the building and entrance doors. No one is to re-enter the school until the all-clear signal is sounded. • False fire alarms disrupt learning in all classes and can put the health and safety of everyone at risk. Causing a false alarm or misusing firefighting equipment is a criminal offence. Police will be called and the offenders will be

	<p>prosecuted. Parents will be billed for the cost of the false alarm, which is approximately \$1500.00 per truck. School disciplinary procedures will also be applied.</p>
Hold & Secure	<ul style="list-style-type: none"> • Hold & Secure Procedures are in place when there are risks to safety existing <u>outside</u> the school in the community. • Students and staff remain in the school and regular school routines and schedules continue.
Lockdown	<ul style="list-style-type: none"> • Lockdown procedures are put into place when there is a known risk to student and staff safety <u>inside</u> the school. Toronto Police Services will direct procedures in the school.
Weapons	<ul style="list-style-type: none"> • Students are prohibited from bringing or possessing weapons, replica, imitation or toy versions of weapons on school property or during any school events. • Weapons include but are not limited to: BB Guns, Air Pistols, Starter pistols and other firearms, knives, laser pointers, firecrackers, lighters, and other incendiary devices. • Weapons can include common objects being used to intimidate, threaten or harm another person. • Police will be contact in all situations involving weapons.
Alcohol and Drugs	<ul style="list-style-type: none"> • Alcohol and/or illegal drugs are not to be brought onto or consumed on school property or at any school activities, including excursions. • A student under the influence of alcohol or drugs will face disciplinary action. • Vaping is not permitted on school property.
Gambling	<ul style="list-style-type: none"> • Playing games with coins, dice or cards or playing any other games of chance for the exchange of money is not permitted. • A student participating in gambling activities will face disciplinary action.
Smoking and Tobacco	<ul style="list-style-type: none"> • All TDSB schools are tobacco/smoke free. Smoking shall include the inhaling, breathing, carrying, vaping, or procession of any lit and/or smoke producing substance. This includes inside and outside the school. • Smoking, chewing tobacco or using e-cigarettes or Vaping is a significant health risk and a known cause of cancer. • The Tobacco Control Act prohibits supplying or selling tobacco or Vaping products to a person under 19 years. • Students smoking will face disciplinary action and possible fines from the Tobacco Enforcement Officer.
Trespassing	<ul style="list-style-type: none"> • Trespassing is against the law and unauthorized visitors may be charged with trespassing. • Please assist in maintaining a safe environment by reporting trespassers to the office. • Students who bring or are with trespassers may face disciplinary action.

RESPECT FOR LEARNING

We believe in realizing common academic goals and in the effort needed to succeed. We also accept the challenge to pursue academic excellence.

	School Expectations
Classroom Behaviour	<ul style="list-style-type: none"> • Daily work in the classrooms is the foundation of success. • Teachers set the expectations for the classroom and students are expected to abide by those expectations. • All students have the right to learn in a calm and respectful classroom environment. • A student who disrupts the classroom environment infringes on the rights of others in the class. • Students are expected to respect and follow the direction of their classroom teacher, supply teachers, Educational Assistants and support staff.
Personal Electronic Devices in the Classroom	<ul style="list-style-type: none"> • The use of Cellphones and PEDs should never interfere with the learning environment in the classroom. • The use of Cellphones and Personal Electronic Devices in the classroom will not be permitted unless the teacher approves their use for educational purposes only. • Students with IEP's will continue to have access to assistive technology as stated in their IEP's. • Students are responsible for their Cellphones and PEDs. • Students must ensure that all Cellphones and PEDs are <u>powered down or on silent mode and out of sight in classrooms and other teaching spaces in the school.</u> • Students can expect that they will not be permitted to receive or make phone calls during class. In urgent situations parents or guardians can call the Main Office and the student will then be contacted in the class. • Students are expected to charge their PEDs at home. Students cannot charge PEDs in the classroom or library. • Privacy laws prohibit the filming, recording and/or taking of pictures on school property without the written permission of the staff member and/or student. • The use of a cellphone or PED to photograph, film or record a conflict, argument or fight between individuals is not acceptable as it aids and incites harmful behaviour in the BPCI school community. • Students can expect staff members to confiscate Cellphones or other PEDs if expectations are not being followed. Students will be directed to the office and will be required to meet with a Vice-Principal after 3:30 p.m. before their Cellphone or PED is returned.

<p>Homework, Assignments, Assessments & Evaluations</p> <p><i>See pages 30-40</i></p>	<ul style="list-style-type: none"> • Students are expected to complete homework and assignments by the assigned due date. • Students are advised to see the teacher for extra help when they are struggling to complete work on time. • Students are to speak with the teacher prior to a known absence to reschedule missed due dates and test dates. • Student Athletes are expected to communicate absences for athletic events in advance to their subject teachers. • Effective time management skills are an important component of completing work on time. Writing due dates in your Student Agenda helps track key dates. • Students are expected to complete course work they have missed due to illness, appointments, athletics, field trips, special circumstances etc. and must speak with their teachers to schedule missed due dates / evaluations. • Students must supply a note from a parent or guardian when they have missed due dates due to illness. • Students who miss due dates or evaluations for unexplained absences (skipping) can expect a “zero”. • Credit for a course could be in jeopardy if assignments are not submitted to the teacher. • Students are asked to speak to a Guidance Counsellor or Vice-Principal regarding any special circumstances or personal difficulties affecting their ability to meet course expectations, due dates and/or evaluations.
<p>Cheating and Plagiarism</p> <p><i>See pages 40-41</i></p>	<ul style="list-style-type: none"> • Academic honesty is central to the integrity of learning and granting of credits. All forms of academic cheating and plagiarism will be subject to disciplinary action. • Teachers will ensure that students have a sound understanding of plagiarism and are familiar with the school policy on academic honesty.
<p>Halls and Exit Doors</p>	<ul style="list-style-type: none"> • For safety reasons, students are expected to keep hallways, exits and stairs clear; for ease of use by staff & students. • Students are not permitted in the halls during class time, unless they have either a hall pass or spare card. • Students on spares are permitted to be in the library, cafeteria, and guidance or outside of the building. • If it is necessary to pass through the corridors, students are to be quiet and respect the learning environment. • Balls, hacky sacks, skate boards, rollerblades, bicycles and other athletic equipment are not to be used inside the school. Students are expected to store all personal and school sports equipment in their lockers.

RESPECT FOR PROPERTY

We recognize the impact our individual actions have on school property and the school community.

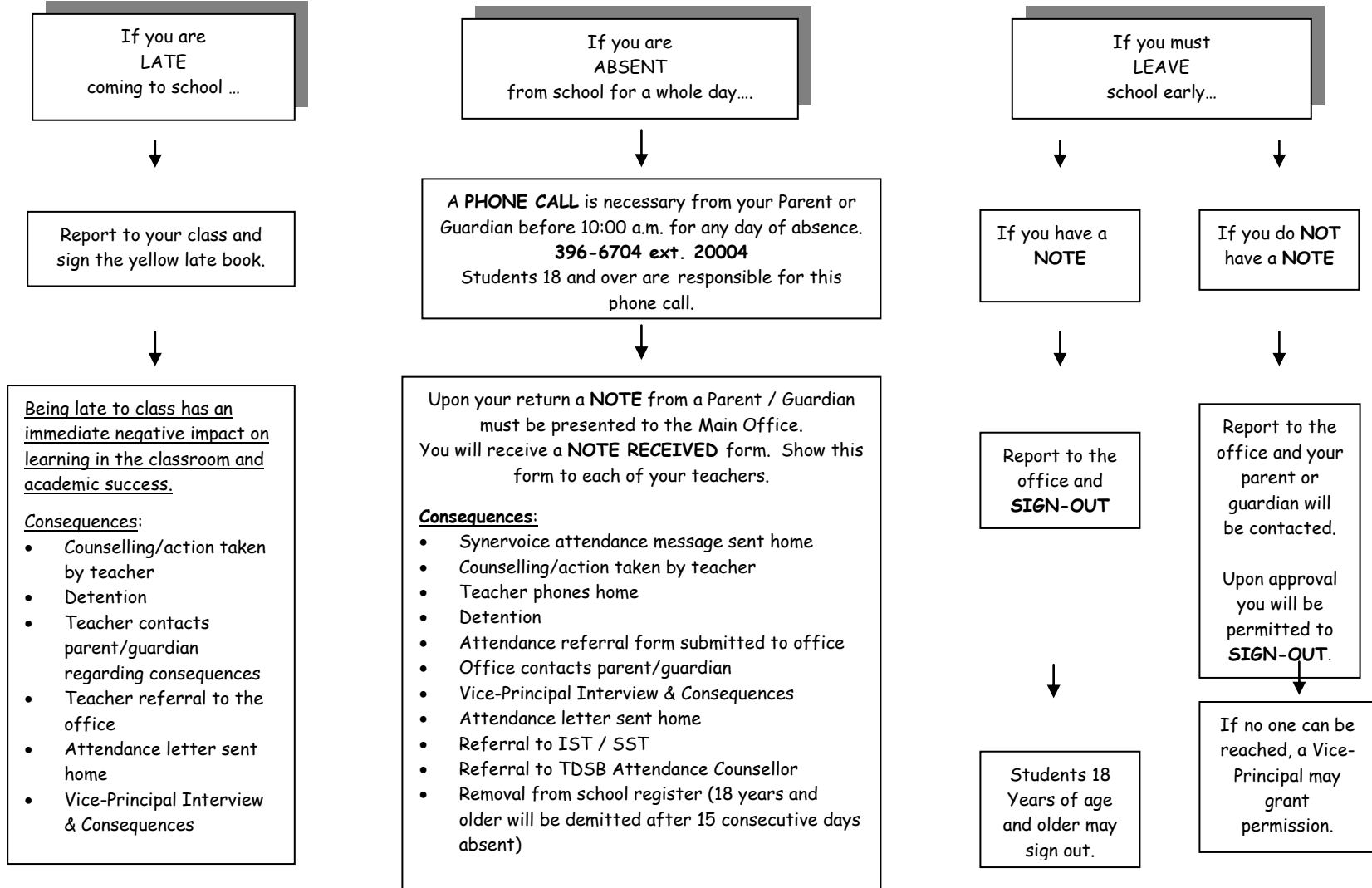
	School Expectations
Lunch Routines: Food in cafeteria, halls and classroom	<ul style="list-style-type: none"> • Food from the cafeteria may be purchased during the lunch period. Vending machines are available in the main foyer. • During lunch, students are permitted to eat in the main foyer corridors, the cafeteria, or outside of the building • Food or drink is not permitted in classrooms. Bottled water in non-computer classrooms may be permitted. • Students are not to sit on top of the tables and should not have feet on the benches. • Students are expected to be respectful at all times by cleaning up after themselves, placing garbage in the garbage cans, and depositing drinking containers in the appropriate recycling bin.
Recycling	<ul style="list-style-type: none"> • Birchmount Park is an Eco-Schools Gold Medal Award winning school. Students are expected to use recycling boxes for food waste, paper, cans, plastic, glass etc. Report a recycling box need to the EAC or Main Office.
Parking	<ul style="list-style-type: none"> • The front driveway is a designated fire route and is also needed for our school buses. Pick up and/or dropped off at the east entrance <u>only</u>. • Student use of the parking lot is a privilege. Loitering in the parking lot or inside cars during class time is not acceptable. • Behaviour in the parking lot must be respectful at all times. Speeding, cruising the parking lot, Vaping in cars, playing sports or loud music is not acceptable behaviour.
Textbooks	<ul style="list-style-type: none"> • Students are issued textbooks for use until the end of the course. Students are expected to return textbooks in good condition. Returning someone else's textbook as your own is not permitted. Students can expect to pay the full cost of replacement for lost or damaged textbooks.
Computers	<ul style="list-style-type: none"> • School computers are provided to support student learning and are not for personal use. • All students using computers must adhere to the TDSB On-Line Code of Conduct.
Vandalism and Graffiti	<ul style="list-style-type: none"> • The defacing or damaging of school and community property is prohibited and will be subject to disciplinary action. Graffiti and vandalism may result in suspension and/or criminal charges.

HARASSMENT AND BULLYING

Harassment and Bullying has a lasting negative impact on the lives of everyone – victim, bystanders as well as the aggressor.

School Expectations	
Harassment / Bullying	<ul style="list-style-type: none"> • Harassment and Bullying includes any annoying and/or provoking comment or conduct that is known or ought reasonably to be known to be unwelcome or hurtful. • Harassment and Bullying takes many forms – physical, social, sexual, emotional and cyber-based. • Bystanders share responsibility for harm to the victim.
Cyber-Bullying	<ul style="list-style-type: none"> • Cyberbullying is the use of electronic means to offend, ridicule, intimidate, threaten, harm, exclude or ruin the reputation of an individual. • Cyberbullying is a criminal offence and often takes the form of a hate-based activity. • Cyberbullying includes: the use of emails and instant messaging, text or digital imaging sent on cell phones, web pages, blogs, chat rooms, Facebook, Twitter, Snapchat or other social media sites. • Examples of Cyberbullying include: flaming, insulting, excluding, impersonating, denigration, gossip and rumor mongering, posting / sending embarrassing photos, sexting, outing a person, creating polling or hate-based websites. • The creation and/or distribution of print or electronic material that serves to offend threaten, ridicule, or defame the character of any member of the BPCI community is considered bullying and/or harassment. • Sharing of inappropriate images or text messages that are profane or promotes harm or discomfort to others is not acceptable. • Using PEDs to record and post acts of physical aggression, fights, and assaults is not acceptable.
Hazing / Initiation	<ul style="list-style-type: none"> • Hazing, initiations, 9'ering are all forms of bullying and harassment. Breaking hazing / initiation traditions takes courage and a deep understanding of the impact bullying has on the victim and the bystanders. Just because you may have experienced a form of initiation in the past does not justify doing it to someone else. • All athletic teams, school clubs and student organizations must know that any form of hazing or initiation will not be tolerated.
Aiding / Inciting Violence	<ul style="list-style-type: none"> • Any actions for the purpose of aiding or inciting violence will not be tolerated. Students can expect serious consequences for their actions against others.

Student Attendance Procedures



Dances, Athletic Banquet, Prom & Evening Events Policy

In order to make dances, banquets, proms and other evening events a positive experience for all Birchmount Park students, the following policy has been established:

Where applicable, a limited number of guest tickets may be available. A Birchmount Park student must sign in each guest by the established deadline the week prior to the event. The host must accompany the guest when he / she arrives at the door. Visitors must be secondary school students and their home school Vice-Principal must complete a reference form to be provided to a BPCI Vice-Principal.

- All students and their guests must show photo identification.
- Students may enter only through one door.
- Doors close when the event begins. Only students with pre-issued work passes will be admitted after this time.
- Students are not permitted to leave and be re-admitted to a dance.
- Normal courtesy, behaviour and respect for others are expected from Birchmount Park students and their guests.
- All students must check coats, bags, and other personal belongings.
- Students must remain within the designated areas.
- The use of alcohol, drugs, tobacco and Vaping products is prohibited and any student found in violation of this policy will be given consequences. Students refused admission will not have the ticket price refunded.
- Tickets are issued to individual students and may not be re-sold or given to someone other than the person whose name is on the ticket and ticket holders list.
- Students are expected to leave promptly at the end of the event. Make transportation arrangements in advance with friends or parents.
- The Administration reserves the right to refuse entry into school events.

Co-Curricular Policy

As educators, coaches, and activity leaders, we know that for all students the successful completion of their education has the highest priority, but we also feel that there are many valuable experiences in co-curricular activities.

The Birchmount Co-Curricular Eligibility Policy applies to all activities not directly tied to curriculum a student is currently studying as follows:

- Student must have passed at least 3 courses in the previous semester.
- Student must remain in good standing at the school.
- Student must be in regular attendance in all classes.
- The policy applies to everyone including team managers.
- The Vice-Principal responsible for Co-Curricular Eligibility requires a list of students, in advance, to check for individual eligibility. Students may be determined to be ineligible for a co-curricular activity.
- Ineligible students may appeal by completing a Co-Curricular Appeal Form for review by the Principal.

In order to participate in any co-curricular activities a student must:

- Attend classes regularly and punctually.
- Meet all course requirements, such as assignments, presentations, and tests. The student must inform teachers prior to each absence and be responsible for all the class work and assignments during each absence.
- Not have failed more than one course in the most recent Ministry report card. Under exceptional circumstances this condition can be appealed. Talk to your coach or staff advisor for more information about this procedure.
- Represent the school and the community in a positive manner.
- Students must follow the TDSB and BPCI Codes of Conduct.

There will be an eligibility review for co-curricular activities if academic success is in jeopardy. If it is deemed to be in his/her best academic interest, a student may be withdrawn from co-curricular activities until such time as the student has met the academic expectations of BPCI.

Athletic Policies

Commitment to Practice and Participate for a Full Season

- It is the expectation that a student who earns a place on a Birchmount Park athletic team commits to participate through the entire season (including City Championships, and OFSAA). Full participation includes attending scheduled practices and competitions. A student athlete is subject to sanction (i.e. game suspension or removal from team) for not meeting their commitment to the team.
- A student-athlete who quits a team will be subject to a school-based participation sanction.
- A student who is removed from a team as a result of not fulfilling their commitment (i.e. not attending practices or competitions) will be subject to a school-based participation sanction. Exceptional circumstances requiring a student to leave a team prior to the end of the season should be discussed with the coach or Athletic Director. Exceptional circumstances may exempt the student from sanctions.
- Student-athletes under sanction will not be permitted to participate in the next athletic season they typically would participate.
- Sanctions may be appealed for exceptional circumstances.
- The Athletic Director will determine season of sanction for Grade 9's.
- Student-athletes and parents will sign an acknowledgement of their full commitment to participate on a school team, or face sanction, along with the Try-out/Participation form at the start of the season.

Examples:

- a.) A student-athlete competing on the Football team in the fall decides to quit the team before the completion of the season. This student normally participates on the school Basketball team during the winter season. Under sanction, the student-athlete would not be permitted to participate on the Basketball team, or any other winter sport.
- b.) A student-athlete competing on the school's Ice Hockey team during the winter season repeatedly misses practices and as a result is removed from the team. Typically, this student-athlete's next sport would be Cross-Country in the fall. Under sanction, the student-athlete would not be permitted to participate on the Cross-Country team, or any other fall sport.
- c.) A student-athlete competing on the school's Rugby team during the spring season decides to quit before the completion of the season. Rugby is the only school sport this student-athlete competes in. Under sanction, the student-athlete would not be permitted to participate on the Rugby team the following year, or any other spring sport.

Number of Sports per Season

- Birchmount Park student-athletes are permitted to compete on one school team per season.
- Exceptions are limited to Badminton and Archery whose seasons overlap the winter and spring seasons.

Cross-Over Seasons

- Any student-athlete playing on a sports team wishing to try-out for a team taking place the next season, will not be required to practice/try-out for the next season's team until their current season is completed.
- Student-athletes should inform the coach of the next season's team, of their intention to try-out for that team. The coach is required to give a one week period after the previous season ends for such try-outs.

Playing In an Older Division

- Student-Athletes are expected to play within their appropriate age group for the team (i.e. Bantam/Midget, Junior, or Senior).
- Exceptional circumstances may be appealed to the Athletics Director.

BEAP Students Athletic Eligibility

- The Toronto District Secondary School Athletics Association (TDSSAA) monitors all BEAP students. Out of Area BEAP students are not eligible to participate in their Declared Sport of Specialization.
- All incoming Grade 9 BEAP students must review and resubmit a Declared Sport of Specialization Form during the first week of school in September. No changes in the Declared Sport of Specialization can be made after this date.
- Failure to submit this form by the due date stated will disqualify the student from participating in any high school sports/competitions.

BEAP Program Status

To remain in the B.E.A.P. program, it is expected that a student will:

1. Maintain an average of 70% or better in the B.E.A.P. curriculum. A student whose mark drops below 70% must be demonstrating a conscientious effort to improve to 70%.
2. Maintain an overall average of 60%.
3. Follow TDSB and BPCI Codes of Conduct.
4. Be a good ambassador for B.E.A.P. and Birchmount Park C.I.

If a student does not meet the expectations outlined above the student will be asked to leave the program and return to his/her home school, if attending Birchmount Park under Optional Attendance.

Athletic Code of Behaviour

Student Athletes are expected to promote positive behaviours and attitudes at practice, during sporting events and in the community.

Students Athletes are expected to:

- Demonstrate good sportsmanship and fair play.
- Respect the rights of teammates, opponents and spectators.
- Strive to understand, respect and follow the rules of the game.
- Conduct yourself with honour, dignity and self-control.
- Appreciate the skills and effort of your teammates and opponents.
- Respect the authority and the decisions of coaches, staff, officials.
- Respect athletic facilities and property.
- Be generous in victory and gracious in defeat.
- Refrain from the use of profanity, taunting, threatening actions and violence at all times.
- Report all concussions to your coach/staff advisor.
- Meet all school academic requirements; keeping up to date with all subject assignments and assessments.
- Conduct yourself at all times as a Birchmount Park ambassador.

Athletic Spectator Code of Behaviour

Spectators are an important aspect of school athletics. It is wonderful to share the team sport experience with members of the BPCI community.

It is expected that spectators will:

- Cheer in a positive manner.
- Respect the decisions of the officials.
- Respect the athletic facilities and property.
- Respect the authority of the TDSB staff supervising games.
- Respect athletes and staff from other schools.
- Be courteous and respectful to all fellow spectators.
- Not interfere with the game in any manner.
- Refrain from any profanity, taunting, threatening actions or violence.
- Behave in accordance with all TDSB and BPCI Codes of Behaviour.
- Leave the event in a quick and orderly fashion after the game.

Athletic Awards

- Participation and achievement awards will be honoured annually.
- All student-athletes will earn points toward a Junior, Senior and Bronze Athletic Letter Award, for participation on school teams.
- Individual student-athletes may be awarded a Most Valuable Player, Most Improved Player, or Fair Sport award. Other special awards include Grade Athletes of the Year and Overall Athletes of the Year.

Assessment and Evaluation Guidelines

Assessment and Evaluation Mission Statement

Birchmount Park Collegiate Institute holds high expectations for all students to acquire the necessary knowledge, skills, and values to become responsible members of a democratic society. The main purpose of assessment and evaluation is to improve student learning. Information gathered through this process helps teachers to determine how students are performing in relation to the Ontario Curriculum Expectations. Teachers also use this information to adapt their teaching, to meet individual student needs. Ongoing assessment and evaluation reflect BPCI's strong commitment to accountability, quality programming, and continuous improvement.

Principles of Assessment and Evaluation – from “Growing Success, 2010”

There are seven fundamental principles which guide the assessment, evaluation and reporting of student learning. Teachers use practices and procedures that:

- Are fair, transparent, and equitable for all students
- Support all students, including those with special education needs
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students
- Are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning
- Provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support learning and achievement
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

How Assessment and Evaluation Works

The assessment of student progress, the evaluation of student achievement, and the percentage grade on the report card are based on:

- Ministry of Education Curriculum Expectations
- The categories of the Curriculum Achievement Chart

Curriculum expectations and the achievement chart are found in the Ministry of Education Curriculum guidelines for each subject (www.edu.gov.on.ca) and are consistent throughout the province. The primary purpose of assessment and evaluation is to improve student learning and achievement.

Definitions

Assessment occurs throughout each course as teachers collect and analyze evidence of student progress.

Teachers use **Diagnostic Assessment** at the beginning of a course or unit to plan instruction based on identified student needs. It does not count toward a final mark.

Teachers use **Formative Assessment** to determine how well the student has understood new material and developed targeted skills. A teacher may give a short quiz, or listen to/observe/ read a student's work as it is being developed for the purpose of giving feedback on areas that need additional work before the student is evaluated. Formative assessment helps students learn how to monitor their own progress. It also helps teachers improve their instruction.

Evaluation determines a grade. Teachers measure and judge a student's demonstration of knowledge and skills as required by the curriculum expectations for the course. Evaluation:

- measures achievement, not progress;
- occurs at the end of a unit of learning and end of the course;
- occurs only after students have had opportunities to show what they know and can do;
- guides teachers' decisions about grading, promotion, student placement and certification;
- provides achievement data;
- communicates information for accountability and certification purposes;
- **is represented by a number (%) on the Provincial Report Cards** to indicate a student's grade either at the end of the term/semester, or end of the course.

Determining the Student's Final Grade

Course Work – 70% of the Final Grade

Evaluation of the achievement of the overall curriculum expectations is based on the achievement chart for the subject, and marks are weighted according to the achievement chart categories: Knowledge/Understanding, Thinking, Communication, and Application for each subject.

The grade for course work (70% of the final grade) reflects a student's most consistent, more recent level of achievement throughout the course.

Culminating Activities/Examinations – 30% of the Final Grade

Culminating activities and/or examinations are scheduled near the end of each course and determine the remaining 30% of the student's final grade.

70% + 30% = final grade out of 100%.

A minimum mark of 50% is the required to pass a course and earn a credit. In order to earn a credit in any course, students are responsible for demonstrating evidence of achievement of the knowledge and skills described by the course overall curriculum expectations.

Student achievement in Learning Skills (independent work, teamwork, organizational skills, initiative and work habits) is evaluated and reported separately on the Provincial Report Card.

Assessment and Evaluation Practices

Course Outlines

At the beginning of the semester, students are provided with a written course outline describing the expectations, content and evaluation for each course. Course Outlines are posted on the school website.

Students are informed of the types of assignments and tests that they should expect and are told how their final grade is calculated.

Reasonable efforts will be made to limit the number of tests for any student to two on one day, and to limit major assignments to one due on any given day.

Due Dates

When assigning a project, test or other work to be submitted for evaluation, the teacher provides a due date which students are expected to meet.

For major projects, the teacher monitors student progress to support student success in completing work by the due date.

Students are expected to meet the timelines and due dates set by the teacher and to complete assignments on time.

Group Work

Students who are assigned a group task will not receive a 'group mark' for the product. Students will receive marks which represent their different contributions of the knowledge and skills represented in the product, and which are aligned with the curriculum expectations of the course.

Course Term Work – 70% of the Final Grade

Students are assigned course work on an ongoing basis through the semester. Students are encouraged to maintain course binder, write due dates in their Students Agenda or use the calendar in their PED to track key dates.

Students, parents or guardians can monitor student progress on an ongoing basis through Teach Assist, which can be accessed at any time on the Home Page of the Birchmount school website or at <https://teachassistfoundation.com/tdsb/index.php>

Missed Course Term Assignments, Tests and Examinations

When a student does not complete a test or assignment, a '0' will be assigned. The '0' may be used as a placeholder depending on the reason for the missed work.

Students with a documented 'legitimate' absence will be given an opportunity as soon as possible to complete missed evaluations and to replace the '0'.

If several evaluations are missing, and there is no evidence that the student has achieved a number of curriculum expectations, the missing or incomplete evaluations will affect the 70% grade and could

lead to a failing grade. If, however, the student demonstrates achievement of the curriculum expectation(s) in another assignment, the zero will not count in the final grade.

End-of-Course Evaluations – 30% of the Final Grade

All students **must** take part in the culminating course evaluations. Leaving early for a family vacation or summer job will not be considered a legitimate excuse for missing these evaluations.

Should a student be too sick to complete an end-of-course evaluation, the student must provide documentation of the illness. A Medical Note must be completed and signed by a physician, verifying that the student was too ill to participate in the evaluation for a specified medical reason. The note must be submitted to the office within two school days of the missed evaluation.

Until this documentation is provided, the student will receive '0' for the missed end-of-course evaluation and the '0' will be included in the calculation of the final grade.

When the documentation is submitted as outlined above, the Vice-Principal will make every effort for the student to write a final end of course evaluation. If this cannot be done the teacher in consultation with the Curriculum Leader / Assistant Curriculum Leader and the Vice-Principal will calculate the student's mark..

Assessment and Evaluation Practices

- Teachers work together to achieve consistency in the number, type, and scope of assignments in each category in each course.
- Teachers will distribute course outlines with assessment and evaluation guidelines that clearly outline how student marks will be derived and indicate the key learning components of each course. Course outlines will be posted on the school website.
- Teachers will conduct diagnostic assessments at the beginning of the course and/or unit to determine a student's prior learning with respect to the course curriculum learning expectations. Formative and summative evaluations will be conducted on an ongoing basis during the course.

- Students need to receive regular feedback on their progress. Each student will receive an individual print out of all of their marks in a course and an explanation of how they are combined to create a single percent at least twice a semester: at Parent-Teacher interviews, and as they enter into the final 30% summative evaluation. On the day when exams are returned and final marks handed out, students will receive a printed summary of marks that shows their final standing in the course.
- Students and parents / guardians may request an updated individual mark print out at any time during the semester.
- Many teachers use the web-based mark record system - *Teach Assist* – which can be accessed at any time on the Home Page of the Birchmount school website or at <https://teachassistfoundation.com/tdsb/index.php>
- In order to ensure that the privacy of all students is protected, marks will not be publically posted in classrooms even if the list uses numbers or “secret” names. Marks will be provided on individualized printouts.
- Students who are assigned a group task will not receive a ‘group mark’ for the product. Students will receive marks which represent their different contributions of the knowledge and skills represented in the product, and which are aligned with the curriculum expectations of the course.

Student Responsibilities When They Have Been Absent & have Missed Due Dates / Evaluations

- Students are to speak with the teacher **prior** to a known absence due to a field trip, athletic event, or personal appointment. Students must inform the teacher immediately to make arrangements for making up missed work and to reschedule missed due dates and test dates.
- Students are expected to complete course work they have missed due to illness, appointments, athletics, field trips, special circumstances etc. and must speak with their teachers to schedule missed due dates / evaluations.

- Student Athletes are expected to communicate absences for athletic events in advance of the absence to their subject teachers.
- Students must supply a note from a parent or guardian when they have been absent and have missed course work assignments, tests and evaluations due to illness. This note must indicate not only the reason for the absence, but the parent's awareness that a test or presentation has been missed. Additionally, parents must contact the office to notify the attendance secretary of the absence. Students over 18 may be expected to provide a doctor's note.
- When a student does not complete a test or assignment, a '0' may be assigned depending on the reason for the missed work.
- Students with a documented 'legitimate' absence will be given an opportunity as soon as possible to complete missed evaluations and to replace the '0'.
- When a student has been absent, it is the student's responsibility to communicate clearly with the teacher regarding any missed test or assignment, immediately when they return to school.
- If students miss only the day of a test, they must see the teacher on the day of return to school to arrange to make up the test. They should be prepared to write the test on the day of their return.
- If students miss more than one day, they must see the teacher on the day of their return to arrange a time to make up the test, which is expected to be done within three school days.
- Students who miss due dates or evaluations for unexplained absences (skipping) can expect a "zero".
- Students who miss tests because they are away on a vacation will be given "0" for the tests that they miss, except under exceptional circumstances as arranged in advance by the Principal/Vice Principal.
- For students under 18, the parent/guardian will be informed of missing assignments.

Policy for Assignments Submitted Late

Birchmount Park C.I. teachers believe that it is paramount that students complete all assignments and they would rather have assignments handed in late than not handed in at all.

On the other hand, any policy dealing with late assignments must be fair to all of the people in the school including students who do consistently meet established timelines, and the teachers who must be able to mark and return assignments in a timely fashion.

Therefore, the following policy has been adopted, consistent with the MOE **Growing Success 2010** document and **TDSB Procedure PR.614 Evaluation of Late Assignments**, to address assessment and evaluation of all late summative assignments.

“Teachers can use a variety of strategies to encourage timely submission of assignments, including counselling the student and offering extra help. The teacher should contact the student’s parent/guardian and enlist support in the effort to have the student submit his or her work on time. Consultation with guidance staff, administration, and/or other teachers may be helpful.”
TDSB PR.614

“Teachers will take into consideration individual circumstances that recognize:

- a) The differences between uncharacteristic, repeated, and chronic behaviours;
- b) Legitimate explanations;
- c) Lack of requisite skills or comprehension to complete work assigned;
- d) Student with specific needs (IEP, ELL); and/or
- e) Differences in maturity levels from Grades 7 – 12.”

TDSB PR.614

Expectations for Students for Assignments Submitted Late

- Students are expected to meet deadlines set by the teacher and to complete assignments on time.
- Students do not have an automatic right to submit work late. They must discuss an extension to the due date with the teacher *before* the due date, at which point the teacher makes the decision about a possible revised due date.

- Students must supply a note from a parent or guardian when they have missed due dates due to illness.
- Students who miss due dates or evaluations for unexplained absences (skipping) can expect a “zero”.
- It is important to develop the work habits and time management skills to meet key deadlines and course expectations. Writing due dates in your Student Agenda helps track key dates.
- Students are reminded that post-secondary institutions and the workplace expect work to be completed on time.
- Students who need support to complete their work on time are to see their teacher for remedial support.
- Students are to speak with their teacher to set an alternative deadline for an assignment or evaluation in special or extenuating circumstances.
- If a student who has negotiated an alternative deadline with a teacher fails to submit the assignment by the negotiated deadline, a mark of zero may be assigned.
- Mark deduction marks for late assignments may occur (up to and including the full value of the assignment).
- Credit for a course could be in jeopardy if assignments are not submitted to the teacher.
- Students are asked to speak to a Guidance Counsellor or Vice-Principal regarding any special circumstances or personal difficulties affecting their ability to meet course expectations, due dates and/or evaluations.
- Students and/or their parents/guardians/caregivers must inform the school ahead of the due date if a request for accommodation of religious beliefs, practices and observances requires a rescheduled submission of student work, and provide a note to the office upon their return

Final 30% Summative Evaluation and Formal Examinations

- 30% of the student’s overall mark will be earned through summative evaluations that take place in the last month of each semester.
- Summative evaluation is subject specific and may include a variety of different tasks such as: performances, tests, assignments, in-class essay writing, research reports, presentations, performances, portfolio presentations, and formal examinations.

- Teachers will provide students with their marks for the 70% component of the course prior to the summative evaluation period. The weighting of each different task and examination will vary from course to course, but will be clearly explained in the course evaluation overview provided at the beginning of the semester and posted on the school website.
- The Ontario Ministry of Education Secondary School curriculum does not provide for exemptions from the 30% summative evaluations including final examinations.
- **All tasks that are part of the 30% Summative evaluation are compulsory for all students as they are a significant portion of the final course mark.**
- **Students** are expected to complete all aspects of the summative evaluations. For this reason, there is a TDSB Moratorium on students being taken out of school for field trips for the last two weeks of classes before examinations.
- Exceptions may include TDSB activities such as sporting events, which may necessitate the students missing a class. In such cases, arrangements will be made to ensure the completion of summative activities.
- Many times a final summative evaluation task takes the place of a formal examination. As such, the policies and procedures in place during examinations cover the period of summative evaluations. If a student is absent from any part of the summative evaluation, including both presentations and in-class written work, the reason for the absence must be substantiated with a medical or legal note. Students should discuss individual situations with the subject teacher and/or the appropriate Vice-Principal.

Missed Summative Evaluations – 30% of the Final Grade

- All students must take part in the culminating course evaluations. Leaving early for a family vacation or summer job will not be considered a legitimate excuse for missing these evaluations.
- Should a student be too sick to complete an end-of-course evaluation, the student must provide documentation of the illness. A Medical Note must be completed and signed by a physician, verifying that the student was too ill to participate in the evaluation for a specified medical reason. The note must be submitted to the office within two school days of the missed evaluation.

- Until this documentation is provided, the student will receive ‘0’ for the missed end-of-course evaluation and the ‘0’ will be included in the calculation of the final grade.
- When the documentation is submitted as outlined above, the Vice-Principal will make every effort for the student to write an alternative final end of course evaluation. When time and/or circumstances prevent the scheduling of an alternative evaluation, then the teacher, in consultation with the CL/ACL and the Administration, will determine an appropriate final mark for the student, based upon the term work completed by the student prior to the missed final evaluation.

Student Responsibilities for Their Own Learning

Academic Honesty

At the beginning of each semester, teachers will review with students TDSB Procedure PR.613: Academic Honesty. The grades that students receive are intended to reflect their own academic achievement, effort, and creativity. Birchmount staff expects all students to achieve to the best of their ability while maintaining their personal academic integrity and the integrity of their school.

“**Cheating** is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. Examples include, but are not limited to:

- a) Copying another student’s homework;
- b) Using another student’s work on a test or any other evaluation;
- c) Bringing unauthorized notes or notations into an evaluation;
- d) Asking for, or giving someone, an answer during an evaluation;
- e) Unauthorized use of electronic media to obtain answers during and evaluation; and
- f) Presenting assignments that have been completed by someone else as one’s own.”

“**Plagiarism** is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work. (Growing Success 2010 p. 151)

It can take many forms including the following:

- a) Submitting an essay/assignment written by someone else, e.g., buying an essay online, downloading an essay from a website, having someone else complete one’s assignment or copying or using work including homework done by another student;
- b) Piecing together material from one or several sources and adding only linking sentences;
- c) Quoting or paraphrasing material without citing the source of

that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;

- d) Copying and pasting from the internet or other electronic sites without citing the source; and
- e) Omitting quotation marks for direct quotations, even if the sources have been cited.”

In addition, Birchmount Park C.I. considers the following activities to also be cheating and/or plagiarism:

- Distributing assignments to others to hand in as their own.
- Exchanging information or material during an evaluation including: verbal, non-verbal, electronic, or a physical exchange of material.
- Asking for, enabling, or receiving information from another student during an evaluation. This includes verbal, non-verbal, electronic or a physical exchange or material.
- Using or accessing unauthorized materials such as notes, texts, or programmable calculators during an evaluation.
- Handing in work that has been submitted in any other course.
- Participating in the theft and/or use of stolen evaluation materials.
- Handing in marked material for remarking with material added which was not there originally.

Consequences:

Any student who is discovered to have participated in academic dishonesty will be referred to a Vice-Principal and can expect disciplinary action to be taken. This may include receiving a mark of “zero” on the assignment, having a copy of the assignment placed on file with the appropriate Vice Principal, and having parent/guardian notified. Depending on the nature of the offence, disciplinary action may include suspension.

Tutorial / Academic Support Day Schedule

Tutorial/Academic Support is provided at the end of Term 1 in Semester 1 and Term 3 in Semester 2. Teachers will support students in completing outstanding work and assignments prior to the submission of marks for the upcoming Report Card.

Semester 1 – November 1 & 2, 2018

Semester 2 – April 10, 11 & 12, 2019

Parent-Teacher Interviews

Frequent communication between home and school Interviews is helpful to a student's success. Formal Parent-Teacher interviews are held each semester following the distribution of the Progress Report. Interview appointments can be booked on-line at <https://bpci.parentinterview.com>

Parent-Teacher interviews are conducted:

Semester 1 - October 25, 2018 1:30-3:30 p.m. & 5:30-8:00 p.m.

Semester 2 – April 2, 2019 1:30-3:30 p.m. & 5:30-8:00 p.m.

Library Resource Centre

The Library Resource Centre is a warm, inviting place for students to learn research skills, indulge in personal reading and prepare themselves for post-secondary life. We have a broad collection of print materials, including magazines, newspapers, teen fiction, graphic novels and careers-based books. With the help of the Teacher-Librarians, students are encouraged to make full use of the resources available to them and learn how to use them effectively. The Library also has a computer lab, for both academic and leisure use (though academic use is the priority).

When borrowing materials from the Library, a current BPCI student card is required. Students are responsible for signing out materials only for their personal use, returning these materials on time and paying for any lost or damaged items.

While primarily an educational component of the school, the BPCI Library also fosters a community environment. Extra-curricular activities and meetings occur regularly in the Library and students are welcome to take part in these opportunities.

Come by the Library and see what we have to offer.



Connect to your TDSB Virtual Library anywhere online for news/magazine/journal articles, eBooks, streamed video, images, recommended websites/tools. Find answers to questions, solve problems, tackle projects, celebrate reading, and have fun.

- 1 **tdsb.on.ca** & search 'Find Your School'
- 2 Log on to **aw.tdsb.on.ca** and click 'My Home' tab
- 3 Search online for 'school name TDSB virtual library'



QUICK FINDS: fast way to find our most popular resources **eBooks, information** or **videos** quickly



SPACES: students, can find tools to **create** something new, learn about **health,** or **plan** for the future. There are also sections for **Educators** and **Parents**



FRANÇAIS: find resources in **French.** Click and go to some of our favourite French-language tools.



SEARCH: find all **Virtual Library resources** by grade level, subject & resource type and an A-Z database list.



INQUIRY: help for working on **inquiry** or **projects.** Use our **inquiry** guide to a step-by-step process. Try out **internet search options** and **citation help.**







CATALOGUE: search for print library books, log in to view your library account, eBooks, streamed media.



Find the **A-Z databases** listed below on the yellow **SEARCH** tile on the Virtual Library home page. Or use the **Browse** table in **SEARCH** to find both A-Z databases and recommended websites.

Use Login/Password to access Virtual Library databases outside the TDSB network (* = also displays using library catalogue)			
Resource Name (format/type)	LOGIN	PASSWORD	DESCRIPTION
Advanced Placement Source (article database)	trillium		Multi-disciplinary, academic articles, AP/IB focus, gr 10 to 12
BookFLIX (eBooks) *	tdsb	trillium	Fiction/non-fiction paired texts, 12 themes, early readers
Britannica Online (encyclopedia)	trillium		Start here for all subjects, 3 reading entry points, K to gr 12
Canadian Encyclopedia (encyclopedia)	no password needed		Start here for all subjects related to Canada, gr 5 to 12, ENG/FR
Canadian Literary Reference Centre (article database)	trillium		Canadian writers, English, drama, gr 7 to 12
Early Canadiana Online (database – primary sources) *	In-school access		Canadian primary sources, history, 16 – 20 th century, gr 7 to 12
Canadian Points of View (article database)	trillium		Current issues, Canadian point of view/perspective, gr 6 to 12
Canadian Reference Centre (article database)	trillium		Current information, Canadian content, gr 6 to 12
Capstone (eBooks) *	trillium		Ancient civilizations, science, health, short fiction, gr 3 to 10
Career Cruising (database)	<i>Ask Guidance Dept.</i>		Career information, gr 7 to 12
CultureGrams (database)	trillium		Countries, provinces, culture/maps/images/statistics, K to gr 12
Curio CBC (streamed media) * <i>also see Educator Access</i>	in school access		Streamed media, Canadian, current issues, gr 7 to 12, ENG/FR
Destiny Discovery, formerly Follett Shelf (eBooks) *	student #	student #	Fiction, biography, gr 1 to 10 (also educator resources)
Encyclopedie Universalis Jr AND Sr (encyclopedias)	trillium		French language, two reading levels, read-aloud, gr 4 to 12, FR

Explora (all-in-one search of  databases)	trillium		Searches multiple EBSCO article databases at the same time
Global Issues in Context (article database)	trillium		Global topics, overviews, articles, videos, gr 7 to 12
Gale Virtual Reference Library (eBooks) *	trillium		All subjects topic overviews, reference, eBooks, gr 7 to 12
History Reference Centre (article database) 	trillium		World, Ancient Civilizations, Explorers, European, gr 7 to 12
InfoBase e-Books (eBooks) *	trillium		Science topics – eBooks, gr 6 to 12
Jobs People Do (database)	TDSBjpd	TDSB	Careers, experiential learning, co-op, articles, videos gr 7 to 12
Learn 360 (streaming media) * <i>also see Educator Access</i>	elem		Streamed media, all subjects, K to 12
Literary Reference Centre (article database)	trillium		English, drama, gr 7 to 12
Naxos Music Library (streaming media)	trillium		Music, English, drama, public speaking, gr 5 to 12
NoveList K to 8 (article database) 	trillium		Choosing fiction books. What to read next..., K to gr 9
OERB <i>also see Educator Access</i>	tdsbstudent	tdsb	All subjects – lessons, tutorials, K to 12
PebbleGo (article database)	trillium		Animals, Science, Social Studies (U.S. focus), K to gr 4
Primary Search (article database)	trillium		Articles on a variety of topics for early readers
Imagine the Learning/Research Success (Inquiry guides)	tdsbresearch		Helpful guides for inquiry/research projects, gr 1 to 12
Research Success, French edition (Liens français)	recherchetdsb		Guide for research projects gr 7 to 12, FR
Science Reference Centre (article database) 	trillium		Science, health, geography, gr 6-12
TABvue (eBooks) *	tdsb	trillium	Canadian information, social studies, gr 4 to 10, ENG/FR
Teen Health & Wellness (article database)	tdsb	trillium	Mental, physical health, teen issues, self-help, gr 7 to 12
EDUCATOR access codes and online resources list	Find an extensive list of access codes/information at http://bit.ly/tdsbstaffVL		

Logins/Passwords are needed when outside the TDSB network. **Passwords may not be posted online outside of TDSB. Passwords may be posted online in TDSB password-protected environments** (Desire 2 Learn, Google Classroom or Drive).

Guidance & Student Services Department

The Student Services Department is here to serve our school community in a variety of ways:

- Academic planning and course selection
- Post-secondary pathway planning (workplace, college, apprenticeship, university)
- Decision-making, problem-solving, conflict/stress/time management and relationship awareness
- Short and long term goal setting
- Scholarship application process
- Assisting students with personal issues in their lives
- Personal and crisis counseling
- Links to community resources
- Referrals to TDSB Staff (social worker, psychologists, etc.)

Students can visit the Guidance Office before school, during lunch, and after school or make an appointment with a counsellor through the office assistant at the guidance reception desk.

Valuable information for all students can be found on the Birchmount website: <http://schoolweb.tdsb.on.ca/birchmountpark/>

Click on the '**Student Support**' tab on the tool bar.

Timetable Requests

All Grade 9, 10 and 11 students are expected to take 8 Courses.

Grade 12s must take at least 6 courses, usually 3 per semester.

Timetable change requests are only accepted at specified times of the year. All requests for timetable changes must be made in consultation with a guidance counsellor and the student. Parental approval is needed for all students under 18 years. Final decisions are made by a Vice-Principal. Exceptional circumstances should be discussed with a Vice-Principal.

Full Disclosure of Marks on the Transcript

All Grade 11 and 12 courses are recorded on the transcript, and will include the mark earned and the number of times taken. If a student in Grade 12 wishing to drop the course without it showing on the transcript must do so before the date of full-disclosure which is 5 days after mid-term report cards.

40 Community Hours Volunteering



Community Service Hours: Every student in Ontario is required to complete 40 hours of community service involvement in order to graduate. Information and guidelines are available in the Guidance Office. Information is shared with all students in the fall.

Students can pick up a community involvement passport in the Guidance Office. Students must submit documentation for the 40 hours of community service hours to Guidance – in order to graduate!

There are specific stipulations regarding what will be accepted as valid community involvement. Students are expected to consult with a guidance counsellor to become informed.

<http://schoolweb.tdsb.on.ca/birchmountpark/>

Birchmount Awards and Diplomas

Every year Birchmount Park honours the academic success of the students in Grades 9, 10 and 11 at our Annual Awards Ceremony. In order to receive Grade 9, 10, and 11 Honours - students must achieve an average of 80% or higher in their 8 courses. Subject Awards are presented to students that have demonstrated highest standing or outstanding achievement in a subject.*

Birchmount Park welcomes back graduates in the fall for our Annual Commencement Ceremony. During the course of the evening we honour:

- Graduates: students that have earned their OSSD
- Ontario Scholars: 80% average or higher on 6 Grade 12 courses
- Bronze B Award Winners: 4 consecutive years on the Honour Roll
- Subject Award Winner: highest standing or outstanding achievement in an individual subject*
- Special Awards: sponsored by individual organizations*
- Valedictorian: chosen by the graduating class

*(*Please note all courses must be taken at Birchmount Park C.I.)*

Need Help with your Grade 9 or 10 Math?

FREE Online Math Tutoring Staffed by Ontario Certified Math Teachers



Math Coach:

<http://tdsb.na3.acrobat.com/mathcoach>

Accessible: Monday to Friday, during the school day



Homework Help:

<http://homeworkhelp.ilc.org>

Accessible: Sunday to Thursday evenings, from 5:30 p.m. to 9:30 p.m.

Do you need review materials, tests, quizzes or exams?

FREE resources written by Ontario Certified Teachers in ALL subject areas

Ontario Educational Resource Bank:

<http://resources.elearningontario.ca>



Ontario Educational Resource Bank:

Accessible: 24/7

User Id: tdsbstudent

Password: tdsb

Do You Need Help with Your Homework?

After school help is available through the **S.T.Y.L.E.** program. S.T.Y.L.E. runs from 3:00 p.m. – 5:00 p.m. Tuesday, Wednesday and Thursday in the Library. See a Guidance Counsellor or Vice-Principal for the registration form. There is no cost for this program.

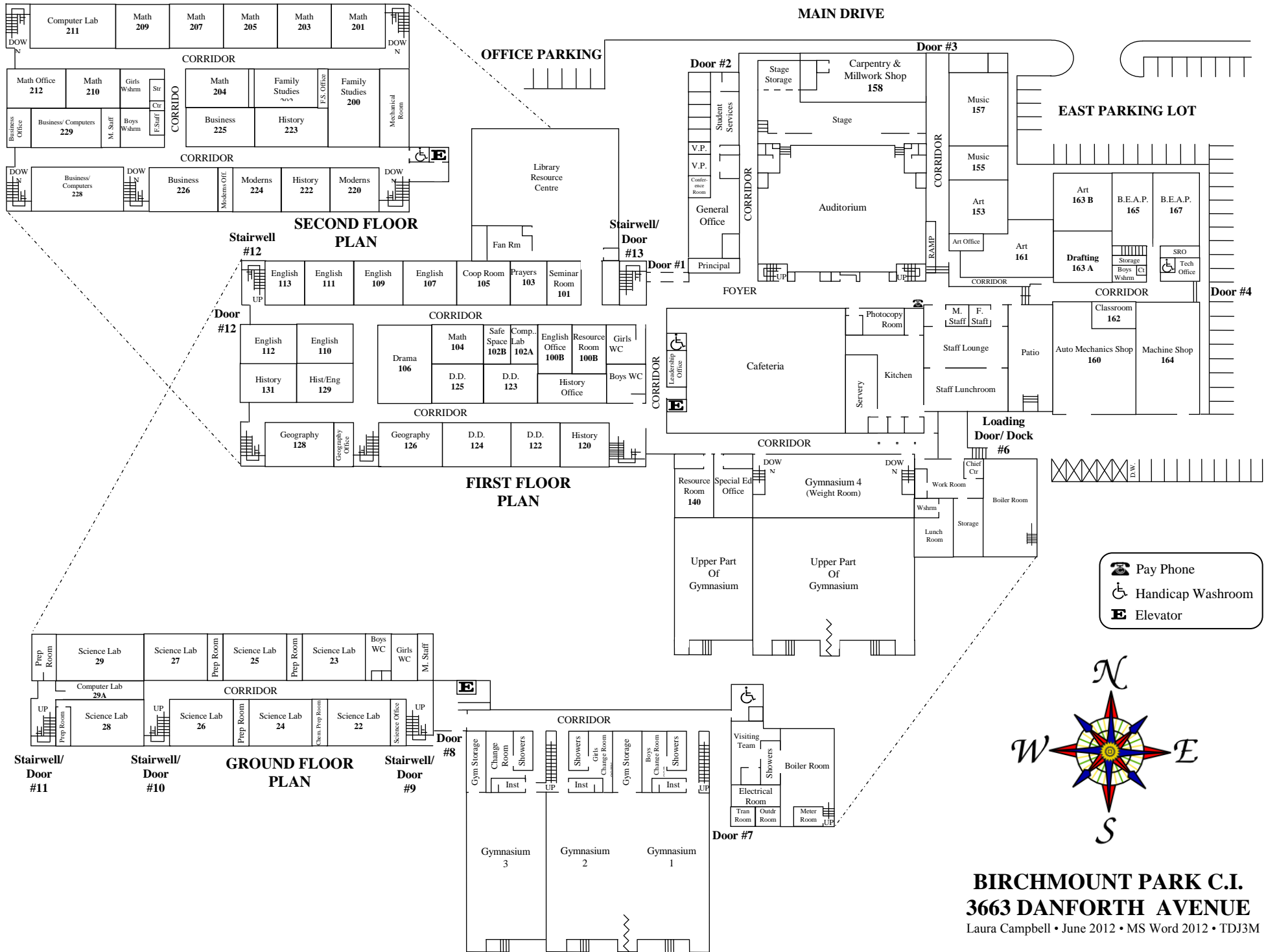
OSSD - Diploma Requirements

Diploma Requirements	
Compulsory Credits	
English	4
French as a Second Language	1
Mathematics	3
Science	2
Canadian History	1
Canadian Geography	1
The Arts	1
Health and Physical Education	1
Civics	0.5
Career Studies	0.5
GROUP A Choose 1 of the following: English, third language, Social Sciences and the Humanities, Canadian and World Studies, Guidance and Career Education, or Cooperative Education*	1
GROUP B Choose 1 of the following: Health and Physical Education, the Arts, Business Studies, or Cooperative Education*	1
GROUP C Choose 1 of the following: Additional Science, Technological Studies, or Cooperative Education*	1
Total Compulsory Credits	18
Total Optional Credits	12
Community Involvement (40 hours)	(40 hours)
Provincial Literacy Requirement	Successfully Completed
Total Credits Required for Graduation	30

* a maximum of 2 credits in Cooperative Education can count as compulsory credits.

Telephone Numbers of Interest

AIDS and Sexual Health Hotline	416-392-2437
Alcohol and Drug Addiction Research Foundation	416-595-6111
Al-Anon/Alateen (for youth with alcoholic parents)	416-410-3809
Black Youth Helpline	416-285-9944
Children's Aid (Metro)	416-924-4646
Catholic Children's Aid	416-395-1500
Crisis Response Unit Scarborough/East York	416-289-2434
Distress Centre	416-408-4357
East Metro Youth Services	416-438-3697
Foodlink Hotline	416-392-6655
Kids Help Phone	1- 800-668-6868
Lesbian, Gay and Bisexual Youthline	1- 800-268-9688
Oolagen Community Services	416-395-0660
Rape Crisis Centre (Leave message for counsellor)	416- 597-8808
Rouge Valley/Centenary Health Centre	416-208-0131
Scarborough Area Youth Employment Service	416-609-9622
Scarborough Community Legal Service	416-438-7182
Scarborough General Hospital	416-438-2911
Scarborough Grace Hospital	416-495-2400
Sexual Assault Centre	416-495-2555
Scarborough Human Resources Centre (Jobs)	416-285-6858
Second Base (Scarborough Youth Shelter)	416-261-2733
Sexual Assault and Domestic Violence Care Centre (16+)	416-323-6040
Sunnybrook & Women's College Health Centres	416-323-6400
Sheena's Place (Eating Disorders)	416-927-8900
Street Helpline	1-866-392-3777
The Association of Parent Support Groups	1-800-488-5666
Toronto Public Health	416-338-7600
Tropicana Community Services	416-439-9009
YMCA Youth Substance Abuse	416-504-1710
Youth Employment Hotline	416-326-5656
Youthlink	416-967-1773



BIRCHMOUNT PARK C.I.
3663 DANFORTH AVENUE
 Laura Campbell • June 2012 • MS Word 2012 • TDJ3M