



# Lawrence Park Collegiate Institute

125 Chatsworth Dr., Toronto, Ontario M4R 1S1

Tel: 416-393-9500 Fax: 416-393-9524

[http:// schools.tdsb.on.ca/lawrenceparkci](http://schools.tdsb.on.ca/lawrenceparkci)

## **Principal**

Ms. L. Jovanovic

## **Vice-Principal**

Mr. M. Gurgol

Ms. Nancy Martins

## **Trustee, Ward 8**

Mr. H. Goodman

## **Superintendent, WR3 Family of Schools**

Mr. J. Hainbuch

## TABLE OF CONTENTS

Principal's Message	3
School Council Message	3
LPCI Mission Statement	4
LPCI Mission Statement in French	5
TDSB Mission Statement	6
Classroom Expectations	6
Daily Schedules	7
Academic Programs and Enrichment	8
Course Load Policy	9
What Students Need to Graduate	10
Certificate of Studies in French Extended or Immersion	11
Community Involvement Passport	12
Assessment and Evaluation	12-14
Due Dates and Reporting Cycle	15
Academic Eligibility Policy	15-16
School Policy on Missed Evaluation	16-17
Keys to Academic Success	17-20
Homework Policy	21-23
Code of Respect and Responsibility	23-27
Range of Consequences	27-28
Guidance Office	28
Peer Mentorship	29
Special Education	29
Co-Curricular Activities	29-30
Library Resource Centre	31
School Community	31
Co-operative Education	32
Sabrina's Law	32
Garbage and Recycling	33
Say No to Bullying	33
Attendance Policy	34
Late Policy and Procedures	34
LP Watch	35-37
Important Websites	38
Calendar	39-50

## PRINCIPAL'S MESSAGE

The Lawrence Park Administrative team would like to welcome you back to the academic year 2013 – 2014, which is the perfect time for new goals, hopes and dreams. With commitment, hard work and persistence, we are confident that you can achieve your highest potential, whether it is in the field of academics, arts or athletics. 'Awake every day, with an ambition to succeed'.

We assure you that at Lawrence Park, the staff, students and the community work in unison, to ensure a safe and supportive learning environment. You will have innumerable opportunities to make new friends, build relationships, discover areas of interest and pursue your passions. Our ongoing commitment is to encourage our students to be effective communicators, critical thinkers, responsible citizens and life-long learners, and we hope you will use these opportunities to better yourself.

Please use this agenda to help you to plan and organize your activities and set priorities to help you to achieve your goals and aspirations.

We wish you an enjoyable, successful year 2013 – 2014 at Lawrence Park. '*Amor Doctrinae Floreat*' - Let the love of learning flourish.

Sincerely,

L. Jovanovic,  
Principal

## LPCI SCHOOL COUNCIL

Dear Parents/Guardians and Students:

As co-chairs of the Lawrence Park Collegiate Institute School Council for 2013/2014, we welcome you, or welcome you back, to LPCI. The mandate of all school councils in Ontario is "to improve student achievement and enhance the accountability of the education system to parents". With that as our objective, the LPCI School Council plays an advisory role, consulting with parents of students enrolled in the school about a variety of issues, and making recommendations to both the Principal of the school and the Toronto District School Board.

The LPCI School Council is made up of the Principal, a representative from both the teaching and the non-teaching staff, a student representative from the LPCI Student Council, and at least one community member, but the majority of participants are parents of students in the school and we invite all LPCI parents to take an interest or play an active role in the Council. We particularly welcome your suggestions for topics you'd like to see discussed at School Council meetings in order to ensure that the Council is meeting the needs of all parents at the school.

This year we will continue to look at new initiatives for our students at LPCI. We will continue to keep you informed of activities through our emails and website. For more information about the LPCI School Council in general including a schedule of meetings, visit our website at [lpschoolcouncil.com](http://lpschoolcouncil.com) or check the School Council bulletin board outside the Guidance Office.

Sincerely,

Lawrence Park School Council

## THE LAWRENCE PARK COLLEGIATE INSTITUTE MISSION STATEMENT

### *Our Mission*

Lawrence Park values a safe, supportive and inclusive learning environment in which strong leaders, effective communicators, critical thinkers, responsible citizens and life-long learners can thrive. Our mission is to motivate students towards excellence in academics, athletics and the arts in order for them to develop the knowledge and skills essential for success in education, community and society.

### *Our Vision*

We believe all students can learn.

We believe students are unique and learn in different ways.

We believe it is necessary to equip all students with the skills of the 21<sup>st</sup> century.

We believe in building a diverse, caring and learning community.

We believe each individual should experience the joys of learning and belonging.

### *Our Core Values*

Co-operation | Empathy | Fairness | Honesty | Integrity | Kindness and Caring  
Perseverance | Respect | Responsibility | Teamwork

### *Our Philosophy*

*Amor Doctrinae Floreat:*

Let the love of learning flourish. Success for All!

### *Our Focus*

Continuous Improvement!

## L'INSTITUT COLLEGIAL LAWRENCE PARK

### Notre mission

L'institut collégial Lawrence Park valorise un environnement d'apprentissage sain, qui représente une force motrice pour l'apprentissage et, un berceau de cohésion sociale d'où émanent de puissants leaders, des communicateurs compétents, de grands penseurs, des citoyens responsables capables d'assurer la continuité de l'apprentissage. Notre but est de motiver les élèves et de les guider sur la voie de l'excellence académique, sportive et artistique, afin de leur permettre d'acquérir les connaissances et le savoir-faire indispensables au succès à l'école, dans leur communauté et dans la société.

### Les Fondements de nos principes

Nous croyons que tous les élèves sont capables d'apprendre.

Nous croyons que les élèves sont uniques et qu'ils s'intègrent diversement dans le processus d'apprentissage.

Nous croyons à la nécessité de doter tous les apprenants des habiletés dont ils ont besoin pour être opérationnels dans le monde actif du 21<sup>e</sup> siècle.

Nous croyons à la force d'une communauté diversifiée et attentionnée.

Nous croyons que tout individu est en droit de jouir des avantages de l'apprentissage et d'assouvir ses besoins grégaires.

### Nos valeurs fondamentales

la coopération | l'empathie | l'équité | l'honnêteté | l'intégrité | la bonté et la bienveillance | la persévérance  
| le respect | la responsabilité | le travail d'équipe

### Notre Philosophie

*Amor Doctrinae Floreat:*

Que l'amour de l'apprentissage s'épanouisse. La réussite pour tous les élèves!

### Notre Maxime

Se perfectionner continuellement !



# LAWRENCE PARK COLLEGIATE INSTITUTE

## Schedule for Regular Day

2013 - 2014

Four day cycle – Each course occurs every other day.

	Day 1	Day 2	Day 3	Day 4
8:50 - 10:11 am (81 min.)	A	E	B	F
10:16 - 11:32 am (76 min.)	B	F	A	E
11:32 - 12:28 pm (56 min.)	Lunch	Lunch	Lunch	Lunch
12:33 - 1:49 pm (76 min.)	C	G	D	H
1:54 - 3:10 pm (76 min.)	D	H	C	G

### Staff/PLC Meeting Schedule

Times	Period
8:35 am	Staff Meeting Starts
9:45 am	First Bell
9:50 – 10:56 am	A/E/B/F (66 min.)
11:01 - 12:02 am	B/F/A/E (61 min.)
12:02 – 12:58 pm	Lunch (56 min.)
1:03 - 2:04 pm	C/G/D/H (61 min.)
2:09 - 3:10 pm	D/H/C/G (61 min.)

### Assembly Schedule

Times	Period
8:55 – 10:57 am	Assembly (61 min) A/E/B/F (61 min)
11:02 – 12:03 am	B/F/A/E (61 min.)
12:03 – 12:58 pm	Lunch (55 min.)
1:03 – 2:04 pm	C/G/D/H (61 min)
2:09 – 3:10 pm	D/H/C/G (61 min.)

Classes will be asked to proceed to the Assembly over the P.A. system. Times are approximate and class changes will be indicated by the bells.

## ACADEMIC PROGRAMS

All Students at Lawrence Park are following **The Ontario Curriculum**. Lawrence Park Collegiate offers the following courses in English, French Immersion and Extended French programs. Detailed course descriptions may be found in the TDSB publication “CHOICES for Students & Parents” available in the Guidance Office or on-line at: [www.tdsb.on.ca/acadacc/choices/choices.htm](http://www.tdsb.on.ca/acadacc/choices/choices.htm)

### **Communications**

English  
Latin  
French-Core Applied  
Extended French  
French Immersion  
French Academic  
Mandarin

### **Social Science**

History  
Geography  
Guidance and Career Studies

### **Mathematics/Science & Computer Studies**

Mathematics  
Science  
Chemistry  
Biology  
Physics  
Computer Science  
Computer Engineering

### **Student Services**

Learning Strategies  
Business  
Cooperative Education

### **Arts and Phys. Ed.**

Music: Vocal & Instrumental  
Visual Arts  
Drama  
Physical & Health Education (Women)  
Physical & Health Education (Men)  
Culinary Arts

Grades 9 and 10 are foundation years with the following objectives:

- To continue to consolidate basic skills (e.g., reading, writing, speaking, listening, critical thinking, mathematics, computer and media literacy) as a foundation for senior division study.
- To explore a range of academic areas in order to identify strengths and interests so that appropriate course selections can be made for senior division study.

Senior grades provide opportunities for specialization with the following objectives:

- To complete diploma requirements and entrance requirements of post-secondary institutions.
- To study in-depth and to become skilled in the higher order academic activities such as generalization, analysis and synthesis.
- To encourage independent learning.
- To understand the relationship of the courses offered to post-secondary education and/or career choices.

## ACADEMIC ENRICHMENT AT LAWRENCE PARK

Students who wish to pursue their studies in English, or Math at an enriched level may select Enriched courses in these subjects. Enriched courses in English are available in Grades 11 and 12. Enriched courses in Mathematics are available in grades 10, 11 and 12. Enriched courses provide the opportunity for students to engage with the curriculum more broadly and at a deeper level than in the academic levels of the course. Admission to enriched courses are determined based on a student’s achievement in prerequisite levels of that subject area.



## ACADEMIC COURSE LOAD POLICY

Once timetables have been finalized in September, students must maintain their scheduled full-course load at Lawrence Park Collegiate until the end of that academic year.

Students whose circumstances require that they take fewer than 6 courses, must make application through the Guidance Department to the Program Review Committee\* at the time of course option selection in February.

### ***Grade 9/10:***

Students must carry 8 courses per school year on their timetable.

### ***Grade 11:***

Students are expected to carry 7 or 8 courses per school year on their timetable once they have accumulated 16 credits.

### ***Grade 12/Graduating year:***

Students are expected to carry 6, 7 or 8 courses per school year on their timetable depending upon the number of credits required to graduate (30 credits).

Students who are in their graduating year and whose circumstances require that they take fewer than 6 courses, must make application through the Guidance Department to the Program Review Committee\* at the time of course option selection in February.

\*The Program Review Committee\* consists of the Principal, Vice-Principals and Guidance Counsellors who meet regularly throughout the school year to consider individual student program adjustments.

Continuing Education courses are supplementary and are not a part of a full-course load at Lawrence Park Collegiate.

## **Full Disclosure**

All grade 11 and 12 students are reminded that FULL DISCLOSURE applies to ALL COURSES dropped after 4 pm Monday, April 28<sup>th</sup>, 2014. Students should see their Guidance Counsellor for details on the implications of FULL DISCLOSURE and their future plans.

## WHAT STUDENTS NEED TO GRADUATE

### 18 Compulsory Credits

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

Credits	Subject
4	English (1 credit per grade)*
3	Mathematics (1 credit in Grade 11 or 12)
2	Science
1	Canadian History
1	Canadian Geography
1	The Arts
1	Health & Physical Education
1	French as a second language
.5	Career Studies
.5	Civics

Plus one credit from each of the following groups:

New	Group	Subject
1	1	additional credit in English, or French as a second language,* or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***
1	2	additional credit in health and physical education, or the arts, or business studies, or French as a second language,** or cooperative education*
1	3	additional credit in science (grade 11 or 12), or Technological education, or French as a second language,** or Computer studies, or cooperative education*

In addition, students must complete:

- 12 Optional credits\*
- 40 Hours of Community Involvement Activities
- The Provincial Literacy Requirement

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

## French Immersion and Extended French Students

Students enrolled in either of these streams must respect the requirements outlined below if they wish to remain in the program and receive their Certificate of Bilingual Studies in Extended or Immersion.

### Immersion Package = 4321\*

Gr.	#	Compulsory Subjects in Package	Electives
9	4	French Geog. + 2 electives:	Math, Business Drama, Phys. Ed.
10	3	French, History, Civ/Car. Also Available:	Math, Phys. Ed.
11	2	French + 1 of: Hist.(M), Geog. (O)	Phys. Ed.
12	1	French	Phys. Ed.

### Extended Package = 2221\*

Gr.	#	Compulsory Subjects in Package	Electives
9	2	French, Geography	Business, Drama, Phys. Ed.
10	2	French, Civ./Car.	History, Phys. Ed.
11	2	French + 1 of: Hist.(M), Geog.(O)	Phys. Ed.
12	1	French	Phys. Ed.

\* These are minimums and will garner only the Regular Certificate of Bilingual Studies in Extended or Immersion. Students are not allowed to take fewer credits than are prescribed in each grade. (4321 for Immersion and 2221 for Extended).

In order to obtain the Honours Certificate, students must take at least one additional credit than the minimum requirements.

# COMMUNITY INVOLVEMENT PASSPORT

Did you know?

- that in order to graduate from high school, you must fulfill 40 hours of approved community involvement activities
- that these activities must take place outside of class time beginning with the time you start grade 9 until April of your graduating year
- this is a real requirement which must be completed in time for your university/college submissions and for you to receive your graduation diploma
- you can find out about this from your Guidance Counsellor/Homeroom Teacher or the TDSB web site
- you need to complete these hours in places that are in keeping with the TDSB approved list (check the web site at [www.tdsb.on.ca](http://www.tdsb.on.ca)) - these must be activities that are approved by your Principal
- you need to complete the Community Involvement Passport(s) and have signatures from someone in the community who supervised this activity
- check the Volunteer Board in the main hall by Guidance to learn about opportunities
- Students seeking scholarships are advised to contribute to their community and to seek leadership opportunities both inside and outside of the school.

**DON'T WAIT - START NOW!**

## ASSESSMENT & EVALUATION

### What's the Difference between Assessment and Evaluation?

**Assessment** is the process of gathering information from a variety of sources to show how well a student is achieving the curriculum expectations. As part of assessment, teachers provide feedback to guide the students. The process of assessment guides teaching as well as student learning and progress. The purpose of assessment is to identify a student's knowledge and skills and then provide feedback and/or additional instruction to improve the student's achievement of curriculum expectations. Assessment is used for learning not grading. Assessment may take a variety of forms: oral questions in class, a teacher-student conference, a quiz, homework review, etc.

**Evaluation** is the process of judging the quality of a student's work based on an established criteria and assigning a value to represent that quality. It will eventually take the form of a percentage mark on a report card. The purpose of evaluation is to make a judgment about, and assign a value to, a student's demonstration of the curriculum expectations.

## **The Final Grade**

The final grade on the report card is made up of 70% term work and 30% summative evaluation.

### **70% Term Work**

70% of the final mark is based on evaluations conducted throughout the course. It should reflect the student's most consistent level of achievement throughout the course although special consideration should be given to more recent evidence of achievement.

Evaluations can take the form of tests, presentations, projects, essays etc. They are usually given at the end of a section/unit, to evaluate how well the student has mastered the new skills/concepts.

### **30% Summative**

The final 30% of the course is evaluated in the last 6 weeks of the course. The start of "summatives" is clearly marked on the school calendar and includes the exam period. Summatives are formal evaluations which provide the student with the opportunity to demonstrate how well s/he has met curriculum expectations. Previously, a formal examination was considered the only way a student could demonstrate his/her knowledge; however, many students do not do well on exams and it was felt they could benefit from other opportunities for evaluation. Consequently "summatives" now include not only examinations but also oral presentations, projects, in-class essays, etc. The summative assignments are done individually so that it is a true evaluation of the student's mastery of curriculum expectations. During the six week period of summatives, it is extremely important that students attend all classes. Summative assignments are treated like an exam and students are required to provide a medical note if they miss a summative.

PLEASE DO NOT PLAN ANY FAMILY VACATIONS OR OTHER EVENTS WHICH REQUIRE THE STUDENT TO BE ABSENT FROM SCHOOL DURING SUMMATIVES. STUDENTS WILL BE GIVEN A ZERO ON MISSED SUMMATIVES UNLESS ABSENCE WAS DUE TO MEDICAL REASONS!

### **Due Dates:**

In order to earn credit in a course, students are responsible for demonstrating evidence of achievement of the knowledge and skills described by the OSS curriculum expectations. **Students are expected to complete all assigned work by the dates/deadlines identified by teachers. These deadlines apply to assignments, projects, presentations, and tests.** If a student anticipates a problem with meeting a deadline, she or he must discuss the problem with the teacher in advance.

### **Students with IEPs**

Teachers will implement the accommodations concerning assessment and/or evaluation contained in an IEP.

### **Academic Honesty: Cheating and Plagiarism Grades 1-12**

All students in the Toronto District School Board are expected to submit their own work for evaluation. Cheating and plagiarism will not be condoned.

**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: Using another student's work on a test or any other evaluation; unauthorized use of electronic media to obtain answers during an evaluation or bringing unauthorized notes or notations into an evaluation.

**Plagiarism** is defined as the use of close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Grades 1-12, 2010, p. 151)

Examples include: Copying and pasting from the internet or other electronic sites without citing the source;

omitting quotation marks for direct quotations even if the source has been cited.

To ensure a full understanding of academic honesty students are expected to:

- seek clarification from teachers about actions that constitute plagiarism
- seek assistance when their research skills need improvement
- understand the penalties for academic dishonesty and plagiarism
- ensure that all their work is original and that they cite sources accurately and consistently

Schools currently have the option of using a plagiarism detection service offered through Turnitin to confirm the originality of the work assignments submitted by students in the classroom(See Operational Procedure PR. 590)

### **Consequences of Academic Dishonesty**

When plagiarism/cheating is detected, it will be investigated. If plagiarism/cheating is confirmed by the teacher, he/she will inform the Principal/Vice-Principal, the student, and the parent/guardian (when the student is under the age of 18) of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences.

### **Minimum Consequences for Plagiarism**

A consequence for cheating and plagiarism may be a mark of zero for the assignment/exam in question.

A repeated pattern of academic dishonesty may result in an escalating severity of consequences.

All students who face the consequences of plagiarism or cheating have the right to appeal the teacher's decision to the Principal/Vice-Principal. For a copy of the Procedure on Academic Honesty PR613: go to the TDSB website at [www.tdsb.on.ca](http://www.tdsb.on.ca). Click on the "Parents" tab, select and click on "TDSB Policies", then select and click on "Procedures".

### **The Evaluation of Late and Missed Assignments Grades 7-12**

Students are responsible for their own behaviour and for completing and submitting work for evaluation on time. Students must make themselves aware of each due date and the ultimate deadline which is the last opportunity a student has for submitting an assignment or evaluation.

Teachers support students in the development of their learning skills and work habits that make them successful learners. Teachers, students, and parents will work together and use a number of strategies to ensure that students complete their work and submit it on time. Suggested strategies include:

- counseling the student and offering extra help
- setting up a student contract
- helping students develop better time-management skills
- scheduling conferences with student and parents/guardians
- referring to the student's IEP for suggested accommodations/modifications
- providing alternative forms of assignments

Should the need occur, students must advise their teacher when a challenge will prevent the student from submitting work on time. The teacher will use professional judgement and consider extenuating circumstances for individual students.

Students must also understand that there are consequences from incomplete, missing and late assignments.

When a significant number of strategies have been tried, marks may be deducted up to and including the full value of the assignment.

## Exams and Evaluation Days

Thursday, March 27<sup>th</sup>: EQAO OSSLT Gr. 10 Literacy Test

Monday, April 29<sup>th</sup> to Friday, June 21<sup>st</sup>: Final evaluation period (in-class summative and exams)

Monday, June 9<sup>th</sup> to Friday, June 20<sup>th</sup> - Exams - no classes

It is important for both students and parents to understand that evaluation is a continuous process beginning in September and ending in June. **In particular, the months of May and June are critical months.** Evaluations will be ongoing throughout these months and student attendance at all types of evaluations is required. **Please do not plan family vacations during this time.**

**The exam schedule will be available Friday before the Victoria Day weekend.**

### Reporting Cycle

Reporting cycle 1:	September 3 <sup>rd</sup> – November Report Card – November 18 <sup>th</sup>
Reporting cycle 2:	<i>November 12<sup>th</sup> – January 17<sup>th</sup></i> Report Card – February 13 <sup>th</sup>
Reporting cycle 3:	January 20 <sup>st</sup> – March 28 <sup>th</sup> Report Card – April 17 <sup>th</sup>
Reporting cycle 4:	March 31 <sup>st</sup> – June 20 <sup>th</sup> Final Report Card pick up from July 2 <sup>rd</sup> – 11 <sup>th</sup>
Exam Review Days:	June 23 <sup>rd</sup> (9 -11 am only)

### **Parents' Nights**

There will be two formal Parents' Nights – November 21<sup>st</sup>, 2013 and February 20<sup>th</sup>, 2014.

### **University Applicants Please Note:**

Our reporting cycle for the 11/12 academic year was designed to work effectively with OUAC's (Ontario University Application Centre) timelines for marks-submissions. There are three dates for the electronic transfer of marks for students applying to Ontario Universities:

- February, 2014. OUAC will receive students' marks from the 2<sup>nd</sup> reporting cycle. This mark may be used by some Ontario Universities for their assessment for early admission.
- April, 2014. OUAC will receive students' marks from the reporting cycle. This set of marks will reflect term work from September.
- July, 2014. OUAC will receive students' final grades as well as their diploma status.

## **ACADEMIC ELIGIBILITY 2013 - 2014**

Participation in school activities (teams, clubs, co-curricular events, leadership programs, etc) is contingent upon the following:

1. A student is academically eligible to participate in an activity at Lawrence Park Collegiate if s/he has a full course load at LPC as set out in the table below:

GRADE	FULL COURSE LOAD
9	8 courses
10	8 courses
11	7 courses
12	6 courses

2. The \*co-curricular activities form must be signed by every teacher and a parent/guardian before the student is eligible to participate in the activity. If the student is failing 1 course s/he is on probation; if the student is failing 2 or more courses s/he may remain on the team/group, BUT cannot miss any classes until passing grades are achieved and Academic Review Committee approves.
3. A student must maintain satisfactory attendance, punctuality, and responsible behaviour to remain eligible.
4. The student must attend all classes on the day of the event or lose the right to participate that day.
5. All marks will be checked by the Program Review Committee\* and both the coach/staff advisor and the student will be informed if the student is not eligible to participate in the activity.

\* Please know that the purpose of the form is to let parents and teachers know that the student is considering participation in that activity. Teachers sign to indicate that the student has spoken with them. If they have concerns, the teacher indicates with a comment but still signs the form.

In order to stand for election to become a member of the Student Council Executive, students are required to achieve an average of 75% on their latest report card.

### **SCHOOL POLICY ON MISSED EVALUATIONS**

It is a student's responsibility to be present at all evaluations.

1. Students who know in advance that they will miss an evaluation are responsible for notifying the teacher as soon as they become aware of the conflict. This policy also applies to absences necessitated by student involvement in school-sponsored events.
2. Students who do not know in advance that an evaluation will be missed must communicate with the teacher immediately upon their return to school about the missed evaluation in order to determine how the missed evaluation is to be handled.
3. Students are responsible for providing the subject teacher with a note from a parent, guardian or a doctor, specifying the date and explaining the reason for the missed evaluation. A family vacation scheduled during instructional time is not a satisfactory reason. Satisfactory reasons include illness or funerals. Teachers are not required to remind students to submit notes.
4. If the specific note has been received, the term mark may be calculated on a narrower basis or an estimated mark may be given for the missed evaluation or the evaluation may be rescheduled.
5. If the specific note has not been received, then the student may be given a zero on that evaluation if s/he has failed to demonstrate the expectations of that strand/topic.



## Missed Evaluation: Exams

**L.P.C.I. EVALUATION POLICY:** All students must complete the Final Evaluation, which may include but is not limited to an examination, in each course, to fulfil Ministry of Education policy. **FINAL EVALUATIONS MAY BE MISSED ONLY BECAUSE OF SERIOUS ILLNESS AND WHEN ACCOMPANIED BY A MEDICAL CERTIFICATE.** Students who miss a final evaluation, or portion thereof, may be permitted to complete an alternative assessment, otherwise, a mark of zero (0) will be assigned. **With information provided by this form, the Principal will determine whether or not an alternative evaluation is warranted.** *Unless it is a documented and on-going medical condition, for which the student is receiving medical care, anxiety and/or stress do not normally constitute grounds for an alternative assessment.*

### Note:

For students whose valid absences are such that there are insufficient marks to form a reliable mark, or if (by reason of valid absences) the student's mark is not based on the full range or difficulty of evaluations, teachers may require that an additional evaluation be completed at some time prior to the formal reporting period.

## KEYS TO ACADEMIC SUCCESS

### Essential Skills

- Reading
- Document Use
- Writing
- Numeracy
- Oral Communication
- Thinking
- Working with Others
- Computer Use
- Continuous Learning

### Character Attributes

- Caring
- Inclusiveness
- Teamwork
- Integrity
- Adaptability
- Honesty
- Compassion
- Optimism
- Self-respect
- Perseverance

### Communication Skills

Listen effectively and courteously for ideas and information. Ask questions to obtain and interpret information. Read and review with understanding for educational purposes and enjoyment.

- Select reading and viewing material appropriate for the purpose.
- Read a variety of material critically (magazines, newspapers, text books).
- View a variety of materials critically (television, videos, films, live performances).

Speak clearly, correctly and confidently in formal and informal contexts.

- Create and deliver a short speech or oral presentation.

Write clearly, correctly and forcefully.

- Write proper sentences, paragraphs and longer works.
- Use the writing process to generate ideas, plan, compose and edit work.
- Use correct spelling and punctuation.

Enlarge vocabulary.

- Use and understand precise, evocative language.
- Use and understand subject-specific terminology.

Use varied means of communicating information and ideas, such as:

- Visual organizers (charts, maps, graphs, timelines and diagrams).
- Art, movement, music, dramatizations.
- Technology (computers, audio-visual equipment).

### **Thinking Skills**

Analyze material.

- Define key terms.
- Compare: recognize, explain and find patterns of similarities and differences.
- Find and state the main idea expressed in verbal or visual material.
- Recognize form, elements, patterns, and structures in different subjects.
- Distinguish fact from opinion, and recognize bias.
- Reflect on what is learned.
- Seek connections between areas of knowledge.

Evaluate material on the basis of quality, credibility, worth, importance, or practicality. Formulate and support a point of view.

- Make reasoned inferences (e.g. generalizations, conclusions) and explain the process used to arrive at them.

Make reasoned decisions which consider many factors and their implications. Solve problems individually, in pairs, and in groups.

- State problems clearly.
- Use symbols to represent information.
- Be familiar with formulae and procedures useful for solving specific types of problems.
- Consider and try out different strategies.

Produce creative, original work using the techniques appropriate to each subject. Apply learning to relevant new situations.

### **Study Skills**

Understand and improve how you learn.

- Identify personal strengths and weaknesses.
- Set personal goals and identify steps to achieve them.
- Seek help when necessary.
- Track progress.

Use time effectively.

- Record all assignments and other commitments.
- Set priorities.
- Schedule time for tasks.
- Bring necessary equipment.

Understand and absorb information.

- Be an active learner; participate well in class.
- Do homework conscientiously as assigned.
- Keep clear, well-organized notes.
- Use notes for study and review.
- Train your memory to retain key facts, definitions, concepts, rules and principles.
- Use visual organizers to organize and interpret information (charts, maps, graphs, timelines and diagrams).

Do research.

- Use libraries effectively and efficiently.
- Be aware of computer databases and use them.
- Integrate information from a variety of sources for use in the final product.

### **Social Skills**

- Show respect for the rights, opinions and feelings of others.
- Show respect for the environment and for property
- Participate in all aspects of school life.

### **Learning Skills**

Student achievement in Learning Skills is communicated to students and parents by means of the Provincial Report Card, Grades 9–12. The report card not only focuses on student achievement of curriculum expectations but also reveals student development of learning skills. To more clearly reflect other aspects of student achievement, the report card contains a separate section for reporting on achievement demonstrated in skills required for effective learning. The report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved.

### **Reporting on Demonstrated Learning Skills**

The report card provides a record of the learning skills demonstrated by the student in every course, in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. The learning skills are evaluated using a four-point scale:

(E–Excellent, G–Good, S–Satisfactory, N–Needs Improvement). The separate evaluation and reporting of the learning skills in these six areas reflects their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, is not be considered in the determination of percentage grades.

Learning Skills and Work Habits	Sample Behaviours
<b>Responsibility</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• fulfils responsibilities and commitments within the learning environment</li> <li>• completes and submits class work, homework and assignments according to agreed-upon timelines;</li> <li>• Takes responsibility for and manages own behaviour</li> </ul>
<b>Organization</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• devises and follows a plan and process for completing work and tasks;</li> <li>• establishes priorities and manages time to complete tasks and achieve goals;</li> <li>• identifies, gathers, evaluates and uses information, technology and resources to complete tasks</li> </ul>
<b>Independent Work</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• independently monitors, assesses and revises plans to complete tasks and meet goals;</li> <li>• uses class time appropriately to complete tasks;</li> <li>• follows instructions with minimal supervision.</li> </ul>
<b>Collaboration</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• accepts various roles and an equitable share of work in a group;</li> <li>• responds positively to the ideas, opinions, values and traditions of others;</li> <li>• builds healthy peer-to-peer relationships through personal and media-assisted interactions;</li> <li>• works with others to resolve conflicts and build consensus to achieve group goals;</li> <li>• shares information, resources and expertise and promotes critical thinking to solve problems and make decisions.</li> </ul>
<b>Initiative</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• looks for and acts on new ideas and opportunities for learning;</li> <li>• demonstrates the capacity for innovation and a willingness to take risks;</li> <li>• demonstrates curiosity and interest in learning;</li> <li>• approaches new tasks with a positive attitude;</li> <li>• recognizes and advocates appropriately for the rights of self and others.</li> </ul>
<b>Self-regulation</b>	<p>The student:</p> <ul style="list-style-type: none"> <li>• sets own individual goals and monitors progress towards achieving them;</li> <li>• seeks clarification or assistance when needed;</li> <li>• assesses and reflects critically on own strengths, needs and interests;</li> <li>• identifies learning opportunities, choices and strategies to meet personal needs and achieve goals;</li> <li>• perseveres and makes an effort when responding to challenges.</li> </ul>

## HOMEWORK POLICY

*Homework* is an out-of-classroom learning experience assigned by a teacher to enhance student learning. Homework should be reviewed by teachers so that they know where students are now and how to better direct them towards their learning goals. There are four types of commonly assigned homework, each having a different intended outcome as shown below.

<b>Type</b>	<b>Definition</b>	<b>Intended Outcome</b>	<b>Application</b>
Completion	Any work assigned during the school day not completed in class	Helps students keep up to date with the classroom program	The classroom program should be differentiated if a student has completion homework on a regular basis
Practice	Any work that reviews and reinforces skills and concepts taught in class	Helps students practice newly acquired skills to develop fluency	To be effective, practice homework requires students to already be able to independently perform the skills required
Preparation	Any work that prepares students for upcoming lessons or classes	Encourages students to acquire background information or to bring their prior knowledge and experiences to upcoming units of study	
Extension	Any work that explores and refines learning in new contexts or integrates and expands on classroom learning	Encourages students to problem solve, think creatively and think critically	To be effective, extension homework does not require a student to learn curriculum content independently. Instead, students deepen understanding and relate learning to the real world

### **Effective Homework Assignments**

Homework assignments shall be clearly articulated and carefully planned, and involve consultation among core, rotary and subject teachers, where appropriate. Also where appropriate, homework assignments shall be differentiated to reflect the unique needs of the student.

The purpose of all types of homework is to ensure it is both effective in promoting high quality student learning and achievement and it nurtures a desire for students to keep learning. Effective homework assignments:

- a) are curriculum based and meet the developmental and individual needs of the student through differentiation and modification.
- b) should be commented on to provide feedback for future learning.
- c) are designed to require no additional teaching outside the classroom and are engaging and relevant to student learning. Students understand what is expected of them before leaving school.
- d) do not require resources or technology to which students may not have access.
- e) may be designed to involve parents/guardians in supporting their children's learning but should not teach new concepts.

## **Consequences for Incomplete Homework Assignments**

Where appropriate, there will be progressive consequences for incomplete homework. Punitive measures are not appropriate as they provide powerful disincentives.

## **Reporting of Homework**

Homework is reported only on the Learning Skills Section of the Elementary Provincial Report Card as a part of Independent Work and Homework Completion and on the Secondary Report Card as part of the Works Independently and Work Habits/Homework.

## **Timing, Scheduling and Quantity of Homework**

The amount of homework assigned to students should be different from elementary, to middle school to high school and that the amount of time a student spends on assigned homework depends on such factors as: the student's needs, learning ability, subject, school schedule, proximity to tests, examinations and assigned homework due dates. Time spent on homework should be balanced with the importance of personal and family wellness and the wide array of family obligations experienced in our society today.

## **Grades 9 to 12**

Completion of homework can contribute to improved student achievement, particularly in the upper grades. Homework assignments for students in Grades 9 to 12 shall be clearly articulated and carefully planned with an estimated completion time of two hours or less. Homework stress is particularly prevalent amongst families with children transitioning between major school levels. As a result, homework, especially for Grade 9 students, should be carefully planned in partnership among subject teachers.

## **General**

No homework shall be assigned on scheduled holidays as outlined in the school year calendar or on days of significance.

Wherever possible, homework assignments shall be assigned to be returned using blocks of time so that families can best support homework completion by balancing the time required to complete homework with extra curricular activities scheduled outside of the school day and activities that support personal and family wellness.

Parents who have concerns with homework expectations for their child shall be encouraged to contact their child's teacher or the school principal to discuss the situation.

## **Homework During Extended Absences**

Teachers shall not be expected to provide detailed classroom work and homework assignments for students who are away for extended periods of time as a result of family or parent-initiated absences. For absences due to extended illness, parents may contact the school principal to discuss available options.

## **Roles and Responsibilities**

A positive and open school-home partnership will have a positive impact on student success in the homework process.

### **a) School staff are responsible for:**

- (i) communicating school homework guidelines early in the school year for use by teachers, parents and students;

- (ii) coordinating school wide resources and practices that support homework, e.g. use of agenda, library facilities, academic support programs, ensuring effective communication between teachers so that a reasonable amount of homework is being assigned; and
  - (iii) providing information to parents on the purpose of effective homework and sharing practices that will help families support their children (for example: newsletters, open houses, and websites).
- b) **Teachers are responsible for:**
- (i) encouraging a partnership with family and students that promotes timely, regular communication and supports families in the homework process;
  - (ii) designing homework assignments that clearly articulate their purpose and expected outcome;
  - (iii) sharing expectations for homework with students and parents early in the school year;
  - (iv) ensuring any homework assigned is directly related to classroom instruction and consists of clear, purposeful, and engaging activities;
  - (v) assigning homework that is appropriate to the student's age, developmental level, learning style, skills and individual needs;
  - (vi) teaching the skills necessary for the student to complete the homework and become successful independent learners; and
  - (vii) articulating and carefully planning homework in partnership with all teachers.
- c) **Students are responsible for:**
- (i) ensuring that he/she clearly understands the homework assigned, i.e. assignments, criteria, and timelines, and asks for clarification or assistance from the teacher when homework assignments or the expectations are not clear;
  - (ii) recording assignments in his/her agenda or student planner;
  - (iii) regularly completing assigned homework in a timely manner to the best of his/her ability; and
  - (iv) managing time and materials, e.g. by bringing home necessary materials.
- d) **The family is responsible for:**
- (i) providing an environment, i.e. workplace, block of uninterrupted time, usually in the home or in an alternative setting such as a homework club for homework to be done;
  - (ii) providing encouragement and appropriate support without doing the homework for their child;
  - (iii) providing a healthy balance between homework, co-curricular activities and family commitments;
  - (iv) stopping their child from continuing to complete homework at bedtime, even if the child is not done; and
  - (v) contacting the classroom teacher if their child is not consistently able to do the homework by him/herself or if challenges or questions arise.

## **CODE OF RESPECT AND RESPONSIBILITIES**

### **RATIONALE**

This Code of Respect and Responsibilities has been developed to explain how a positive atmosphere, good behaviour, and fair, firm and consistent discipline will be maintained on Lawrence Park Collegiate school sites and during all school-sponsored activities (on and off school property). This Code reflects the belief that it is everyone's right and responsibility to promote and maintain a safe and respectful learning environment at Lawrence Park Collegiate in co-operation with the home, the school and the community. The following are foundations of mutual respect to which everyone in the school community must adhere.

<b>Principles</b>	<b>Rationale</b>	<b>Responsibilities</b>
<b>Respect for self and others</b>	Self-respect, dignity, honesty, integrity and respect for cultural and racial differences are essential to our school and society.	All are expected to treat each other with courtesy, honesty, integrity and respect; abusive language, expressions of racial, ethnic or religious bias will not be tolerated by the Toronto District School Board nor by Lawrence Park Collegiate.
<b>Respect for the learning process</b>	Our society stresses punctuality, preparation and organization as crucial skills for success and advancement.	All are expected to engage actively in the learning process and to attend and be on time for all classes.
<b>Respect for safety</b>	All people are entitled to work in an environment that is safe and free of hazards.	Everyone is required to follow safety rules and to cooperate fully.
<b>Respect for property</b>	We all share responsibility for our environment.	Everyone is expected to show respect for the school building, school property, the school neighbourhood and community, the belongings of others and the environment.

### **STUDENT CODE OF RESPECT & RESPONSIBILITIES**

Our goal at Lawrence Park Collegiate is to assist students to be responsible for their behaviour by developing a sense of mutual trust and respect and to promote this code of behaviour.

<b>Areas of Concern</b>	<b>Student Responsibilities</b>	<b>Possible Range of Consequences for Inappropriate Behaviour</b>
<b>RESPECT FOR SELF AND OTHERS OTHERS Behaviour in halls</b>	<b><i>Promote self worth and practice tolerance.</i></b> Students are encouraged not to use the halls for work or socializing during class time. The library and cafeteria are available to those with timetabled spares. Students en route to their destination are not to disturb classes in progress. Running and roller-blading are prohibited. Food and beverages are allowed only during the lunch hours in the cafeteria, in the basement hallways adjoining the cafeteria and the first floor hallway.	Informal interview to suspension.
<b>Smoking</b>	Smoking is prohibited on school property according to the policies of the TDSB and the City of Toronto by-laws. Smoking is also prohibited while attending off-site school-sponsored activities.	1 <sup>st</sup> time: <i>call home</i> 2 <sup>nd</sup> time: <i>meeting with VP/a ticket may be issued</i> 3 <sup>rd</sup> time: <i>suspension</i>



<b>Cafeteria</b>	Students must enter and leave through appropriately marked doors, line up for food in an orderly manner, return trays and place garbage in the appropriate containers.	Informal interview to suspension.
<b>Assembly Behaviour</b>	Students are to follow designated seating plans and behave appropriately. Hats and hoods must be removed prior to entering the auditorium. Students who are late for assemblies may not be admitted.	Informal interview to suspension.
<b>Library Behaviour</b>	The library is to be used for quiet research and study. Students must observe library rules as posted.	Informal interview to suspension of library privileges to suspension.
<b>Elevator</b>	For use only by students with a physical challenge/injury. <i>A key may be borrowed for a \$20 refundable deposit from the Main office.</i>	Interview and possible consequences.
<b>Racial or Ethnic Bias</b>	These incidents may be defined as: ethnic slurs, jokes, stereotyping, threats, assault, intimidation, any negative verbal, written or physical expression that promotes hatred towards a person's race, colour or ethnocultural heritage, graffiti and hate graffiti. These actions are against Board policy and will not be tolerated.	Interview to suspension and criminal charges.
<b>Homo-phobic or Sexual Harassment</b>	These incidents may be defined as expressions of power, authority or control through sexual references in offensive jokes, name calling, pictures (including clothing design), touching, and derogatory behaviour. These actions are against Board policy and will not be tolerated.	Interview to suspension and criminal charges.
<b>Distribution and display of student publications in school</b>	No material may be distributed on school property without the approval of the administration. This includes but is not limited to posters, announcements and written materials.	Interview to suspension.
<b>Dress code</b>	School is a place for learning. Respect for self and the school environment must be a reflection of what boys and girls wear throughout the day. Students are expected to use good judgement and to dress in attire appropriate for our school. Offensive words, symbols or slogans that depict violence, drugs, hate, discrimination or sex are prohibited. Clothing with low neckline or one that reveals bared midriff, bared back and bare or exposed posterior when sitting, standing or climbing the stairs is not appropriate for school. <b>Tops should meet the bottoms - mind the GAP!</b>	Students not dressed appropriately will be asked to change/sent to VPO by Teacher. Successive infractions may lead to suspension.

**RESPECT FOR THE LEARNING PROCESS**

***Promote a peaceful, positive learning environment.***

**Computer/ Internet Use**

Students' use of computers is to be in accordance with the On-line Code of Conduct, established by the TDSB. Wifi Internet access via personal devices (i.e. laptops) is also governed by the TDSB On-line Code of Conduct. This On-line Code of Conduct includes sections covering Personal Safety Rules, Unacceptable Sites and Materials, Use Guidelines, Prohibited Uses and Activities, On-Line Publishing, and Liability.

Interview, suspension of computer use, suspension or legal action.

**Wifi Internet Access**

Students may access the school's Wifi Internet only with the permission of their classroom teacher. Wifi usage in class or the library will be for class work assigned by the teacher.

1<sup>st</sup>. Step: loss of wifi and personal computer privileges in class.  
2<sup>nd</sup>. Subject to the electronic devices policy below.

**Electronic Devices**  
**a. Cell, phones, pagers**

Students are encouraged to leave their cell phones and pagers at home. In school, these devices are to be turned off.

1<sup>st</sup> Step: device will be taken away by teacher and kept in VPO until the end of the day.

**b. Ipod, CD Players, Walkman and stereo headsets or other similar devices**

The use of these devices is not permitted in the classrooms. Any exemption to this rule must be discussed by the instructor of the class and the administration.

2<sup>nd</sup> Step: Device will be taken away and kept overnight by VP.  
Final Step: Parent will be contacted to pick up phone from the VPO

**RESPECT FOR SAFETY**

***Practise harmony.***

**Intruders**

It is Board policy that all visitors to the school must report to the Main Office. Students must not invite non-LP students to the school without prior Administration approval. Anyone who is aware of the presence of intruders in the school should immediately report this to the Main Office, or our Hall Monitor.

Suspension/Trespass to Property Act to expulsion/criminal charges.

**Bullying and/or Fighting**

These actions are not acceptable during the school day on school property or at school-sponsored events. Anyone who has knowledge of an impending fight should report this to the main office or TDSB Student Safety Line 395-SAFE

Automatic suspension to criminal charges.

<b>Weapon</b>	Students are prohibited from possessing weapons or facsimiles of weapons on school property or during school-sponsored events. Weapons include but are not limited to guns, knives, laser pointers, firecrackers, lighters, or other incendiary devices. These items are also prohibited	Suspension to police/criminal charges including expulsion.
<b>Substance Abuse/ Possession or Trafficking</b>	Students are prohibited from possessing, consuming, selling or being under the influence of drugs or alcohol on school property or during off-site school-sponsored activities.	From suspension to police/criminal charges and/or expulsion. Refusal of admission to school sponsored events.
<b>Fire Alarms</b>	When the fire alarm sounds, students must exit the school via the emergency exit noted on the sign in the area where the student is located. Anyone who has any knowledge pertaining to a false fire alarm must report this to the main office or 416-222-TIPS.	From informal interview to police/criminal investigation and charges.
<b>RESPECT FOR PROPERTY Vandalism and Graffiti</b>	<b><i>Be a good citizen. Wilful destruction of school property or vandalism causing damage to board property or property located on Board premises is prohibited.</i></b>	Automatic suspension, parental meeting and restitution; possible criminal charges.
<b>Lockers</b>	<b><i>Students are required to use only the lockers assigned to them. Valuable items should be left at home and not brought to school. Lockers remain the property of the TDSB and may be inspected by school staff at any time and without warning. Stickers, signs or graffiti are not permitted on the inside or outside of lockers. Hazardous items may not be stored in lockers.</i></b>	From informal interview to police/criminal charges.

### RANGE OF CONSEQUENCES

When a student's conduct is contrary to the expectation laid out in our Code of Conduct, depending on the frequency and severity of the misdemeanour, a range of consequences is to be expected as follows:

- informal interview and counselling of students;
- before or after school detentions;
- Guidance counsellor, social worker, psychologist involvement to help in the development of a plan that will assist the student to benefit from school, understand acceptable behaviours and/or solve problems that are impeding progress;
- formal interview with Vice-Principal; parents/guardians may be invited to participate in the process;
- behaviour/performance contract;
- restitution - students, or parents/guardians of students under eighteen years of age may be required to make financial or other restitution to compensate for damages to school or private property;

- withdrawal of privileges, including co-curricular and extra-curricular;
- program modification;
- temporary withdrawal from class;
- school community service;
- suspension;
- police/criminal charges - when there is a violation of the criminal code, the police will be notified and charges may be laid;
- racial incidents and incidents of sexual harassment or homophobia will be dealt with as prescribed by Board policy and may also be referred to the Human Rights Commission.
- TDSB website: [www.tdsb.on.ca](http://www.tdsb.on.ca)

## **GUIDANCE OFFICE**

The Guidance office provides accurate, current information to students regarding secondary and post-secondary studies and career options. Students and their parents may also get information regarding services and facilities available in the school and in the community to deal with both personal and academic concerns. The Counselling Office helps to provide opportunities for students to acquire the skills, knowledge and attitudes necessary to know and appreciate themselves, relate effectively to others, develop appropriate educational plans and explore career alternatives. Counsellors, parents, senior students and other staff work together to help students adjust to secondary school, plan programs of study, and manage problems that might surface over the time spent at Lawrence Park. Counsellors spend much time and effort with students whether in the Counselling Office, in classroom group activities, or in other activities planned throughout the school such as field trips, guest speakers and assemblies. Print, CD's, computerized and other resources are available in the Counselling Office.

Lawrence Park Collegiate Guidance faculty provide students with educational, vocational and short term personal counselling. Counsellors work with students through assemblies, classroom visits, individual appointments and workshops held at lunchtime and before/after school. In addition, the guidance faculty organizes presentations from a wide range of post secondary representatives, alumnae visits, expert speakers and information evening for parents. The Buddy programme provides a leadership opportunity for Grades 11 and 12 students who work with Grades 9 and 10 students throughout the year. To further support our students, LP also provides access to a school social worker, school psychologist and a youth worker. Students are assigned to a Guidance Counsellor alphabetically. Students can make an appointment with their Guidance Counsellor at the Guidance Office.

There are a number of important dates in the school calendar, which everyone should note. Some of these are: the timetable changing dates, course change deadline, full disclosure date, university and college application submission deadlines, university and college fairs and visits. Please read the calendar thoroughly so that you do not miss any of these important dates.

## PEER MENTORSHIP

There are three forms of peer mentorship available at LPCI:

- **Buddies** are senior students who work directly with Grade nine students in facilitating their orientation to secondary school. First, they participate in Moving on Up day with the new grade before school starts and then every Wednesday morning in the fall from 8h50 to 9h35, Buddies work with the grade nines in mandatory sessions in their home forms on a range of topics to facilitate the successful transition to high school.
- **Peer tutors**: are senior students who register with the Guidance Secretary to offer voluntary one on one academic support to junior students who have also registered and would like to take advantage of this free individualized peer help.
- **Homework club**: under the supervision of Guidance and the Delisle Youth worker, senior students help peers who show up to the Homework Club on Tuesday and Thursday after school. This activity runs on a drop in basis for those who need help and therefore there is no pre-booking of time between individual senior students and those needing help.

## SPECIAL EDUCATION

Special Education Programs are educational programs provided to students who have had an Identification, Placement, Review Committee (IPRC) assessment or have an Individual Education Plan (IEP). A partnership of students, school, family and support services is essential to the success of all exceptional students. An exceptional student is one whose behaviour, communicational, intellectual, physical, or multiple exceptionalities are such that s/he requires placement in a special education program. At Lawrence Park, we offer support for students who have communication/L.D. or physical exceptionalities. We provide resources including support personnel and equipment to support the learning needs of our students. We offer GLE Learning Strategies courses at each grade level. All students, exceptional or not, receiving regular assistance from special education must have an IEP, a summary of student's strengths, interests and needs.

## CO-CURRICULAR ACTIVITIES

Lawrence Park provides for full development of the individual through a rich co-curricular program based on sound values of fair play and co-operation. Lawrence Park is unrivalled in the diversity and strength of its athletic programs. Over 50 interschool teams are sponsored each year. In athletics, participation is encouraged, particularly for Grade 9 students. An active intramural program and special school athletic events are provided to all students.

Music students engage in several public performances each year, both inside and outside the school, i.e. Winter Musicale, Kiwanis Music Festival, May Lyrics, Chamber Night, Jazz Night as well as the Fall Music Camp with Glenview Sr. P.S. The Student Council encourages participation in all school events. The Grade 9 Social is held in October and the Semi Formal is held in February. The Dance Show is also a popular event with students. Students also participate in community events and competitive festivals. A wide range of clubs provides outlets for everyone, including: drama (school play, Sears Festival, Canadian. Improvement Games), the yearbook, the newspaper, chess, weightlifting, art, debating, environmental issues and human relations. These activities provide a valuable opportunity for students to develop their leadership skills.

Through co-curricular programs like The Buddies, ESP, Peer Tutoring, The Terry Fox Run and The United Way Drive, Lawrence Park Collegiate Institute is committed to an atmosphere of caring and consideration.

# LPCI Co-Curricular Involvement

## List of Sports Teams Fall Sports

Boys	Girls
Cross Country	Basketball, Junior
Football, Junior	Basketball, Senior
Football, Senior	Cross Country
Golf	Fall Rugby
Rugby 7's	Field Hockey
Soccer, Junior	Tennis
Soccer, Senior	
Tennis	
Volleyball, Junior	
Volleyball, Senior	

## Winter Sports

Boys	Girls
Curling	Curling
Hockey	Hockey
Basketball, Junior	Ski Team
Basketball, Senior	Snowboarding
Ski Team	Swim Team
Snowboarding	Volleyball, Junior
Swim Team	Volleyball, Senior



## Spring Sports

Boys	Girls
Badminton	Badminton
Baseball	Rugby
Rugby, Junior	Soccer Tier 1
Rugby, Senior	Soccer Tier 2
Track & Field	Softball
Co-Ed Volleyball	Track & Field
Ultimate Frisbee	Co-Ed Volleyball
Rowing	Ultimate Frisbee
Water Polo	Rowing
	Water Polo

## Lawrence Park Clubs

Name of Club
Classics Club
Me to We
Glee Club
Panther Pride/Queer Straight Alliance
Jewish Student Union
Art Council
Photography Club
OSAID
Run For Change

## LIBRARY RESOURCE CENTRE

- The LP Library is an open, user-friendly space, housing a large collection of English and French literature and reference materials to support the high school curriculum.
- The personal interests of students are well served. Our library offers many different types of materials, including a large selection of world literature, the latest adult and young adult novels, a great collection of biographies and memoirs, up-to-date magazines in English and French, and daily newspapers.
- The library computer lab has over 30 computers for student and class use, and Wi-Fi is available.
- The TDSB website, which students access through the LP Library homepage, contains up-to-date links to encyclopedias, online databases, newspapers, eBooks, academic resources and media resources. The LP library can be accessed from home at: [www.tdsb.on.ca/libraries/links.asp?schoolNo=5525](http://www.tdsb.on.ca/libraries/links.asp?schoolNo=5525)
- Library Procedures: Students need to carry their student ID card at all times in order to check out books. The loan period is three weeks; library materials can be renewed if they are needed longer. Fines are charged for overdue books at a rate of 10 cents per item per day, and please note that there is no maximum – students should be sure to return their library books on time. The final due date for returned library materials is May 23, 2014.

## SCHOOL COMMUNITY

Lawrence Park Collegiate Institute provides opportunities for meaningful teacher-parent-student participation in the shaping of school policies. A fair and flexible set of rules is in place to reflect community concerns regarding attendance, punctuality, safety, responsibility and respect for others. The school fosters a sense of awareness and care of others both within its walls and in the community at large.

- Lawrence Park Collegiate Institute enjoys the involvement of a large, active School Council.
- Parents, students and teachers work together in reviewing school community relations and curriculum in order to achieve consensus on continuous improvement.
- Parents and students are encouraged to volunteer in the school in such areas as library and sports.

## CO-OPERATIVE EDUCATION

The Co-op Department at Lawrence Park can be the gateway into a student's eventual career destination. Some students have no idea what they would like to do, and co-op is a chance to explore career possibilities. The Toronto District School Board has an extensive list of literally hundreds of positions in almost every occupational category. If a student is considering a career in a certain field and would like to get some actual real life experience in that field before spending a lot of money and perhaps years of post-secondary education, then co-op is an opportunity to explore options.

To secure a placement in co-op, students first pick up an application form and then make an appointment with Ms. McDonald. When interests and aptitudes are ascertained, we then proceed to match the student with an employer in a position that will provide experience in the work area of the student's choice.

Our co-op program at Lawrence is currently a two or four credit program and may be held in the morning or afternoon for the two credit program and all day for the four credit program. Students would either be timetabled into a Day 1 or 2 section and instead of going to two classes or four classes, would attend their placement.

We spend the first three weeks in September in the classroom doing pre-placement activities and assignments in preparation for the workplace. Topics covered include workplace health and safety, Employment Standards Act, resumes and covering letters, and workplace case studies. Students then begin their placements around the last week of September and continue until mid June. Integration classes are held approximately once a month when students return to class to discuss their workplaces, problem solve and hand in and complete assignments based on their co-op placement.

Some of our placements include television and radio stations, publishers, court offices, film production companies, elementary schools, hotels and restaurants, Ontario Science Centre, ROM, Ontario Legislature, fashion industry, hospitals and physiotherapy clinics, Hockey Hall of Fame, event planners, veterinary clinics, theatres, photography studios, and music production studios.

Up to four co-operative education courses can now be substituted for the mandatory courses in Groups 1, 2 and 3.

## ALLERGY ALERT – SABRINA'S LAW

There are a number of students at Lawrence Park who are allergic to a variety of substances. **Parents and students are required to notify the main office if they have specific medical or allergy concerns.** Parents are responsible for notifying the school about the location of their child's allergy medication while at school. We recognize that it is impossible to remove all possible allergens from a building, but we would like to take some meaningful steps to reduce the discomfort (and sometimes-deadly danger) to some of our students who suffer from very specific allergic reactions. We request that all students, staff and parents cooperate in the elimination of **peanuts and peanut products** in our school. Peanut allergies can be very dangerous, in extreme cases resulting in anaphylactic shock. Similarly, we ask that you refrain from wearing **perfume** or other products that emit a strong odour (e.g. aftershave and cologne). Allergies to perfume are often less dramatic but are very real causes of headaches and the inability to concentrate. We know that many of you have come from elementary schools where some of these practices have been in place for a long time. It is often assumed (falsely) that teenagers are more likely to manage on their own and are able to navigate their way around potential danger. **We ask that you work with us in creating a safer, more pleasant and less stressful work environment for our students by adhering to this request. Thank You.**



## GARBAGE AND RECYCLING

Lawrence Park has had a recycling program for a number of years. We must have a great respect for our environment. We are quite certain that it is possible to decrease the amount of garbage we generate and increase the percentage of garbage that is re-routed to the recycling bins. Our cafeteria and hallways are sporting new Blue Boxes (for empty drink containers) and each classroom has a Grey Box for paper waste. We urge each of our students to pay particular attention to where things get thrown out; your cooperation will clearly benefit the environment and reduce our garbage removal costs. While this seems like an easy task, we know that it will take determination and good will to make it happen. **LP, we're counting on you!**

## SAY NO TO BULLYING

**Verbal Bullying** involves teasing, name-calling, put-downs, insults, sarcasm, undermining, racist/sexist comments, exclusion/freezing out, and/or gossip. Bullying may also take the form of **physical abuse** (punching, hitting, shoving, kicking, tripping, intimidation, threats, extortion, or stealing/damaging property).

work as long as the perpetrators can convince you that

- a) you cannot be protected
- b) to report above would be "telling"

As a school you can be assured that

- a) all reports of bullying or harassment will be investigated fully
- b) your confidentiality will be protected and respected
- c) those who perpetrate bullying or harassment will either cease the behaviour or be removed from the school.

The bully's best friend is your silence. If you witness bullying or harassment, report it. You will not be identified and all investigations will be carried out with the utmost discretion. Remember that the victim of bullying or harassment is the least likely person to report it. You show good citizenship and maturity when you take steps to end this subtle and destructive form of violence.

Every student has the absolute right to attend our school without fear of verbal or physical violence, intimidation or humiliation. Support your rights. Support your school.

### Ways to Handle Put-Downs and Bullying

- Ignore (say nothing, show no reaction)
- Walk away
- Say to the person: Don't talk to me like that or I'll report you to the office
- Report to a teacher, Vice-Principal, Principal

Whenever you see anyone being bullied, victimized or harassed, report it to a teacher, counsellor, parent or administrator. Your confidentiality will be assured. Don't hesitate to take a stand for every individual to feel safe and to be respected at Lawrence Park. Help keep LP safe, come out and join ESP (Empowered Student Partnerships).

## **ATTENDANCE POLICY**

Subject teachers will monitor attendance. For students with unexplained absences:

- First unexplained absence; teacher will speak with student
- Second unexplained absence: teacher will contact home
- Third unexplained absence: teacher will consult with Guidance Counsellor
- Fourth unexplained absence: teacher will consult with Attendance Counsellor
- Fifth unexplained absence: teacher will refer to VP (use *LPCI Student Referral to Office* form)

## **LATE POLICY/ PROCEDURE**

- Any student who is not in Home Form prior to the start of the National Anthem is considered late
  - All late students are required to get a late slip from the Main Office
  - Any student arriving late is not allowed to enter the class until they show a late slip
  - Any student who gets a 3rd late slip must serve a detention in Study Hall.
  - Students cannot miss Study Hall for a practice (music, drama, sports); attendance at Study Hall takes precedence
  - Students who are unable to attend Study Hall must make arrangements with a Vice-Principal
- Failure to attend Study Hall will result in a phone call home and 2 Study Halls being assigned.

## A HEALTHY AND SAFE SCHOOL ENVIRONMENT Emergencies

**Fire Alarm:** Leave quickly by the nearest exit, cross to the other side of Chatsworth Drive.

**Bomb Threat:** The Principal will follow standard Board procedure.

**Accidents & Injuries:** Report immediately to the nearest staff member.

**Thefts & Break-Ins:** Report immediately to the nearest staff member.

### LP WATCH

If you see anything that concerns you, CALL

- Police Emergency 911
- Police Non-Emergency 416-808-5300
- School Office 416-393-9500
- *LP Watch is Our School Safety Plan - 222-TIPS*

#### **Activity Fee**

Your \$70.00 fee covers:

- the *ROBUR*, Lawrence Park's yearbook
- The Lawrence Park *Student Agenda: Credo*
- TTC ID Card
- LP Student Activity Card
- Eligibility for admission to all functions - some (e.g., dances) will involve an additional charge
- Eligibility in all extra curricular and intramural programs (including clubs and athletics)
- Participation in athletic programs

You will receive the permanent, photo-bearing Activity Card after Photo Day and Masquerade the Arts' Magazine.

**Announcements:** Will be read daily, viewed on the visual display system and posted outside the Guidance Office.

**Cafeteria:** Open for quiet study, breakfast and lunch. Please keep tables clean, and use the litter and recycling facilities.

**Fundraising:** All fundraising events must be approved and authorized. Fundraising application forms are available in the Main Office and must be authorized by the Vice-Principal before being approved. School fundraising protocol must be followed. Events are to be scheduled so that they are well-timed and placed in the school calendar. In the case of duplication of fundraising efforts within a similar time period, opportunity will be given to the first application made.

**Illness during the school day:** Report immediately to the Main Office. Parents will be contacted before the student is sent home.

**Lockers:** They are school property, and must be kept clean and properly locked. The Robur (student yearbook) will be withheld until graffiti is cleaned off lockers. The school is not responsible for items missing from lockers.

**Lost & Found:** Box outside Guidance Office. Please check it periodically. It will be emptied monthly and anything

unclaimed will be donated to the homeless.

**Lunch Period:** - 11:32-12:28 pm. Please keep eating areas clean. Do not trespass or litter on private properties in the community.

**Message Board: Only** in case of an emergency will messages be given directly to students. In all other instances, messages for students will be posted in the hall on the bulletin board, just outside Guidance. Students expecting a message are asked to check this spot throughout the day.

**Parking:** A limited number of spaces for students in the North parking lot only.

**Participating in the Physical Education Program:** When taking part in the Physical Education Program, students **MUST** be properly attired. A proper uniform consists of a yellow T-shirt, white (sweat) socks, blue shorts and/or blue track pants and running shoes. Uniforms may be obtained from the Physical Education Department during the first weeks of September. The cost of the T-shirt is \$16.00 and the cost for a pair of shorts is also \$16.00. Students wishing to participate in weight training must have a 'student activity card' and have weight room membership; the membership fee is an initial cost of \$20.00 plus an annual cost of \$5.00 for the upkeep of the room.

**Photocopying/Printing:** LP uses the TDSB Print Quota Management System. Students require credits to be able to print. 1 credit = 1 black & white page. Students new to LPCI will be allocated 8 credits. Additional credits must be purchased in \$5 increments. You may purchase credits from the library before school or during lunch. Credits are immediately attached to your student computer account and are available when you log on to any networked computer within the school. You can view your current balance from within your student account. No message will appear if you attempt to print but do not have sufficient credits, so please check your balance prior to printing. Each page you print will automatically deduct 1 credit from your account. Take care when choosing what and when to print. No refunds will be given, however credits do transfer with you if you enroll in another TDSB school running this system

**Positive Space:** In 2011, the TDSB implemented a Positive Space campaign, requiring that by June 2012, all TDSB schools would have a designated Positive Space. As part of the new policy, schools must create safe spaces that are non-judgmental, open, supportive and accepting. The Positive Space should include up to date resources on sexual harassment, homophobia, transphobia, sexual health and dating violence, as well as knowledge and resources to support students and staff in the creation of student-led groups like Gay-Straight Alliances, Sexual Diversity, Gender Diversity, Equity Clubs, Young Women's Groups / Young Men's Groups, Life Skill Development on Healthy Relationships and Healthy Sexuality.

LPCI's Positive Space is located in Room 115 and is staffed during Mondays and Fridays over the lunch hour. Fridays coincide with LPCI's award-winning Queer-Straight Alliance group meetings. In addition to the Positive Space room, LPCI has designated two gender-neutral washroom facilities located on the main floor off the auditorium entrance vestibule.

**Posters/Flyers:** Permission is required to post flyers and posters in and around the school. Students are asked to see an administrator prior to handing out material to students or posting information. The number of posters/flyers displayed at any one time may also be limited.

**Robur (yearbook):** Distributed in June to all students who have paid their Student Activity Fee. *Withheld from students with graffiti on lockers or who owe money for textbooks, library books, musical instruments or athletic*

*equipment until they pay the sum owed.*

**Street Safety:** Jaywalking across Lawrence Ave. can be dangerous. **When crossing Lawrence at Chatsworth, students should press the crosswalk button to receive twice the time to cross the street compared to the light being activated by the traffic turning from Chatsworth.** Students are reminded to use the lights at Avenue Road or Chatsworth to cross the road. Playing (football, soccer, rugby, Frisbee, skateboarding or just playing) on the street in front of the school is also a dangerous game and is not permitted. The school fields are a great place to engage in these activities. Even under damp conditions, the track and the outdoor basketball court offer a practical alternative to playing on the road.

**Telephones:** Pay phones are available in the basement. Office phones are for emergency use.

**Textbooks:** They are the property of the school. Please keep them in good condition. At the end of the year there may be a charge for damage. If you lose a textbook, you must purchase a replacement from your subject teacher or from the Main Office.

**Valuables:** Students are asked not to bring their valuables to school. It is particularly important to ensure that valuables are not left in vulnerable places during physical education classes. In spite of the best efforts of staff, change rooms and lockers are not entirely secure places. **The school is not responsible for lost or stolen articles. Do not bring cash, electronic devices, cell phones or other valuables to the change rooms as there is no safe way to secure these items. The school is not responsible for lost or stolen articles.**

## **LAWRENCE PARK** **IMPORTANT WEBSITES**

### **INFORMATION ABOUT TDSB SECONDARY SCHOOLS AND PROGRAMS:**

TDSB School Profiles	<a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a> "Quick Links" – "Choices for Secondary Schools"
TDSB Specialized Schools & Programs	<a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a> "Quick Links" - "Find Your School" - "Secondary"
Choices on line	<a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a> "Parents" - "Publications" and then "Choices"
TDSB Course Descriptions	<a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a> "Programs" Select "Course Description"
Virtual Career Centre	<a href="http://www.tdsbvirtualschool.com/vcc">www.tdsbvirtualschool.com/vcc</a>
Continuing Education	<a href="http://www.tdsb.on.ca/coned">www.tdsb.on.ca/coned</a>
Alternative Schools	<a href="http://www.tdsb.on.ca">www.tdsb.on.ca</a> "Programs" Select "Alternative Schools"
Driver Educaiton	<a href="http://www.driveder.tdsb.on.ca">www.driveder.tdsb.on.ca</a>

### **POST SECONDAY INFORMATION:**

Ontario Universities Fair Website	<a href="http://www.ouf.ca">www.ouf.ca</a>
e-INFO	<a href="http://www.electronicinfo.ca">www.electronicinfo.ca</a>
University resource	<a href="http://www.universitynavigator.com">www.universitynavigator.com</a>
University Information	<a href="http://www.ouac.on.ca">www.ouac.on.ca</a>
College Information	<a href="http://www.ontariocolleges.ca">www.ontariocolleges.ca</a>
Ontario College-University Transfer Guide	<a href="http://www.ocutg.on.ca">www.ocutg.on.ca</a>
Ontario College Application Service	<a href="http://www.ocas.on.ca">www.ocas.on.ca</a>
Search Undergraduate Degree/Diploma Programs	<a href="http://www.schoolsinCanada.com">www.schoolsinCanada.com</a>

### **FINANCIAL RESOURCES:**

Student grants, loans and scholarships	<a href="http://osap.gov.on.ca/eng/intro.htm">http://osap.gov.on.ca/eng/intro.htm</a>
Canadian Scholarships	<a href="http://www.scholarshipscanada.com">www.scholarshipscanada.com</a> OR <a href="http://www.studentawards.com">www.studentawards.com</a>
Ontario Student Assistance Program	<a href="http://www.ontario.ca/newosap">www.ontario.ca/newosap</a> (OSAP info)
Ontario Student Assistance Program	<a href="http://osap.gov.on.ca">http://osap.gov.on.ca</a> (Osap application)
Queen Elizabeth II Aiming for the Top Scholarship	<a href="http://osap.gov.on.ca">http://osap.gov.on.ca</a>
Canada Student Loan Program	<a href="http://www.hrdc-drhc.gc.ca/student_loans">www.hrdc-drhc.gc.ca/student_loans</a>
Sources of Funds/Loans	<a href="http://www.osca.ca">www.osca.ca</a> Click on "Student Resources"
American Scholarships, Grants & Prizes	<a href="http://www.peterson.com">www.peterson.com</a>
American Financial Aid Information	<a href="http://www.fafsa.org">www.fafsa.org</a>

### **CAREER INFORMATION:**

Career Cruising	<a href="http://www.careercruising.co">www.careercruising.co</a> user name: lpci; password: careers
Career Matters	<a href="http://www.careermatters.ca">www.careermatters.ca</a>
School Finder	<a href="http://www.schoolfinder.com">www.schoolfinder.com</a>
My Blueprint Education Planner	<a href="http://www.myBlueprint.ca">www.myBlueprint.ca</a> activation key: lparkc
Ontario Youth Apprenticeship Program	<a href="http://www.oyaptdsb.on">www.oyaptdsb.on</a>
Skills Canada	<a href="http://www.skillscanada.com">www.skillscanada.com</a>

### **CAREERS: FUTURE TRENDS:**

Ontario Job Futures	<a href="http://www.on.hrhc.gc.ca/ojf.jsp">www.on.hrhc.gc.ca/ojf.jsp</a>
National Futures	<a href="http://www.jobfutures.ca">www.jobfutures.ca</a>
Labour Market Information	<a href="http://www.labourmarketinformation.ca">www.labourmarketinformation.ca</a>