

VICTORIA PARK COLLEGIATE INSTITUTE

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STUDENT HANDBOOK 2018-19

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MISSION STATEMENT

Victoria Park Collegiate Institute takes pride in providing a safe, caring and respectful environment for our community of learners. We believe in the value of a well-rounded educational experience for our students to become academically and socially prepared for the future as responsible, active, Canadian and global citizens. We strive for lifelong learning with our engaging curricula, acceptance of diversity, equitable practices and strong school spirit.

BELIEF STATEMENTS FOR VICTORIA PARK

At Victoria Park Collegiate Institute we have high expectations for each student in the areas of academic achievement and behaviour. Our primary goal is to ensure success for every student in her/his chosen program. The requirements for the successful completion of each course are based on Ministry expectations. We teach an understanding and sensitivity for the values of a multicultural society. We prepare students to be positive and contributing members of the community and lifelong learners.

At Victoria Park Collegiate Institute we believe that:

- every student has the right to learn in a safe and secure environment
- each person should respect and value the differences in others to ensure a productive and harmonious school community
- literacy and numeracy are vitally important to student success in all subjects
- the use of a variety of teaching strategies, which actively engage students, is essential to address the different learning styles of students
- stimulating and relevant subject material motivates students to learn
- fair, consistent, and clearly articulated evaluation practices are an integral part of the learning process
- students must become technologically literate and capable of accessing information through new and changing technologies
- homework reinforces and enhances learning
- setting appropriate life and career goals is important for success in school
- student success is dependent on both a shared responsibility and a strong partnership among students, their parents/guardians and teachers
- involvement in co-curricular activities (the arts, athletics, and clubs) enriches student learning and contributes to the development of leadership skills and life skills
- students should continue to develop knowledge and skills which promote a healthy lifestyle

OUR SPIRIT AND TRADITIONS

The School Crest: The tree at the top of the crest symbolizes knowledge. The castle in the centre represents the security which comes from knowledge. The three bees emphasize the diligence and steady work needed to reach the goals of education.

The School Motto -- Perge et Perage: These Latin words tell us to pursue our goals with determination.

The School Emblem -- The Panther.

VICTORIA PARK COLLEGIATE INSTITUTE CODE OF CONDUCT

Statement of Principle

It is the mission of the Toronto District School Board ("TDSB") to provide "*learning environments that are safe, nurturing, positive and respectful.*" TDSB schools are violence-free environments that promote a sense of belonging for all students. The TDSB and Victoria Park Collegiate Institute do not tolerate violence of any kind at school or during school-related activities.

The Victoria Park Collegiate Institute Code of Conduct is implemented in accordance with the TDSB Code of Conduct, the TDSB Safe Schools Policy and provincial legislation and policy. This Code of Conduct also reflects the values and expectations of Victoria Park Collegiate Institute.

Roles and Responsibilities

For the purpose of the Victoria Park Collegiate Institute Code of Conduct, the members of the school community include students, teachers and staff, principals and vice-principals, parents/guardians and visitors. All members of the Victoria Park Collegiate Institute community are required to comply with standards of behaviour outlined in the Code of Conduct. The School communicates standards of behaviour through the Code of Conduct, including legislated mandatory consequences. The Staff and the Principal will ensure that the Code of Conduct is enforced in a fair and even-handed manner.

Students have an obligation to know the expectations and consequences found in the Agenda Book and the Code of Conduct. All students are provided with a copy of the Code of Conduct and the school strives to educate our students with respect to the expectations and consequences. Students are to be treated with respect and dignity. Students must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn
- shows respect for himself or herself, for others and for those in authority
- refrains from bringing anything to school that compromises the safety of others
- follows established rules, policies and local codes of conduct and takes responsibility for his or her own actions

Students are also expected to:

- exercise self-discipline
- accept such discipline as would be given by a kind, firm and judicious parent
- be courteous to fellow pupils and obedient and courteous to all staff
- show respect for school property, and
- understand and comply with the school's code of conduct.

Parents and guardians play an important role in the education of their children and have a responsibility to support the school staff in maintaining a safe and respectful

learning environment for all students. Parents and guardians fulfill this responsibility when they:

- show an active interest in their child's school work and progress
- communicate regularly with the school
- ensure that their child attends school regularly and on time
- promptly report to the school their child's absence or late arrival
- help their child be neat, appropriately dressed and prepared for school
- become familiar with both the Provincial Code of Conduct and Victoria Park CI Code of Conduct
- encourage and assist their child in following the rules of behaviour; and
- assist school staff in dealing with disciplinary issues

Standards of Behaviour

Respect, Civility and Responsible Citizenship

- The TDSB and Victoria Park Collegiate Institute do not tolerate any anti-social or violent behaviour, which impacts the learning environment
- Behaviours must promote respect, civility and responsible citizenship

All school members must:

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

VICTORIA PARK C.I. SCHOOL RULES

Victoria Park Collegiate Institute, in conjunction with the School Council, has established rules that students must follow and teachers must enforce.

The rules of the school are as follows:

1. When classes are in session, all Personal Electronic Devices ("PEDs") must be off unless the teacher has given permission to use them for educational research purposes. PEDs, including radios, I-pods, blackberries, MP3 players, cell phones and all other communication devices are not to be visible or audible during instructional time without teacher permission. PEDs may be used outside of instructional class time, so long as they do not interfere with announcements, instructions or other important interactions.
2. Gambling of any kind is prohibited on school property.
3. Students must not ride bicycles, scooters, skateboards, hoverboards or wear in-line skates on school property.

(Students contravening #1 - #3 above will have the prohibited item confiscated and their parent/guardian notified. Repeated offences will result in escalated consequences.)

4. Clothing and jewellery with offensive language or designs, chains and spikes are prohibited. Clothing which features alcohol, weapons, tobacco, or illegal drugs is not permitted. Students are expected to dress in a manner that is clean, neat and appropriate, and which would be described as "smart casual". Students may be sent home or asked to change if clothing is deemed to be inappropriate. Non-religious headwear is permitted so long as it is not affiliated with gang signs, nor does it obscure the student's face.
5. Students must identify themselves immediately in a respectful manner when asked to do so by any staff member.
6. Students must go directly to the main office of the school upon being directed by a staff member to do so.
7. Fighting of any kind, including pushing, pulling, shoving and play-fighting is prohibited. Encouraging or promoting confrontation between or among others is prohibited.
8. Students must always use language and gestures that are respectful of others and appropriate to the school as a place of learning.
9. Harassment and online intimidation of any form – including, but not limited to physical, racial, sexual, verbal or emotional - is prohibited.
10. Vandalism, theft and robbery are prohibited activities and will result in serious consequences.

(Students contravening #4-10 above will be referred to the office)

11. Students must attend regularly and be punctual for all classes.
12. If students have a spare, and remain in the school, they must work quietly in the cafeteria or library.
13. Students must stand and be respectful during the National Anthem. Students must remain silent during the land acknowledgement and announcements.
14. Food and drinks (except for bottled water) are not permitted in classrooms, computer labs or the library.
15. Students must treat the property of both the Toronto District School Board and that of others, with respect. Students must not trespass on the private property of our neighbours.
16. Students who remain in the school outside of class time must be in a teacher-supervised activity.
17. All students are expected to follow the TDSB Code of Conduct policy.
18. Students may not smoke on school property according to the Smoke-Free Ontario Act.
19. Students may not be in the possession of, or under the influence of alcohol, marijuana and/or illicit drugs. They may not be in possession of, nor use any variety of e-cigarettes.
20. All students are expected to comply with Victoria Park's Academic Honesty policy.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

The consequences imposed as a result of infractions of these rules are at the discretion of the Principal or Vice Principals, but will vary according to the seriousness of the infraction and take into account progressive discipline. Consequences may include any combination of the following:

- parental contact
- withdrawal from class(es)
- interview with Principal or Vice-Principal
- loss of privileges
- in-school detention
- suspension
- performing services for the school
- police involvement
- recommendation for expulsion from the school or board

This Code of Conduct applies:

- on school premises and on field trips and other out-of-school activities that are part of the school program
- while travelling on a school bus that is owned by the board or that is under contract to the board; and
- off school premises where the conduct has an impact on the safety, security or physical and mental well-being of any member of the school community

Please review the **Consequences of Inappropriate Student Behaviour Charts** in your agenda.

ATTENDANCE PROCEDURES

Students are expected to attend class regularly. If there are a significant number of absences, students may be demitted from class or from the school, as per TDSB

policy and provincial requirements.

Notes for Absences: Absences must be explained. A dated note, signed by a parent or guardian, stating the period of time absent, must be shown to all subject teachers. At the end of the day, the student will hand the note to the Main Office. In certain instances, parental phone calls to the school may substitute for notes. Students 18 years or older may write their own notes, must present them directly to each teacher, then submit these to the main office at the end of the day.

Sign-outs: To leave school before classes are finished for the day, a student must sign out at the Main Office. Under normal circumstances, a note is required. However, with office and parental permission, signing out (after verbal permission from a parent/guardian is given) will be permitted and a note required upon the student's return.

Sign-ins: If a student arrives at school after his/her first scheduled class, or is returning from being excused earlier the same day, the student must bring in a signed note explaining the lateness and then sign in at the Main Office.

Lateness: Students are responsible for arriving in class, prepared to work, ON TIME. Students who arrive late to class will be recorded as "LATE".

SCHOOL POLICIES AND REGULATIONS

Minimum Timetable Requirements

All students must take 4 courses each semester until they have accumulated a total of 22 credits. No students will be allowed to have fewer than 3 credits per semester on their timetable. Course changes will only be considered if a student has

- failed or does not have the pre-requisite
- attended summer school
- an incomplete timetable
- changed post-secondary destination

Authorized changes will be completed by a guidance counsellor, only if space in a class permits.

Students may not drop any course after the "Maintain Marks After" date, five days after the mid-term report has been issued.

Assemblies

Assemblies are held so that students may experience important events: presentation of information and awards, recognition, promotion of school spirit and various student performances. Many hours of preparation go into producing an assembly. Students attend assemblies under the supervision of their classroom teachers, and are expected to behave appropriately. School bags and coats cannot be brought into assemblies.

Scent Free Policy

The TDSB promotes the use of scent-free products in all its buildings. Exposure to scented products and fragrances can cause those with asthma, allergies and

environmental sensitivities to become ill. Please refrain from wearing scented products in the building.

In School Computer and Internet Use

The Toronto District School Board is pleased to offer Internet and e-mail access to our students and teachers **as educational tools**. All network users are required to adhere to the Board's policy. Key points include:

- Students will show respect for other internet users, will be polite, and will use appropriate language. **Insults, profanity, angry responses and disputes are not permitted**
- Students will **not** display, print, save or transmit text or graphics which may be construed to be obscene
- Students will not use the computer for non-educational purposes, such as "chatting" or playing games. Degrading or vandalizing the data of another user or the school's equipment and resources is prohibited
- Students must respect copyright laws (see staff for details).
- Students will not reveal their personal information, nor that of friends or staff on the Internet
- Students will notify a teacher of any security or equipment problems immediately

Visitors and Guests

All visitors must identify themselves and sign in at the office. Visitors who do not follow this procedure will be subject to prosecution under the Trespass to Property Act. **Students must not invite non-Victoria Park** students to meet them at school or on school property. Students are expected to report any suspicious individuals or activities on school property to the Office.

Advertising

The policy of the Toronto District School Board prohibits the distribution or posting of advertising on school property without written approval from the Administration.

Student Parking

Students are permitted to park their cars **only** in the south parking lot of the school property.

Lockers

Individual lockers have been assigned to students on a loan basis only for the purpose of storing textbooks, clothing, notebooks and other materials necessary and/or incidental to education. **Each locker is to be used by one student only.**

Students are responsible for the appearance and maintenance of lockers. Unauthorized use of a locker will result in the lock being removed and the contents taken to the Main Office. Should the school have lawful concerns, the locker may be entered by an administrator, with or without the presence of the occupant. Students should report any locker problems to the Main Office. **Students should leave valuables at home.** The school is not responsible for thefts from lockers, change

rooms or other areas in the school.

School Dances/Semi-Formal/Prom

Please note the following policies:

- Students must not have used or possess alcohol, marijuana or illicit drugs.
- Inappropriately revealing or suggestive clothing is not permitted.
- Dancing must not be sexual or violent.
- Tickets will not be sold at the door.
- Tickets for guests (if permitted) must be purchased, and emergency contact information provided, beforehand (one guest per host). Guests must be accompanied to the door by their host and are subject to the same rules as Victoria Park students.
- Students and guests are subject to be searched prior to entry.
- Anyone leaving the dance will not be permitted back in.
- Coats and jackets must be removed and left in the coat check.
- Students absent from school on the day of the dance may not attend the event.
- All refreshments must be purchased at the event; no outside food/drinks are allowed.
- All students must leave the building *immediately* following the end of the event.
- Students are expected to arrange their own safe transportation home.

ASSESSMENT AND EVALUATION BASED ON TDSB POLICY

COURSE EVALUATION

Students are evaluated in their courses according to the **Ministry Assessment and Evaluation Policy** as follows:

70% - Classroom Evaluation
30% - Final Culminating Activities and/or Exam
100% - Total

Teachers will employ a wide range of formats to gather sufficient evidence based on the achievement charts provided by the Ministry. Each department determines the specific value of each category using the TDSB recommendations. The category weightings of the 30% Culminating Activities/Exam will be the same as for the 70% Classroom Evaluation.

70% of Grade – Classroom Evaluation

The 70% grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course. Many students take time to internalize the required learning, improving their performance over a period of time. Special consideration should be given to more recent evidence of achievement.

30% Final Culminating Activities and/or Exam

Students have an opportunity to demonstrate their learning of the overall expectations of the course in the 30% final evaluation(s). No new content and/or skills should be introduced as part of the Culminating Activities/Exam. Rather, students demonstrate the knowledge and skills already learned.

The typical Culminating Activities period for semestered courses is indicated on the school agenda calendar. Culminating activities for semestered courses may begin a maximum of 4 weeks before the examination period.

Learning Skills

Student achievement in Learning Skills (Self-regulation, Responsibility, Organization, Initiative, Independent work, Collaboration) is evaluated and reported separately from academic achievement on the Provincial Report Card.

Missed End-of-Course Culminating Activities/Exams

- All students must take part in the culminating course evaluation(s)/exam. 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 the end-of-course culminating activities/exam, the student **must provide documentation of the illness, completed and signed by a physician.** The documentation must clearly state that the student was too ill to participate in the evaluation for a specific medical reason. The note must be submitted to the office within one school day of the missed evaluation.
- Until this documentation is provided, the student will receive "0" for the missed culminating activity/exam 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 arrange for the student to complete the missed evaluation as soon as possible, if time permits.

Group Work

Collaborative group work is a critical component of learning in all subject areas. It creates a context for cooperation and academic exchange. Even so, students will continue to earn their marks individually. Assignments allowing for or requiring group work will be structured to differentiate student contributions. Teachers will encourage individual accountability in the process stages of a task by various means: observation, journal-assessment, and/or conferencing are possible tools. Students are encouraged to be proactive in their communication with the teacher; they are encouraged to keep a portfolio of evidence or a running list of their contributions to the task. Where possible, each member of a group will submit a discrete part of a group assignment; if a common product is created, teachers will evaluate individual contributions based on evidence provided by each member of the group. A group mark will not be assigned.

Due Dates

Regular and punctual completion of assignments gives each student the opportunity to develop proficiency in the course expectations. We expect that all students complete all assignments as part of their regular studies at Victoria Park.

For each evaluation, the teacher will inform students of the due date. All teachers of a particular course should agree upon the amount of time allowed for common assignments. The deadlines must be reasonable and communicated to students in

advance.

Late or Missing Assignments

Students are responsible for their own behavior 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:

- Counselling the student and offering extra help
- Setting up a student contract
- Helping students develop better time management skills
- Scheduling conferences with the 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 teachers will use professional judgment and consider extenuating circumstances of individual students.

Students must also understand that there are consequences for incomplete, missing and late assignments. 5% per school day will be deducted for late assignments at the teacher's discretion. When a significant number of strategies have been tried, students may be given a "0" for the assignment.

ABSENCE FROM CLASSROOM EVALUATIONS

It is expected that all students at Victoria Park complete class evaluations (tests, seminars, labs, etc.) as given by teachers.

- If a student is away for a recognized school activity such as a team game, it is the responsibility of the student to advise the teacher ahead of time, so that alternate arrangements can be made.
- Students who are suspended, denied access or expelled are responsible for missed work. Teachers are responsible for submitting work to the Main Office. A student may not be penalized for missed evaluations while on suspension. Alternative arrangements need to be made.
- Students who are consistently absent from classroom evaluations will be referred to the Guidance Department for counselling.
- If a student is unable to attend on the day of a scheduled in-class evaluation (illness etc.), s/he must inform the teacher of the absence before or on the day of the absence. The teacher will determine if a make-up evaluation is needed.
- If a teacher is not made aware of the absence prior to the evaluation or on the day of the scheduled evaluation, this will be reflected in the Learning Skills grade on the report card.

- Missed evaluations, including culminating and exams, will result in a mark of "0".
- Should the student be too sick to complete an evaluation, the student must provide documentation of the illness, completed and signed by a physician. The documentation must clearly state the date that the student was too ill to write the exam and/or culminating activity. The note must be submitted to the office within one school day of the missed evaluation.

STUDENTS' EARLY DISMISSAL AND LENGTHY ABSENCES

We strongly discourage students from missing school for any length of time due to the negative impact of missed classes and missed evaluations.

- A student planning an absence of a week or more must speak with an administrator, regardless of the reason for the absence.
- The student must speak with an administrator **before** the absence.
- Students and their parents/guardians must submit a signed letter and/or complete the *Parent/Guardian Authorized Excusal Form* outlining the length of the absence and reason, **at least 3 weeks** prior to the student leaving to allow teachers and administration to consult and if needed prepare class work.
- Each student's situation will be handled individually to take into consideration the student's circumstances.
- Students are responsible for missed work and evaluations
- Missed evaluations, including culminating and exams, will result in "0".

SUMMER SCHOOL

Remedial Summer School for some courses (particularly the core subjects) is available for students who have failed, with a mark of **at least 35%**. The student must completed the requirements for the course, including satisfactory attendance and writing the final exam.

Full Credit Summer School is also available for some courses.

ACADEMIC HONESTY

Students are expected to be academically honest by submitting their own original work and the marks they receive are intended to reflect the student's own academic achievement. Academic dishonesty in any form is a serious offence.

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 behavior 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

One form of academic dishonesty is plagiarism. Plagiarism is usually defined as presenting someone else's words and ideas as one's own. (Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Grade 1-12, 2010, p. 151) It can take different forms, including but not limited to, the following:

- Submitting an essay/assignment written by someone else, e.g. buying an essay online, copying or using work done by another student (including homework)
- Piecing together (cutting and pasting) material from one or several sources and adding linking sentences
- Quoting or paraphrasing material without citing the source of that material, including books, magazines, journals, websites, newspapers, television and radio programs, movies, DVDs, photographs and drawings in print or electronic form
- Copying and pasting from the Internet or other electronic sites without citing the source
- Not providing quotation marks for direct quotations - even if the sources have been cited
- Plagiarism applies to all assignments including lab reports, diagrams, essays and computer projects
- Submitting work online for feedback must be documented

How will your teacher help prevent plagiarism?

- Define plagiarism
- Make students aware of the consequences and reinforce the definition and consequences at the beginning of each course, in the student agenda book and at regular points throughout the semester
- Teach students research skills including: point-form note-taking in a way that will prevent copying or regurgitation, paraphrasing, evaluating sources and proper citing of sources so that students increase skills and confidence in submitting their own work to be evaluated
- Teach how to transform notes into polished text
- Make clear the necessity of original ideas or students' own reflections

- Make sure that process plays a substantial part: perhaps, monitor steps and mark in stages, or have you hand in works cited lists, thesis statements, rough notes (hand-written or typed on computer), photocopied, highlighted and annotated secondary sources, outlines, and drafts.
- Create research assignments and tests that involve higher-order critical thinking. Avoid creating assignments that require students to simply gather facts on a topic and do not involve making choices, problem-solving or reflecting. Avoid using the same tests/assignments over semesters
- Give students time to work on the assignment occasionally in class so that the teacher can assess on an on-going basis the research skills that students are developing and can provide support as needed.

Why do students plagiarize?

- Students are overloaded and need to develop time management skills
- Students are not aware of, or choose to disregard, the ethics of plagiarism

- Students are feeling insecure or embarrassed about their ability
- The environment is competitive and expectations from school and/or home are high
- Students want to do well but are confused by the assignments

What can students do to avoid academic dishonesty?

- Ask for help from teachers when working on assignments or if an assignment is unclear
- Ask for help from teachers or teacher-librarians if their research skills are weak
- Understand the consequences for academic dishonesty and plagiarism
- Make sure that all their work is original and that they cite sources accurately and consistently
- Do not share essays or assignments with other students. Do not allow other students to copy their work, including tests and homework.

Consequences of Academic Dishonesty

When plagiarism is found, teachers will:

1. *Investigate*

Speak with the individual student privately by asking you to explain the contents of the text under question or to ask you to explain the meaning of specific words.

2. *Communicate*

If the teacher confirms that plagiarism has occurred, the teacher will inform a vice-principal with specific details regarding the plagiarism and the teacher will complete the form "Academic Dishonesty Report". This form will be filed in the main office.

3. *Determine consequences*

The severity of the offence and the number and nature of previous offences will be taken into account when determining the consequences of second, and any subsequent, offences.

Possible consequences may include:

- a) Informing parents
- b) Using the incident as a teaching/learning opportunity
- c) Giving a mark of zero for the assignment/essay/test in question, as the student has not demonstrated the expectations
- d) Splitting the mark between the students involved in the incident or determining who did the work and giving a zero to the student who copied and possibly a reduced mark to the student who is the original writer.

At the discretion of the teacher, there may be an opportunity for the student to demonstrate evidence of proper research skills and the course expectations. Depending on the nature of the offence, the student's other teachers will be informed.

All students accused of plagiarism have the right to appeal the teacher's decision to the vice-principal. Students may appeal their case to the vice-principal only after they have first discussed the matter with their teacher.

The Research Process

For every research-based assignment, students will be expected to use the TDSB student research guide, Research Success@Your Library with the 4-stage model of

the research process incorporated into these assignments either in part or in whole. Students will receive instruction and be assessed/evaluated on various aspects of the research process by either their teacher or one of the teacher-librarians. These lessons may include, but will not be limited to, the development of research questions, note-taking, adherence to a specific documentation style and facility with a variety of resources.

STUDENT LEADERSHIP COUNCIL

The Student Leadership Council offers its leadership and services to you and your fellow students. The S.L.C. will:

- promote enthusiasm and school spirit by organizing activities such as fundraisers, dances, spirit week, etc.
- represent you on official occasions, such as acting as your representative in discussions with the Administration on matters that concern the school at large
- allocate the S.L.C. funds to school organizations, which run events, club or athletic activities
- represent your school at the local Student Area Council, T.D.S.B. Super Council, and T.D.S.B. Student Council Advisory Group

S. L. C. Organization:

- **The Executive** is the co-ordinating body for student government and activities.
- **All students** are eligible to become involved in school life and activities as leaders, facilitators, organizers, helpers or participants. Opportunities for involvement are announced regularly throughout the year.
- The Student Activity fund supports clubs and teams.

Student Leadership Council 2018/2019

President	David Liu	Vice Pres.	Pirathapan Ahilan
Secretary-Treasurer	Hanujan Gnanaharan		
Events Co-ordinator	Faizah Islam	Public Relations	Christian Feng
VPAC Co-Presidents	John Carter & Celina Mohamad		
Arts Rep	Cicy Tan	Clubs Rep	Alice Cheng
Eco Rep	Helen J Li	Social Rep	Emma Liu
Gr. 12 Reps	Rhea Choksi & Yara Radwan		
Gr. 11 Reps	Joon Chi		
Gr. 10 Rep	Viboo Thusyanthan	Gr. 9 Rep	TBA

ELIGIBILITY REQUIREMENTS/CO-CURRICULAR ACTIVITIES

A Code of Student Participation in Co-Curricular Activities

Throughout our school's history, student members of our school teams, clubs and organizations have developed an outstanding tradition of success. In order to

maintain this high standard, students who wish to participate in co-curricular activities must comply with the following code:

1. Being a member of a school team, club or organization is a privilege not a right.
2. A student's first priority is his/her academic program. It is the responsibility of each student to catch up on work missed due to co-curricular program activities.
3. **Eligibility requirements:** A student who wishes to participate in co-curricular activities must:
 - a. be a **full-time** student, which means he/she is registered in a minimum of 3 courses per semester
 - b. **maintain passing grades** in a minimum of 2 out of 3, or 3 out of 4 courses
 - c. have **passed at least two courses on the most recent ministry report card**
 - d. **attend all scheduled classes daily**, arrive punctually and ready to work. (Disruptive behaviour or failure to keep up with daily work and assignments may result in a loss of eligibility.)
 - e. attend all classes until dismissal time on all school days including those when games, meetings and performances are scheduled.
 - f. present her/his S.L.C. Card if requested.Exceptional circumstances will be examined on a case-by-case basis by the administration.
4. Students who quit a team after the first league game/competition, will lose their eligibility for all teams for the current and two consecutive seasons.

5. Students who exhibit inappropriate behaviour or verbal abuse towards teachers, coaches, fellow players or officials may lose their eligibility for the current season.
6. During any activity, wherever it takes place, student behaviour must adhere to the Victoria Park and TDSSAA student codes of behaviour. **Failure to do so may** result in the temporary or permanent loss of eligibility to participate in co-curricular activities.

In order for a student to be reinstated with full athletic privileges, or if a student feels there are special circumstances that should be considered in their probation or suspension, they shall be granted a timely Board of Appeal. A Board of Appeal is a meeting that should include the student, their parent or guardian, the coach of the team, the ACL for Co-curricular Activities/Athletics/Student Life and an administrator. The results of the meeting will be final. The Principal may participate in the Board of Appeal.
7. Students are required to accept full responsibility for school athletic equipment issued to them. Failure to return equipment or uniforms will result in the student having to reimburse the school.

School Clubs

Students are encouraged to join some of the many interest and awareness-building clubs VP has to offer. Staff supervisors ensure that the club is welcoming to all students and has regular meetings. Information is available at the fall club fair and the

“club hub”. Students are advised to maintain a balance of activities and not over-program themselves. **Eligibility rules apply to school clubs (see section above)**. Each year, the school administration will designate external organizations (local, national and international) for whom clubs may raise money.

Scarlet & Gold Awards

Students participating in a significant number of diverse co-curricular activities are eligible to become Scarlet VP or the more prestigious Gold VP recipients. These awards are given at Commencement based on dedication, involvement and service to the school in arts, sports, clubs and leadership throughout their school careers.

Code of Conduct for Spectators

Students are expected to exhibit exemplary behaviour while attending games. Students will:

- cheer for all athletes – rude or disrespectful comments will not be tolerated
- be respectful of the officials, the coaches and the teachers
- use appropriate language at all times
- not “playfight” and distract players
- show student ID card before being admitted.

The International Baccalaureate Programme: IB@VP

IB@VP Preparatory Programme: To prepare students for the IBDP in Grades 11 and 12, IB Preparatory students take all of their compulsory courses in grades 9 and 10 at 'IB Prep' level. IB Prep courses follow the same semester schedule as other intermediate classes. These courses move through the Ontario Curriculum at an accelerated pace, incorporating extra units and activities specific to IB. It is expected that students master Ontario and IB Prep material at Level 3 (70%) or higher before advancing to the next grade.

Admission to the IB Diploma Programme (IBDP): To enter Year 1 (Grade 11) in the International Baccalaureate programme at Victoria Park, students must have completed the IB@VP Preparatory programme in Grades 9 and 10, or the equivalent, including all prerequisites. Students applying to enter IB from IB programmes at other IB World Schools **must** consult with the Guidance department and the IBDP Coordinator.

In the interest of student success in the IBDP, and in preparation for post-secondary applications, students entering Years 1 and 2 must be achieving grade level results (70% or higher) in all IB@VP Prep/IB Year 1 courses or equivalents. Students and parents are encouraged to consult with Guidance counsellors and the IBDP Coordinator to discuss progress and academic supports for IB Prep and IB students in order to be successful in the IBDP.

IB Diploma Requirements for Gr 11 (Year 1) and 12 (Year 2):

- Students must complete 3 subjects at Higher Level (HL), and 3 at Standard Level (SL).2
- At VP, students must take: English; French; Theory of Knowledge; Mathematics; ONE of Economics OR Geography; and EITHER two Sciences (Biology, Chemistry, Computer Science, Physics) OR one Science plus History/SL Math
- Up to 30% of final summative subject assessments are marked internally by VP teachers and moderated by the IB
- Up to 80% of final summative subject assessments are marked externally by the IB
- Final marks for examined IB subjects are on a scale of 1-7 points
- Students must achieve at least 24 points to receive an IB Diploma
- Final Ontario grades are aligned with IB final results after IB examinations results are received, as follows:

IB Level	1	2	3	4	5	6	7
Ontario Grade%	0 - 49%	50- 60%	61-71%	72-83%	84-92%	93-96%	97-100%

Important Note: Victoria Park **does not guarantee** that students will be able:

- a) to take 'additional subjects' other than the required 6; b) to take more than 3 HL subjects; c) to switch their IB subjects after Year 1; and d) to take ICS in Year 2 if there are not enough students to make a class.

Students are strongly advised to consider their options carefully during their grade 9 and 10 IB Prep years and consult with their Guidance Counsellors and the IBDP Coordinator as needed. Admission to the IB Programme is always at the discretion of the Principal and IBDP Coordinator, in consultation with students, parents & teachers.

Victoria Park CI offers the following IB subjects:

Year 1 (Grade 11):

Required:

- English HL (ENG 3U7)
- Chemistry HL/SL (SCH3U7) (mixed level course)
- Theory of Knowledge (HZE4U7)
- French SL (FSF4U7) (final year – IB exams)
- Mathematics HL (MCR3U7/MDM4U7)
- OR** History HL (CHA3U7) + Mathematics SL (MCR3UP)
- Biology SL (SBI3U7)
- OR** Physics SL (SPH3U7)

Options:

- Geography SL (CGW4U7) (final year – IB exams)
- OR** Economics SL/HL (CIA4U7) (final year for SL – IB exams)

Year 1 is a full year timetable. Students follow a Day 1/Day 2 schedule. They study 8 courses on alternating days throughout the year, with the exception of Math and History courses, which continue to be semestered.

Year 2 (Grade 12):

Required:

- English HL (ENG4U7/ETS4U7)
- Mathematics HL (MHF4U7/MCV4U7)
- OR** History HL (CHY4U7/CPW4U7) + Mathematics SL (MHF4UP/MCV4UP)
- Chemistry HL
- OR** Computer Science HL (if number of student requests is sufficient)
- OR** Economics HL (BBB4M7) **IF** SL not completed Year 1
- Chemistry SL **OR** Computer Science SL
- Biology SL **OR** Physics SL

Year 2 is a full year timetable. Students follow the whole school tumbling timetable as a Day 1/Day 2 schedule. Students attend some courses on alternate days throughout the year. Most students study 4 IB subjects. Those who did not complete Economics SL in Year 1 must study Economics HL as a fifth subject. Most students will have one 'spare' period on alternate days.

Creativity Activity Service (CAS) Hours, Extended Essay and Examinations: To achieve an IB Diploma, students must complete community service and self-improvement (CAS) activities, including a collaborative project, and write a 4000 word research-based Extended Essay. Instruction in CAS begins in the first week of classes in Year 1. Instruction in Extended Essay begins in late May and early June of Year 1. Essays must be completed by February of Year 2. More information can be found in Year 1 and Year 2 Googledocs.

IB Examination Schedules are posted to Academic Workspace, the VP website, managebac.com, and to the Year 1 and 2 IB@VP Student Google Docs in September or October of the school year. IB Examination Rules and Regulations are also posted to the Year 1 and 2 IB@VP Student Googledocs.

2018 - 2019 Daily Schedule

Period	Regular Day	Late Start Day
Announcements	8:45 – 8:50 a.m.	10:00 - 10:05 a.m.
1	8:50 – 10:05 a.m.	10:05 – 11:05 a.m.
2	10:10 – 11:25 a.m.	11:10 - 12:10 p.m.
Lunch	11:25 – 12:25 p.m.	12:10 - 12:55 p.m.
3	12:25 – 1:40 p.m.	12:55 - 1:55 p.m.
4	1:45 – 3:00 p.m.	2:00 - 3:00 p.m.

Period	Day 1	Day 2
1	A	B (F)
2	B	A (E)
3	C	D (H)
4	D	C (G)

Note: Blocks E, F, G, H apply to de-semestered classes

**Day 1 falls on odd numbered days in the month.
Day 2 falls on even numbered days in the month.**