



Magee Secondary School 2026 – 2027

*We learn together on the unceded and traditional territory
of the xʷməθkʷəy̓əm (Musqueam) Nation.*

Mr. R. Mirani
Principal

Ms. J. Sehmbi
Vice Principal

6360 Maple Street
Vancouver, BC, V6M 4M2

Tel: (604) 713-8200
Website: magee.vsb.bc.ca

Counsellors

Ms. G. Missellbrook
-Gr.12, Gr.8 & 9 S-Z
Ms. A. McNeill
-Gr. 11, Gr.8 & 9 K-R
Ms. P. Miladinovic/S. Tanabe
-Gr.10, Gr.8 & 9 A-J

Office Staff

Administrative Assistant:	Ms. D. Kwong
Registrar:	Ms. Z. Carpenter
School Accountant:	Mr. J. Li
Receptionist:	Ms. C. Russell
Settlement Worker:	Ms. E. Chan
	604-713-6000 #2485

This agenda belongs to:

Name: _____

Student #: _____ Homeroom: _____

Cover Artwork by Artist: Claire Zhao, Grade 10

Magee Block Schedule with FIT (flexible instructional time)

FIT (flexible instructional time) is built into the Magee schedule that gives our students the opportunity to have a choice in their learning time. Examples of some ways to use FIT include:

- meeting with teachers for support in subject learning or completing assignments
- attending tutorial sessions
- connecting with counsellors
- collaborating with other students on projects
- individual time to study
- Career Life Connections 12 and Capstone
- Work Experience 11 and 12
- enrichment passion projects.

Ultimately, FIT empowers our students to take ownership of their own learning and gives them the opportunity to develop core competencies such as personal responsibility, self-regulation, goal setting, wellbeing and communication.

Bell Schedule:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	Morning Class	Morning Class	Morning Class	Morning Class	Morning Class
8:30- 8:35	Break	Break	Break	Break	Break
8:35 -9:55	Period 1	FIT 8:35 - 9:15 Break 9:15 - 9:20	Period 1	Period 1	FIT 8:35 - 9:15 Break 9:15 - 9:20
9:55- 10:10	Break	Period 1 9:20 - 10:20	Break	Break	Period 1 9:20 - 10:20
10:10 - 11:30	Period 2	Break 10:20 - 10:30 Period 2 10:30 - 11:30	Period 2	Period 2	Break 10:20 - 10:30 Period 2 10:30 - 11:30
11:30 - 12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15 - 1:35	Period 3	Period 3	Period 3 12:15 - 1:15 Break 1:15 - 1:17	Period 3 12:15 - 1:15 Break 1:15 - 1:17	Period 3
1:35 - 1:40	Break	Break	FIT 1:17-1:57 Break 1:57-2:00	FIT 1:17-1:57 Break 1:57-2:00	Break
1:40 - 3:00	Period 4	Period 4	Period 4 2:00 - 3:00	Period 4 2:00 - 3:00	Period 4

Monday Collaboration AM/PM Schedules

AM Collaboration - Period 1 @ 10 am		PM Collaboration – Dismissal @ 1:40 pm	
Collab	8:35 - 9:55	Period 3	12:15 – 12:55
Break	9:55 - 10:00	Break	12:55 – 1:00
Period 1	10:00 - 10:40	Period 4	1:00 – 1:40
Break	10:40 - 10:50	Collab	1:40 - 3:00
Period 2	10:50 -- 11:30		
Nov 23 / Jan 18 / Feb 22 / May 17		Sep 14 /Dec 14 / Apr 26 / Jun 14	
Parent/Teacher Conferences (early dismissal at 2 pm): 2026 Dec 03 2027 May 05			

Magee FIT (flexible instructional time) Expectations: Questions & Answers

Q: Will my teachers be available during FIT?

A: Yes. Since FIT is instructional time, teachers are available to support you in your learning. There may be times during FIT that teachers will be collaborating on instructional practice. In these cases, a department representative will be available for student learning.

Q: Can a teacher assign me to a specific class/task during FIT?

A: Yes. Since FIT is instructional time, a teacher may specify that you spend your FIT with them, especially if you are behind in your learning in that subject. If more than one teacher requires you to spend FIT with them, it is your responsibility to arrange a schedule and communicate with your teachers. Teachers can also, on occasion, have an entire class come in for FIT to complete a lab, assignment, tutorial, exam, etc.

Q: Can I go to the classes of teachers who I do not currently have?

A: Maybe. It is expected that you will be seeking help from your current teachers. Teachers may wish to offer assistance to students that are not currently enrolled in their classes.

Q: What if a class I want to go to is full?

A: Classroom spaces may be capped at 30 students (or less depending on the learning space). If your FIT choice is full, make sure you have a second choice ready.

Q: Can I work in the atrium, rotunda and/or hallways?

A: The atrium, rotunda and hallways will be available for quiet collaboration and study during FIT. If you choose to select one of these locations for your FIT, please ensure that you are focused on learning and mindful of others around you. Remember that FIT is instructional

time. Thank you in advance for keeping the atrium and common spaces quiet and focused on learning.

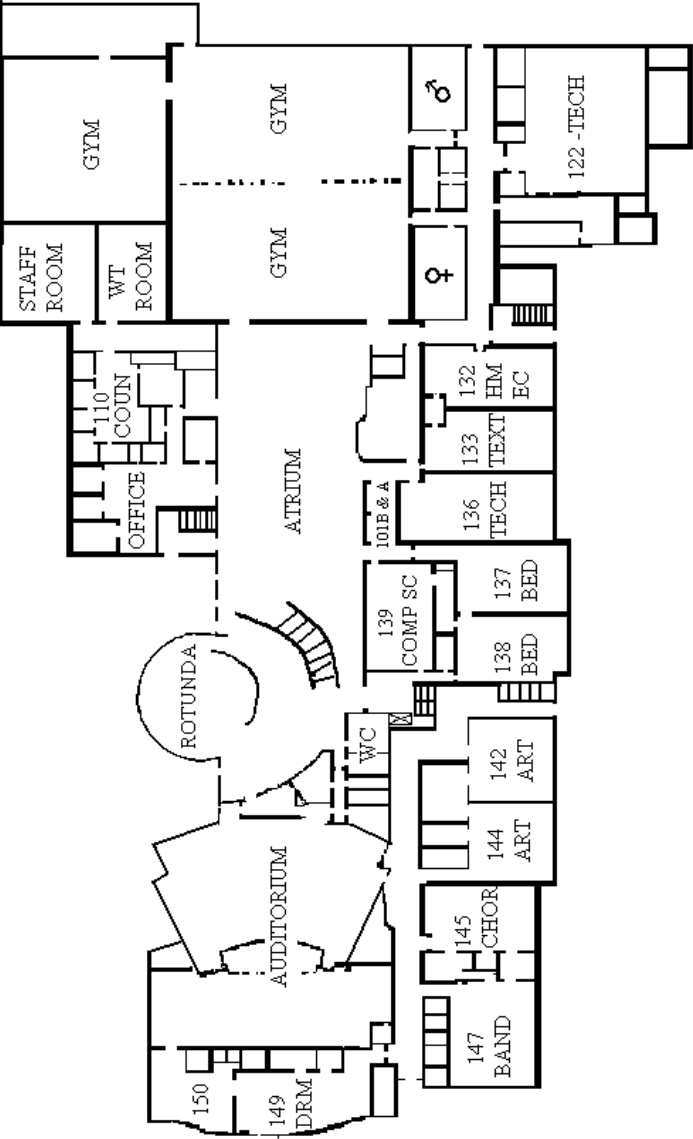
Q: What if there is a fire alarm or need for evacuation?

A: All students and staff respond as they would during regular class time: evacuate the building via the designated exit, and then meet on the south parking lot for marshalling. For morning FIT, you marshal with your Period 1 teacher after evacuation. For afternoon FIT, you marshal with your Period 3 teacher after evacuation. We have some emergency drills scheduled during FIT to practice. (If an evacuation happens before school, you marshal with your period 1 teacher. If evacuation happens during break, lunch, or afterschool, you marshal with the teacher from your previous period.)

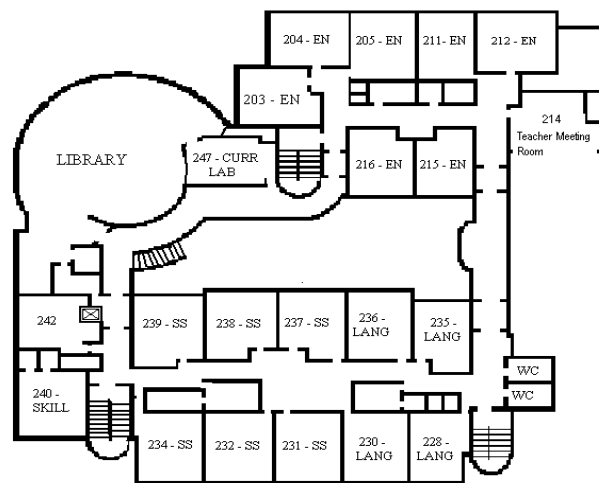
Thank you to Walnut Grove Secondary School, Prince of Wales Secondary School, Maple Ridge Secondary School, WJ Mouat Secondary School and Elgin Park Secondary School for your inspiration.



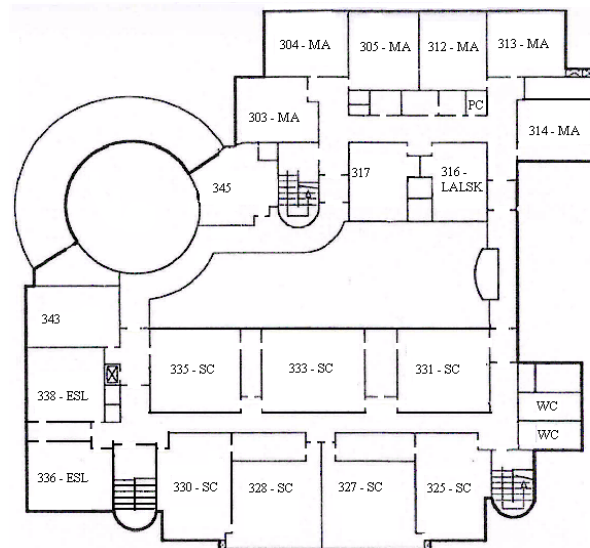
**SCHOOL FLOOR PLAN
MAIN FLOOR**



SECOND FLOOR



THIRD FLOOR



A MESSAGE FROM THE ADMINISTRATIVE TEAM

Welcome to a new year at Magee Secondary School! We are pleased to welcome new students to the school as well as all of our returning students. We look forward to working with you!

Our goal is to provide you with a safe, caring and supportive environment that will furnish opportunities for you to be as successful as possible... the rest is up to you! As you peruse the pages of this student handbook, please pay special attention to our school's Mission Statement and our shared values around behaviour. If you consistently strive to live by both of these while at school, you cannot help but have a successful year.

Always give your best effort to everything you do. Go out of your way to work well with others and involve yourself in your school. We have many events, activities, clubs and sports that will support you to make new friends and learn new skills. The more you give, the more you will receive!

Have a great year!

Mr. R. Mirani – Principal

Ms. J. Sehmbi – Vice Principal

HISTORY OF MAGEE

Magee is located on the unceded and traditional territory of the xʷməθkʷəy̓əm (Musqueam) Nation. It had its formal beginnings in 1913 when the Municipality of Point Grey established its first high school called Point Grey High School. At first, classes met in Eburne Elementary School until a building was ready at 49th Avenue and Maple Street in 1914. Soon after, the name was changed to King George V High School. Because this name caused confusion with the King George High School in Vancouver, residents and students persisted in calling the school "Magee" after Hugh Magee, a pioneer farmer of the area. The name became official in 1927. Over the years, the building had been extended and renovated several times. In September 1999 the New Magee was opened to replace the original school. Phase II consisting of the Fine Arts Wing and the Theatre opened in September 2000.

The school's motto in Latin is "Esse Quam Videri" which means "To be rather than appear to be". The school crest is a shield with a sitting lion superimposed on a capital M. The school colours are red and black. School teams are referred to as the "LIONS".

MISSION STATEMENT

Magee Secondary is committed to:

- Developing capable young people
- Promoting creative minds, healthy bodies, ethical values
- Providing a rigorous academic program
- Leading students to take responsibility for learning
- Valuing community and the joy of learning

COMMUNICATING STUDENT LEARNING

Purpose of Assessment

The purpose of assessment is to facilitate learning and move it forward in an equitable and inclusive way. It helps students answer three questions about their learning:

Where am I now? Where am I going? How do I get there?

Quality assessment is ongoing and responsive. It informs the instruction cycle and provides **teachers** with evidence to plan. It helps **families** understand and support their children's learning. Most importantly, it provides **students** with meaningful feedback to guide their learning and help them reflect on their growth.

Ongoing Assessment and Evaluation

At the beginning of each course, students receive a course outline from each teacher highlighting learning objectives in the form of big ideas, curricular competencies, and content topics. Since learning is an ongoing process, assessment and evaluation is cumulative, with emphasis on supporting students to achieve proficiency.

Proficiency Scale:

BEGINNING (EMERGING)	DEVELOPING	APPLYING (PROFICIENT)	EXTENDING
The student demonstrates an <i>initial</i> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <i>partial</i> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <i>complete</i> understanding of the concepts and competencies relevant to the expected learning.	The student demonstrates a <i>sophisticated</i> understanding of the concepts and competencies relevant to the expected learning.
IN PROGRESS or INCOMPLETE: The student, for a variety of reasons, has <i>insufficient evidence</i> to determine a level of understanding of the concepts and competencies relevant to the expected learning.			

While grade 10-12 courses may also use the proficiency scales to assess and communicate learning, grade 10-12 classes will continue to use letter grades and percentages to report achievement. All courses will also report on work habits and provide comments on progress of learning.

An "IE" (insufficient evidence) is assigned when a student has not yet demonstrated sufficient evidence of learning. Before a failing grade "F" can be assigned, an "IE", together with details of what the student can do to pass, must be given to students and parents/guardians. An "IE" report will clearly articulate which specific learning standards are required and how the student can demonstrate that learning. It will also outline resources and supports to help the student learn. This "IE" report plan can be communicated to the parent/guardian by interim, report card, telephone, email, or in-person meetings.

Reporting Timeline

Semester One:	Oct.15 -	Semester One Formal Interim
	Nov.26 -	Mid-Semester One Report
	Feb.03 -	Final Semester One Report
Semester Two:	Mar.11 -	Semester Two Formal Interim
	Apr.30 -	Mid-Semester Two Report
	Jun.28 -	Final Semester Two Report

Additionally, teachers may issue interim reports as needed.

RECOGNITION of ACADEMIC EXCELLENCE

Awards

Students in all grades have the opportunity to receive awards for their outstanding performances in Academics, Athletics, Service and Fine Arts. The awards include certificates, pins and plaques.



GENERAL INFORMATION



School Neighbourhood

Out of respect for our neighbours, students are not to loiter on the streets, lanes, boulevards or sidewalks across the streets from the school.

MyEdBC Student Family Portal

The MyEdBC Student family Portal enables students and families to access information about attendance, course schedule, course requests and report cards. For MyEdBC account support, please go to vsb.bc.ca/Student_Support/General_Resources/MyEdBCStudentFamilyPortal.

Student Office 365 for Education Account

The Office 365 Education account includes access to the teams classroom environment as well as email, calendar, word, excel, powerpoint, notebook and onedrive. For Office 365 support, please go to office365.vsb.bc.ca/for-students as well as [office365.vsb.bc.ca/Pages/Logging-into-Office-365-\(VSB\).aspx](http://office365.vsb.bc.ca/Pages/Logging-into-Office-365-(VSB).aspx).

Student Photos

Photos will be taken on Tuesday, September 22. School Photos are important for your students' ID, Go Cards and Yearbook. Students may not borrow any materials from the school library without a Go-Card, so all students must attend school on photo day. Photo retakes will be taken on Tuesday, November 3.

School Fees and Expenses

School and Supplemental Fee Schedules will be published in the August 2026 eNewsletter and are outlined on the school website. School fees may be paid online.

Financial Hardship Policy - The Vancouver Board of Education Trustees is committed to ensuring that no school-age student will be denied an opportunity to participate in a course, class or program because of an inability to pay fees. Parents and guardians unable to pay some or all of a school fee are invited to speak to their child's teacher, school counsellor, and/or the school Principal before the end of September 2026.

Food Services

Food service during the morning break and lunch are available in the Atrium. Garbage must not be left on tables. Students are reminded to keep the area clean by disposing of recyclable items and garbage in the appropriate containers.

Eating in the Halls / Classrooms

Students are permitted to eat in the halls **provided that all litter and recyclables are deposited in the receptacles provided.** Permission to eat in classrooms must be obtained from subject teachers. The exceptions are the carpeted rotunda area, and the hallway on the east side of the second floor which serves as a quiet study area; no food is allowed in either of these areas.

Parking

Students driving cars to school are required to comply with all Vancouver City traffic and parking by-laws. **Cars parked illegally will be towed away without warning at the owner's expense.** Parking is allowed in the back row of the staff lot only closest to West 49th Avenue. Students are not permitted to park in the driveway between Maple and Laburnum Streets.

Bicycles / E-Scooters

Students who ride their bicycles or e-scooters to school should lock them securely to the bike racks located in front of the school on the Maple Street side. The school will not accept any responsibility or legal liability for the theft of bicycles. Please ensure alarms are not disrupting.

Field Trips

Students wishing to attend field trips must submit consent forms signed by parents and affected subject class teachers. Students are expected to present field trip forms to subject teachers at least three days prior to the day of the field trip. However, no student will be denied the opportunity to participate in a required field trip because of cost.

Lockers

One locker is provided for each student at Magee. Each student is responsible for maintaining the locker that he/she is assigned. Students may not switch assigned lockers without permission from the office. **Graffiti or damage to lockers will result in the loss of locker privileges, and students will be charged for repairs.**

NOTE: The administration has the right to inspect lockers if there is suspicion or evidence that they are used for illicit or illegal purposes. It is the student's responsibility to ensure both gym and school lockers are secure. **Personal items of value should not be left in lockers. The school cannot be held liable for theft.** Students are encouraged to use PE change room lockers during their PE classes. **These locks must be locked to keep contents secure.**

Advertising / Posters

Students must obtain the permission of the administration or activity sponsor before posting or distributing any advertising materials in the school with the exception of Student Council events, all signs are limited to 8.5 x 11 size, and they must be posted on concrete or glass surfaces.

Textbooks

Textbooks are provided free of charge subject to being returned in good condition at the conclusion of the course. There is a charge for lost and stolen textbooks, library books, uniforms, and items returned defaced or showing undue wear. **Yearbooks and other documents may be withheld if students have outstanding debts at the end of the school year.**

Single-Use Washrooms

The single-use washroom is located across in the hall by the entrance to the counselling suite. No special permission is required for the use of this washroom. It is for use by any student who wishes to have increased privacy.

Grade 12 Scholarships

Students must have a minimum of 6 in person courses, at Magee, during their grade 12 year. Priority will be given to students who have a minimum of 6 grade 12 level courses, including English 12, taken at Magee, in person.

Service Awards

Magee Secondary School values voluntary service to the school and recognizes them in the following way:

All Grades	0 - 100 h	=	Certificate
	101- 300 h	=	Red Certificate
	301 – 550 h	=	Silver Certificate
	551 – 800 h	=	Gold Certificate
	800 h +	=	Silver Pin

Over 800h merits special consideration for awards and scholarships at graduation. Students with less service hours than required for a specific award, must still make their yearly submission in order for future cumulative tallies to occur.

Note: Hours of work for courses that already offer credit are **not** considered service hours.

Students are required to keep track of their service hours and submit to the activity sponsor in the spring by the announced spring deadline. Late submissions will NOT be accepted.

Vancouver Learning Network (VLN)

On-Line learning requires self-discipline and motivation in order for students to be successful. On-line courses are offered by the Vancouver Learning Network (VLN) and are supported by teachers who are not Magee staff.

Parents/guardians are asked to read the following carefully:

- Students enrolled in on-line courses may have a block on their timetable designated as UNSCHEDULED and will, therefore, not be directly supervised by a staff member.
- Magee has limited space for students to work on their on-line courses; in general, students should anticipate completing on-line course work at home rather than at school.
- Students who withdraw from a Magee course to take an on-line course will not be able to re-register in the course at Magee during the current school year.
- Only Magee courses are used in the calculation for Principal's List, Honour Roll and Honourable Mention
- Students who are in the school during UNSCHEDULED blocks are expected to study quietly, abide by our Magee Code of Conduct and follow our cell phone policy (off & out-of-sight during class time). Parents should note that students may elect to leave the school during these blocks, and thereby forfeit supervision by the school.

Students should not miss school time to write VLN exams. VLN offers 5:00pm examination sessions for Vancouver students.

EMERGENCY PROCEDURES

Fire Regulations



EVERYONE MUST LEAVE THE BUILDING.

Drills are held regularly so that students learn the routine to be used in the event of an emergency. The drill begins when the fire bell rings continuously. Under the supervision of the subject teacher, students leave the building in an orderly manner. This is a serious procedure and students must be prepared to use the designated exits unless otherwise instructed, to close appropriate doors and windows when instructed, to exit quietly without talking, and to remain with their group outside the building. All students must move to the driveway at the south end of the school and report to their teacher for attendance.

Three intermittent rings of the bell signals the end of the drill or that the danger has passed, and students should re-enter the school in an orderly fashion under the direction of a teacher. If the fire bell rings when classes are not in session, students are to proceed directly outside via the nearest exit and move to the driveway at the south end of the school where they should assemble into the last class they were in. In the case of an alarm before school, students assemble in their first classes of the day. All teachers will assemble in alphabetical order West to East. Students in study periods should report to the office staff at the north end of the parking lot. **Note: Each room has an emergency exit route map. This map directs students to the proper designated exit.**

Immediately Following an Earthquake

As soon as an earthquake tremor is felt, teachers and students in a classroom must:

- **DROP, COVER and HOLD ON.** All individuals must drop to the ground and take shelter under a desk, chair or table for protection from falling objects. In a severe earthquake, people have between 5 and 10 seconds to get to their "safe place" before it will be too difficult to move to a safe place. Hold on to the legs of the desk or chair to ensure that you stay securely beneath it.
- Always face away from windows to avoid injury from imploding glass.
- After the shaking stops, count aloud for 60 seconds to be sure unsecured objects have stopped moving. It is also reassuring to students to count together.
- Ask for quiet to hear instructions.
- **In a gym,** stand against an outside wall.
- **In the hallway,** crouch against a wall, and protect your head.

After 60 seconds of CALM:

- Teachers check for a clear passageway to stairs and exits outside. If clear, the teacher will take the Emergency Folder with instructions and class lists, and prepare to evacuate by the route posted, or another clear route.
- Students assist wheelchair-bound students to the refuge area.
- Students with immobilizing injuries stay in the classroom. Teachers note the names and locations of students to be left behind and report to the command centre outside the school. No one may stay inside with injured students / teachers.
- Watch for fallen wires, particularly on Maple Street, and stay away from trees and poles.
- Students and teachers congregate at the driveway at the south end of the

- school where teachers check class lists for missing students.
- Students stay with their subject teachers.
 - Teachers without classes report to the command centre to be assigned duties from an administrator.
 - Teachers take attendance and note any details about missing students' whereabouts. Completed attendance forms are submitted to the command centre as soon as possible to ensure that all students and staff are accounted for.
 - Students in unassigned blocks or on "study" should report to the Command Centre.
 - Teachers and students stay together until administrator and engineer have toured the building to determine the extent of damage and, if ruled safe, give instructions to re-enter the building.

EMERGENCY EVACUATION PLAN



Staff Emergency Procedures

Lockdown

Used in response to an armed or dangerous assailant WITHIN the school.

Lockdown

- Gather people in your vicinity into a secure room – do this quickly
 - Close and secure doors
 - Turn off lights, be quiet, get down low/behind heavy furniture, get out of sight
 - Silence all cell phones and ask they be placed face down on floor
 - Alert other occupants by any means available and/or call 911 - only if safe to do so
- Or Leave Safe If no secure area is available and a safe exit is, then quickly leave the area/school. Report to the designated assembly area and await instructions.

*Normal activities in the school cease. Await police response.

Hold & Secure

Used if there is a security concern in the neighbourhood

- Bring everyone into the school and remain inside
- Secure exterior doors
- Close exterior window blinds/drapes (if available)
- No one may enter or exit the school during Hold and Secure

*Typically normal activities continue WITHIN the school.

Room Clear

Used to move people away from a hazard contained in one room/area

- Direct students to leave the room/area and report to designated area (Ex. Library)
- Summon assistance as needed and appropriate (Ex: First Aid Attendant, Principal/Vice Principal, custodian, 911)

*Staff should remain to manage the situation arising or exit if the room is unsafe

Shelter in Place

Used if an environmental hazard may impact the school

- Bring everyone into the school and remain indoors
- Secure exterior doors and windows
- Close exterior window blinds/drapes (if available)
- Turn off all ventilation systems (if locally available/situation dependent)
- Staff designates will monitor access to the school via the main entrance.
- Access may be denied if a risk exists that jeopardizes the safety of occupants

*Typically normal activities continue WITHIN the school

Evacuate

Used to move people out of the school when a hazard exists inside

- Direct students and other staff to exit the school via the shortest safe route
- Report to and assemble outside at the designated assembly site

*Principal or designate will determine next steps

Drop, Cover, and Hold On

Used in the event of an earthquake, explosion, or any event that shakes the school

- Quickly move away from obvious hazards
- Drop** - low to the ground
- Cover** - take Cover under a sturdy table, desks, furniture, or other large sturdy items
- Hold On** - to the furniture you are under and stay there until the shaking stops
- After the shaking stops, wait 60 seconds and then Evacuate via the shortest safe route
- Report to and assemble outside at the designated assembly site

*Principal or designate will determine next steps

School-Wide Security Lock Down

A dangerous intruder is someone whose behaviour suggests a threat. The School-Wide Security Lock down protects staff and students from a dangerous intruder when it is safer to stay in a locked room than leave the building. Never approach a suspicious intruder directly. Teachers should contact the office on the emergency phone (811) immediately.

If a dangerous intruder is known to be inside the school, an administrator will issue the following message over the P.A. system:

THIS IS A FULL LOCK DOWN. ALL TEACHERS, PLEASE SECURE YOUR CLASSROOMS AND INITIATE SCHOOL-WIDE LOCK-DOWN PROCEDURES. THIS IS A FULL LOCK DOWN.

This announcement will be followed by a distinct tone on the P.A. and flashing amber lights in the atrium, rotunda, and each of our three gymnasiums.

During class time:

Teachers will **first and foremost, ensure their own personal safety and the safety of the students.**

1. Gather students into the nearest classroom;
Check the hall for passing students and direct them to immediately enter the classroom;
Close and lock door(s);
Close windows and blinds and turn off lights;
Keep students away from doors, windows and outside walls.
2. Remain calm and reassure students;
Ask for quiet (no talking);
Record the names of students present, and any who are currently missing from the room. Answer the phone, or ask another adult to answer the phone;
Collect information about all communication devices in the room; do not use them;
Do not use classroom computers to communicate.
3. Follow directions from the administrator or police (who will identify themselves);
Do not open doors or resume activities until instructed to do so.
Students should not be dismissed into the hallways even if the bell tone signals the end of class.
Hold students in the secured classroom until an ADMINISTRATOR announces on the PA system that the lock-down is over, and that it is safe to release students.

P.E. Classes / Students Outside time:
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Do not enter the building. P.E. classes should go to the far north end of the field (by the large tree). Remain there as a group.
Record the names of all students in the teacher's care.
Return to the school after instructions by the administration or police to do so.

Students On a Study Period:

Report to the nearest classroom and follow the instructions of the teacher.

During FIT and Break Times:

All staff and students proceed to the nearest room where space is available and follow the procedures above.

GUIDELINES FOR THE USE OF AI

Respect • Learn • Protect

Use school-approved AI tools.

Only use AI tools supported by the Vancouver School District and Magee.

Avoid apps or sites that ask for personal information.

(Modelled from Saanich + West Van)

Follow your teacher's directions for every assignment.

Your teacher will tell you when, how, and how much AI you can use.

Some tasks may be labeled No AI, Limited AI, or AI-Enhanced. (Modelled from Saanich + West Van)

Use AI to learn — not to replace your work.

AI can help explain ideas, check grammar, brainstorm, or support understanding.

AI must not complete your assignment for you unless your teacher allows it. (Modelled from West Van)

Protect your privacy.

Never enter personal or private information into AI tools.

Don't upload photos of yourself or others unless your teacher says it's allowed. (Modelled from Saanich + West Van)

Be honest and show how you used AI.

If AI helped you, include a short note like:

"AI Use: I used Copilot to help brainstorm ideas and clarify wording."

Your work should still sound like your voice.

(Modelled from Saanich + West Van)

Check for accuracy and bias.

AI can sometimes be wrong, biased, or out of date.

Always check facts and sources before submitting your work. (Modelled from Saanich + West Van)

MAGEE AI ASSESSMENT SCALE

When and how we use AI in class — written for students

Level 1 — No AI

I complete this assignment fully on my own with no AI help at any stage.

My teacher wants to see my real skills, so I don't use AI to brainstorm, check, edit, translate, or create anything.

This level protects fairness and academic integrity, which schools in West Vancouver also emphasize as key expectations. [westvancou...schools.ca] Matches Level 1 of the AIAS: no AI used in planning, writing, or revising. [AI Ethical...ntegration | PDF]

Level 2 — AI Planning (Idea Starter)

I can use AI to generate ideas, get topic suggestions, or build an outline.

I must write the final work in my own words, using AI only to help me think—not to create sentences I copy.

Saanich encourages using GenAI as a tool that supports thinking while keeping learning meaningful and human-centered. [saanichschools.ca] Matches AIAS Level 2: AI can help with brainstorming and structure, but no AI-generated text appears in the final version. [AI Ethical...ntegration | PDF]

Level 3 — AI Collaboration (Feedback Helper)

I write my own draft first, then I can ask AI for feedback, corrections, organization tips, or ideas for improvement.

I must check all AI suggestions, fix mistakes, and make sure the writing still sounds like me.

West Van guidelines remind us to use AI to support learning, not replace it, and to be transparent about using it. [westvancou...schools.ca] Matches AIAS Level 3: AI helps with editing and clarity, and my original work must still be a main part of the submission. [AI Ethical...ntegration | PDF]

Level 4 — Full AI Support (AI as a Work Partner)

I can use AI in multiple stages—planning, drafting parts, editing—but I stay in charge of decisions. I must evaluate AI's output for accuracy, bias, fairness, and relevance before using it.

Saanich highlights the importance of ethical use, checking for bias, and understanding how GenAI works—not just copying results. [saanichschools.ca] Matches AIAS Level 4: AI can generate parts of the task, but I need to critically reflect on and assess AI's contributions. [AI Ethical...ntegration | PDF]

Level 5 — AI Exploration (Creative + Advanced Use)

I use AI as a creative partner—testing ideas, generating possibilities, experimenting with styles, or solving complex problems.

I combine my thinking with AI tools to explore new ways of learning or creating.

I still must be responsible, safe, and transparent, following West Van's focus on privacy and integrity. [westvancou...schools.ca] Matches AIAS Level 5: AI can be used throughout the work in advanced, innovative, or experimental ways. [AI Ethical...ntegration | PDF]

Cheating Policy (Revised for Smart Devices and All Assessment Types)

Academic integrity is essential to learning. Colleges and universities may withdraw students for cheating, and even the suspicion of dishonest behavior during a Provincial Exam can result in a report to the Ministry of Education. Cheating undermines both individual growth and the well-being of society.

Cheating includes, but is not limited to, the following:

Plagiarism and Misrepresentation of Work

- Copying or paraphrasing material from any source—including other students, the Internet, AI tools, smart devices, or tutors—without proper acknowledgement.
- Submitting work (essays, assignments, homework, lab reports, computer programs, drawings, designs, visuals, recordings, or any other assigned task) that was created wholly or partially by someone else.
- Using AI-generated content (text, images, audio, video, code, or ideas) without explicit permission from the instructor and without proper citation.

Unauthorized Sharing or Collaboration

- Supplying information, answers, or work of any kind to another student knowing it may be copied or submitted for marks.
- Collaborating on assignments, projects, or conversations when individual work is required.

Cheating During Tests or Assessments

- Copying from another person's test or allowing another student to copy from yours.
- Any unauthorized communication—spoken, written, digital, or nonverbal—during a test or assessment.
- Bringing or using unauthorized notes, smart devices, earbuds, calculators, translation tools, or any electronic equipment unless explicitly approved.
- Accessing messaging apps, search engines, AI assistants, or stored information on any device during an assessment without permission.

Non-Written or Alternative Assessments

- Cheating also applies to assessments that are not written, including but not limited to:
- Conversations, interviews, oral exams, presentations, debates, or recorded responses where students are expected to demonstrate their own understanding.
- Receiving real-time prompts, scripts, translations, or answers from another person or device during an oral or performance-based task.
- Submitting audio, video, or multimedia work that has been edited, enhanced, or generated by another person or by AI tools without instructor approval.

Smart Devices and Digital Tools

- Using smartwatches, phones, earbuds, AI assistants, or any connected device to obtain, store, or share information during assessments unless explicitly permitted.

- Hiding devices, using covert communication tools, or attempting to bypass monitoring systems.

Claiming Work Not Your Own

- Presenting any portion of work—written, spoken, visual, digital, or creative—that was created by another person or tool as your own original work.

Code of Conduct

A. Statement of Purpose

- To ensure a safe, productive and respectful learning environment.
- To outline the rights and responsibilities of all members of the Magee community,
- To clarify and publish expectations for student behaviour while at school, while going to and from school, while attending any school function or activity and/or in any circumstance which may impact on the school community.

B. Conduct Expectations

Any form of racism or discrimination is not tolerated.

Acceptable Conduct

The Magee Code of Conduct is developed and endorsed by staff, groups of students and the Magee Parent Advisory Council. The Magee Code of Conduct promotes the values expressed in the BC Human Rights Code respecting the rights of all individuals in accordance with the law – prohibiting discrimination based on race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex or sexual orientation in respect to discriminatory publication and discrimination in accommodation, service and facility in the school environment.

Magee Secondary is organized and operated on the assumption that students in a Grade 8-12 school are on the verge of adulthood and thus are attending with the desire to participate and learn. This means that students at Magee must accept responsibility for learning, for attending classes, and for completing work or assignments. In pursuing their education, students are expected to respect the rights of others. Students who have chosen to come to Magee should understand that certain specific regulations must be enforced so the school can operate in the best interests of all.

School Expectations

The Magee School Community	Classrooms / Teaching Areas	Common Areas
- Be respectful and supportive of others, their ideas and opinions. - Do not bully or harass others. - Use appropriate and respectful language. - Use good manners. - Refrain from inappropriate physical contact. - Follow school rules. - Follow Magee's academic honesty policy at all times. - Respect school and personal property and equipment. - Clean up after yourself. Use garbage and recycling containers.	- Arrive on time. - Bring required materials, including agenda. - Listen and participate actively and respectfully. - Work to the best of your ability. - Respect other students' right to learn. - Behave safely. - Follow school rules with respect to use of electronic devices. - Take care of equipment, books and furniture. - Respect classroom rules.	- Keep hallways and stairways passable at all times. - Be quiet while classes are in session. Study blocks are for quiet study. - No running outside of the gymnasium. - Only use sporting equipment in the gymnasium or outside. <u>Do not sit on tables.</u> - Report spills to a staff member. - Keep locker and surrounding area clean. - Respect displays, art and posters. - Keep washrooms clean. - Follow school rules with respect to use of electronic devices.

School Expectations

Social Media	Guests to Magee	Assemblies
- Protect yourself: be careful about what personal information you share online. - Act responsibly and ethically: EVERYTHING you post is PUBLIC and PERMANENT.	- Follow classroom rules. - Treat Substitute teachers (EOCs) / student teachers and guests with respect at all times. - Be helpful.	- Show respect for speakers. - Remain seated, with feet on the floor. - Clap at appropriate times - Enter and exit quietly. - Remove hats. - Bring only necessary items. - No electronic devices.

Unacceptable Conduct

- Behaviours that:
 - Interfere with the learning of others
 - Interfere with an orderly environment
 - Create unsafe conditions
- Acts of:
 - Bullying, harassment or intimidation
 - Discrimination (as defined by the BC Human Rights Code – on the basis of race, colour, ancestry, place of origin, political belief, marital status, family status, physical or mental disability, sex, sexual orientation, age and unrelated criminal or summary convictions)
 - Physical violence or incitement to violence
 - Retribution against a person who has reported incidents
- Illegal acts, such as:
 - Possession, use or distribution of illegal or restricted substances
 - Possession or use of weapons
 - Theft of or damage to property

Note: Behaviours (both acceptable and unacceptable) cited in the code of conduct are examples only and not an all-inclusive list. Special

considerations may apply if a student is unable to comply with expectations due to having different learning abilities of an intellectual, physical, sensory, emotional or behavioural nature.

Racism is not tolerated in our school!

Rising Expectations

As students become older, more mature, and move through successive grades:

- they are expected to develop increasing personal responsibility and self-discipline.
- there are increasing consequences for inappropriate behaviour/ unacceptable conduct.

C. Consequences

The severity and frequency of unacceptable conduct and the age and maturity of students are considered in determining appropriate disciplinary action:

- responses to unacceptable conduct are consistent and fair
- disciplinary action, wherever possible, is preventative and restorative, rather than punitive
- students, as often as possible, are encouraged to participate in the development of meaningful consequences for violations of the established code of conduct.

A breach of our rules, including defiance of school authority, is a serious offence, and may result in a disciplinary record, suspension, transfer or a combination of these consequences. In some cases, it may be appropriate for the school to involve the participation of parents/guardians, subject teachers, counsellors, administrators, VSB officials, community agencies and the Police. Discipline can take a variety of forms, such as reprimand, detention, service work and loss of privileges; however, disciplinary action, wherever possible, will aim to be restorative, rather than punitive. Student age and maturity is a factor in assigning discipline with the clear expectation that as students move through successive grades, they will assume increased personal responsibility and self-discipline.

Suspensions

In accordance with the School Act, Sec. 85(2)(ii) and (d), the Board authorizes the Principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- A. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board;
- B. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school;
- C. because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per the District Student Code of Conduct, AP 350. As per AP 350 6.7.1 an educational program must be provided.

D. Notification

The Magee school staff may have a responsibility to advise other parties of serious breaches of the code of conduct. For example:

- Parents of the student offender(s)
- Parents of the student victim(s)
- School district officials – as required by school district policy
- Police and/or other agencies – as required by law
- All parents – when deemed to be important to reassure all members of the school community that school officials are aware of a serious situation or incident and are taking appropriate action to address it.

School Rules

School Attendance

Attendance is taken in each class and entered into the school computer on a daily basis. Acceptable reasons for absence are:

- illness
- school field trips, career prep, work experience
- school business
- parent request

Parents/guardians of students who are absent due to illness are asked to send an email to magee@vsb.bc.ca excusing your child's absence. Send the email to their teachers as well and make sure to add the following information:

- Student's full name
- Student number
- Date(s) and classes you were absent for
- Reason for absence

Students who become ill during the school day and wish to go home must inform their teacher and then go to the office to sign out. Students will be permitted to sign out only after a parent or guardian has been contacted by the office.

Unscheduled Blocks

Students without a scheduled block are expected to be actively involved in studying at the school. Card-playing, socializing and wandering in or around the school are not acceptable uses of study blocks. Cell phones must be "off and out of sight" during unscheduled blocks.

Withdrawal from Courses during the School Year

Students cannot withdraw from a course except in exceptional circumstances. Course withdrawal forms are available from counsellors. Students are to submit completed forms and the required documentation to their grade counsellor for consideration. A parent/admin conference might be needed to discuss withdrawal options.

Disciplinary Jurisdiction

Students engaged in behaviour that interferes with the general welfare of students or safety of the learning environment of the school may be subject to disciplinary action even when this behaviour occurs away from school property or during a time when the student is not under direct school supervision, such as lunch hour or commuting to and from school.

Illegal Drugs and Alcohol

No student may be under the influence of, or in possession of, alcohol, illegal or non-prescribed drugs in or around the school, or at school-sponsored functions, including field trips, school travel, extracurricular activities, music trips and sporting events. An infraction is serious and will result in the immediate implementation of school and VSB policies dealing with drugs and alcohol, and possible suspension or transfer of the students involved.

Cellular Telephones

Unless permitted by the teacher, cellular telephones are not to be turned on during class time. They are to be turned off and kept out of sight. The "Off and Out of Sight" policy applies to all locations inside the school building. If they are on during class without teacher permission, they may be confiscated and turned over to parents. Cell Phones or other electronic devices are not to be used to record or photograph others in the school or on school property without previously received permission.

Other Personal Listening Devices

They are to be turned off and kept out of sight in classrooms, unless specific permission has been granted by the teacher. **Laser Pointers** are not permitted at school.

Gambling

Gambling of any kind is not allowed in the school building or on school property. Students gambling on school property may be referred to an administrator.

Fireworks and Fire Crackers

Students are not to bring fireworks, firecrackers, or explosive devices to school, or to be in possession of fireworks, firecrackers or explosive devices on school property, under any circumstances. Violations of this rule will result in referral to the administration.

Skateboards, In-Line Skates, and Scooters

Skateboards, in-line skates and scooters are not permitted to be used in the building or on school property, and if used, will be confiscated and turned over to parents. Students who bring them to school must place them in their locker until they leave the school.

Smoking and Vaping

In the interests of promoting a healthy life style, students are encouraged not to smoke and may not smoke or use vapour products on school grounds. In accordance with the Vancouver City By-Law prohibiting smoking in public places, students, and all other persons are not permitted to smoke anywhere in the building or on the school grounds.

Snowballs

For safety reasons, snowball throwing is not allowed on or near school property. Students who ignore this rule may be dealt with in a serious manner.

Violence Prevention Policy: Vancouver Public Schools - Safe Places To Be

The Vancouver School Board (VSB) works hard to ensure that our schools are safe places for students. The VSB violence prevention policy states that violence of any kind will not be tolerated. This policy covers all school board buildings and grounds, and is in effect during all school related and/or sanctioned activities (eg. field trips).

How Is Violence Defined?

Violence comes in many forms including verbal or written threats, physical, emotional or sexual abuse or harassment, racial harassment, or bullying. Any form of violence or intimidation that threatens the health, safety or welfare of students or staff or causes them to feel their health, safety, or welfare is threatened is not acceptable.

What Disciplinary Actions Will be Taken?

Any student found with weapons, involved in a violent act or soliciting others to commit a violent act will be dealt with on an individual basis. In all cases, the school administrator will notify the student's parent or guardian. As well, one or more of the following actions may be taken depending on the nature and severity of the situation:

- the police may be contacted and the student may be charged with a criminal offence;
- the matter may be referred to the Student Discipline Review Committee;
- the student may be suspended or transferred to another school ;
- the student may be required to participate in a special counselling program.

What Should I Do If I ...?

If you or others you know have been affected by harassment, bullying, violence, weapons, drugs or alcohol, it is important that you talk to a counsellor, teacher, administrator, school liaison officer, or someone else in the school whom you trust, so that others can help to solve the problem.

Visitors / Intruders

All visitors are asked to report to the school office to obtain permission to remain in the building. Students must discourage relatives, friends or acquaintances from "dropping in" for casual conversation or non-school-related activities. Intruders or persons who are unauthorized to be in our school or on our grounds will be challenged. If these people are found to not have any legitimate business at the school, they will be treated as trespassers. Repeat offenses will result in prosecution.

Weapons

The VSB policy states that students are not to be in possession of any object (weapon) that can be used to threaten or harm another person or be used with the intent to hurt or frighten someone. Possession, threat or use of a weapon may lead not only to transfer or suspension, but also to the laying of criminal charges.

Consequences Related to Student Discipline

Any student who violates School Board Policy or School Rules will be subject to disciplinary action, which may include:

- an interview with an administrator;
- notification of parents/guardians;
- in-school suspension;
- community service or litter clean up;
- referral to counselling or a treatment program;
- suspension from school;
- expulsion from Magee.

In some cases, violation of school or district policies may also be a violation of the criminal code and result in a police investigation and possible charges.

Suspensions

In accordance with the School Act, Sec. 85(2)(ii) and (d), the Board authorizes the

principal or designate of any school in the district to suspend a student from attendance at school for up to five days.

Suspensions may be for the following reasons:

- a. because a student is willfully and repeatedly disrespectful to a teacher or to any other employee of the Board carrying out responsibilities approved by the Board.
- b. because the behaviour of the student breaches the District Code of Conduct or policy and/or has a harmful effect on others or the learning environment of the school.
- c. because the student has failed to comply with the School Code of Conduct.

Suspensions over five days are made in consultation with the appropriate Director of Instruction as per District Policy (<http://www.vsb.bc.ca/district-policy/jgd-r-district-student-code-conduct-regulation>)

SCHOOL ACTIVITIES

Students' Council

The Students' Council is responsible for planning and organizing student activities, and maintaining a liaison between students and staff and the School Consultative Committee.



Occasionally, members at the Students' Council is represented on committees requiring students' viewpoint.

2026-2027 Student Council Members:

President	Brandon Yu
Vice-President	Michael Bai
Secretary	Nicole Liu
Treasurer	Holly Ho
Media and Marketing Rep	Gloria Peng, Ariel Li
Communications Rep	Akemi Huang
VDSC Reps:	Rubio Chien, Kara Yen
Grade 12 Reps	Paris Lucia Hernandez Gomez
	Andrew Gao
Grade 11 Reps	Zeyi Zhao
	Charmaine Shum
Grade 10 Reps	Olivia Yao
	Jack Fredrickson-Duck
Grade 9 Reps	Aryanna Devera
	Ashley Sin
	Linus King

Clubs

Magee has many different clubs which are sponsored by staff. Students are encouraged to participate in one or more of these extra-curricular activities.

Planning School Food Fundraisers: A Check List

Is the Food Safe? Fundraisers will only occur at lunch on Thursdays. A minimum of 2 weeks notice is required for approval.

- ☐ Fundraisers will only occur at lunch on Thursdays. A minimum of 2 weeks notice is required for approval.
- ☐ Consult with someone who has Food Safe Level One about how you plan to keep the food safe.
- ☐ If you are buying prepared food to sell, is the food prepared in a kitchen that has an operating permit?
- ☐ Is there a sink nearby with hot water, soap and paper towel where servers will be able to wash their hands before serving food?
- ☐ Have you arranged to have someone check that the temperature of perishable food is kept < 4°C or > 60°C ?
- ☐ If dishware is to be used, do you have access to a three compartment sink or dishwasher to wash, rinse and sanitize dishware?
- ☐ Do you have questions about food safety? If so, call the health department at 604-675-3800.

For other information to keep foods safe visit:

www.vch.ca/your_environment/food_safety - Vancouver Coastal Health

www.foodsafe.ca - Food Safe Certification

www.health.gov.bc.ca/protect/food-safety-module/files/home.htm - Online Food Safety course

www.fightbac.org - Information about safe food handling

Is the Food Healthy?

- ☐ Have you checked the Guidelines for Food and Beverage Sales in BC Schools www.bced.gov.bc.ca/health/criteria_charts.pdf and www.brandnamefoodlist.ca to find out whether at least 50% of foods you want to sell are "Choose Most" and up to 50% are "Choose Sometimes"?
- ☐ Does the meal include at least three of the four food groups from Canada's Food Guide?
- ☐ Does the meal include vegetables or fruits?

To help make Fundraising More Environmentally Friendly, consider:

- ☐ Incentives for students to bring their own cutlery, chopsticks, plate or mug
- ☐ Foods served with minimal packaging
- ☐ Requesting packaging that is biodegradable or compostable
- ☐ Creating a plan to deal with the waste produced, eg. Compost collection, recycling
- ☐ Local and in season items
- ☐ Using the SeaChoice seafood guide when serving fish or sushi - www.seachoice.org
- ☐ Organically produced items
- ☐ Vegetarian options

Other Tools and Information:

Healthy Fundraising for Schools - A guide filled with fundraising ideas. Available from www.dashbc.org

Bake Better Bites - Recipes for baked foods that meet the Guidelines for Food and Beverage Sales in BC Schools. Available from www.healthyeatingatschool.ca

Healthier Foods - A Fact Sheet on how to make fast-food healthier for students www.bced.gov.bc.ca/health/healthier_foods.pdf

ATHLETICS

Come out and support our team spirit by joining in one or more of the following sports. Play like a Lion!



STUDENT SERVICES

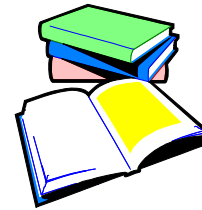
Resource Centre - Library

A large collection of curriculum-related print and non-print materials is provided for student use. Almost all items are circulated for two-week periods or overnight loans.

Resource services consist of:

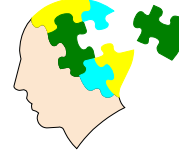
1. Access to school resources & to external electronic database;
2. Instruction in finding, evaluating, collecting, organizing & using information;
3. Assistance in selecting novels & nonfiction reading;
4. Advice on research processes & sources.

To ensure student success, the library staff is available to provide as much assistance as possible.



The Learning Hub

The learning hub provides direct, strategic instruction to all students. Study skills and learning strategies are applied to students' academic course work independently and/or cooperatively in small groups with Peer Tutors or teacher assistance and serves as a resource centre for students of all grades. Students can access the learning hub during any block with the permission of their classroom teacher.

**Counselling Services**

Counselling is a support service provided to each student by grade counsellors who are able to offer comprehensive planning, career education and personal/social counselling services. Such services are provided through the guidance program, individual and group counselling, and consultation with parents, teachers, in-school support services, and outside agencies when necessary. Appointments are based on student self-referral, counsellor, teacher, parent and administrative request.

SACY Worker

Magee's SACY worker works directly with the school on a part-time basis. These services include education for students, parents and staff, health promotion and risk reduction, prevention and early intervention counselling on an individual or group basis, individual and family assessments, and referrals to appropriate agencies. Students may self-refer, or be referred by counsellors, teachers, administrators, parents, guardians, or friends.

Community Health Nurse

The Community Health Nurse is available for consultation through the Pacific Spirit Community Health Centre. The office is located at 2110 West 43rd Avenue, telephone #: 604-261-6366. The nurse is available to discuss questions about birth control, STD's, pregnancy, stress, smoking and other worries.

Health Resources - Illness

The school nurse is available only a few hours each week but a First-Aid attendant is available during school hours. All cases of illness, accident or injury must be reported to the office. Injured or ill students should never go home without informing someone of their injuries.

Multicultural Home School Workers

The Vancouver School Board employs several multicultural home school workers to assist students and parents in communication and involvement in the school system. Interpreters are available by request.

SWIS Worker

The Settlement Worker assists new families in the settlement process into the Vancouver community. To contact Magee's SWIS worker, Elisabeth Chan, please call 604-713-6000 (voice mailbox # 2485).

Community Resources for Students and Families

The following services are available outside of the school to help students and families who have concerns. They can be contacted directly and confidentially, and most are free of charge.

YOUTH CLINICS

Youth clinics are free and confidential. Services available include: birth control, STD diagnosis and treatment, pregnancy testing and referral; and general medical problems.

Boulevard Youth Clinic

2110 West 43rd Avenue

Tuesday

Tel: 604-261-6366

2:30 - 5:30 pm

Broadway Youth Resource Centre

691 East Broadway

Monday / Thursday

Tel: 604-709-5720

2:30 - 5:30 pm

Commercial Drive Youth Clinic

1145 Commercial Drive

Thursday

Tel: 604-253-3575

2:30 - 6:00 pm

Evergreen Youth Clinic

3425 Crowley Avenue

Tuesday

Friday

Tel: 604-872-5217, (3469)

3:30 - 6:00 pm

2:00 - 4:30 pm

Knight Street Youth Clinic

6405 Knight Street

Monday

Thursday

2:00 - 4:30 pm

5:30 - 8:00 pm

Mid-Main Youth Clinic

3998 Main Street

Wednesday

Info Tel: 604-709-6400

2:30 - 5:30 pm

Pine Tree Clinic

1985 West 4th Avenue

Mon/Tue/Thr/Fri

Tel: 604-736-2391

9:00 - 12:00 pm

2:00 - 5:00 pm

9:00 - 12:00 pm

2:30 - 7:30 pm

Wednesday

Saturday

1:00 - 4:00 pm

THREE BRIDGES COMMUNITY HEALTH CENTRE

1292 Hornby Street

Monday - Friday

Saturday

Youth only service: Wednesday

Tel: 604-736-9844

8:30 - 8:00 pm

10:00 - 5:00 pm

3:30 - 5:00 pm

DOCTOR

See you family doctor. If you need a new doctor call the College of Physicians at 604-733-7758.

1. **HOSPITALS**

BC Children's Hospital

St. Paul's Hospital

Vancouver Hospital

604-875-2345

604-682-2344

604-875-4111

2. **EMERGENCY**

Poison Control Centre

Crisis Line

Helpline for Children

Kids Help Phone

604-682-5050

604-872-3311

604-310-1234

1-800-668-6868

3. **ALCOHOL AND DRUG**

Alcohol and Drug Info/Referral

Addiction Services

Deyas Youth Detox

604-660-9382

604-660-3082

604-251-7615

4. **SEXUALITY INFORMATION AND SUPPORT**
(also see Youth Clinic)
 - AIDS Vancouver 604-681-2122
 - Gay/Lesbian/Transgender/Bisexual Support 604-684-5307
 - Incest/Sexual Abuse Centre 604-874-2938
 - Planned Parenthood 604-731-4252
 - Sexual Assault Service (BC Women's) 604-875-2881
 - STD Control (AIDS and STD Testing) 604-660-6161
 - Vancouver Rape Relief 604-872-8212
 - WAVAW Rape Crisis Centre 604-255-6344
 - Youth Co (AIDS support/Info) 604-688-1441
5. **EMOTIONAL & MENTAL HEALTH**
 - Battered Women's Support Service 604-687-1867
 - Child/Adolescent Response Team 604-874-7043
 - Kids Help Line 1-800-668-6868
 - Ministry of Children & Families 604-660-5437
 - Parent Support Services Society of BC 604-669-1616
 - Parents Together 604-325-0556
 - West Side Mental Health Team 604-873-6733
 - Kitsilano Mental Health Team 604-736-2881
 - Vancouver Community Mental Health Service 604-874-7626
6. **EATING DISORDERS**
 - BC Children's Hospital 604-875-2345
 - Eating Disorders Centre 604-806-9000
 - Healthy Attitudes Program 604-321-6151
7. **COMMUNITY CENTRES**
 - Dunbar Community Centre** 604-222-6060
4747 Dunbar Street
 - Kitsilano Community Centre** 604-257-6976
2960 Larch Street
 - Kerrisdale Community Centre** 604-257-8100
5851 West Boulevard
 - West Point Grey Community Centre** 604-257-8140
4397 West 2nd Avenue
8. **MULTICULTURAL SUPPORTS**
 - Immigrant Support Services 604-681-2561
 - MOSAIC 604-254-9626
 - SUCCESS 604-684-1628
9. **POLICE AND LEGAL**
 - Crimestoppers 604-669-TIPS
 - Legal Aid Services 604-601-6000
 - Victim Services 604-717-2737
 - Youth Against Violence 1-800-680-4264
10. **OTHER COMMUNITY RESOURCES**
 - Canada Employment 1-800-206-7218
 - Dial-A-Dietician 604-732-9191
 - ICBC Dial-A-Claim 604-520-8222
 - Transit Information 604-521-0400
 - Vancouver School Board 604-713-5000

11. YOUTH HEALTH WEBSITES

www.teengrowth.org
www.health4teens.org
www.freevibe.com/index.shtml
www.motiv8.com
www.kidshealth.org/
www.girlsinc.org
www.planetahead.com
www.teenhealthnet.com
www.sexualityandu.ca
www.ayn.ca
www.notobacco.org
www.cigarette-slayer.com

Health emotions, sex info & more!
All kinds of topics for teens
Drug myths and drug facts
Making decisions and setting goals
Teen health information
Girls only website
New condomania website
Alcohol and drug information
Information on birth control and STDs
The Aboriginal Youth Network
Tobacco quitting tips
No smoking videos

Glossary of Common Mathematical Terms

Absolute value	The distance between any real number and 0 on a number line.
Altitude of a Triangle	A line segment XY, where X is a vertex of the triangle, Y lies on the line through the other two vertices, and XY is perpendicular to that line.
Average	Also known as the mean , it is found by dividing the sum of the numbers by the number of numbers.
Axes	The intersecting perpendicular number lines on a graph.
Capacity	The greatest volume that a container can hold.
Clockwise	The same direction as the movement of the hands on an analog clock.
Coefficient	The numerical factor of a term; e.g. in the term $3x$, the coefficient is 3.
Common Denominator	A number that is a multiple of each of the given denominators.
Congruent	The same size and shape.
Consecutive	Parts that follow in order; e.g. 1,2,3,4
Constant	A particular number.
Coordinate Plane	The 2-dimensional or (x,y) plane. Also known as the Cartesian plane.
Conjecture	A generalization, or educated guess, made using inductive reasoning.
Data	Facts or information.
Database	An organized and sorted set of information.
Diagonal	A line segment that joins two vertices of a figure, but is not a side.
Distortion	A transformation in which a figure is expanded, compressed, or turned so that the image is not congruent to the original.
Equidistant	The same distance apart.
Exponent	The raised number used in a power to show the number of repeated multiplications of the base; e.g. in x^4 , the exponent is 4.
Extrapolate	To estimate a value <i>beyond</i> known values.
Frequency	The number of times an item or event occurs.
Hypotenuse	The side opposite the right angle in a right triangle.
Integers	The set of positive and negative counting numbers and zero.
Interpolate	To estimate a value <i>between</i> two known values.
Interval	The value of a regular distance or space between values.
Line of symmetry	A line that divides an object or figure into mirror images.
Negation	A statement that has the opposite meaning of a given statement.
Parallel lines	Lines in the same plane that do not intersect.
Per	Out of, divided by, for each. For example, " <i>per capita</i> " means <i>for each person</i> , " <i>per annum</i> " means <i>for each year</i> .

Percent	A fraction or ratio in which the denominator is 100.
Perimeter	The distance around a two-dimensional object.
Perpendicular	Intersecting at right angles (90°).
Perspective	The different views of an object, for example, top, bottom, side, front.
Probability	The ratio of the number of ways a specific outcome can occur to the total number of possible outcomes.
Proportion	A statement that two ratios are equal.
Rate	A comparison of two measurements with different units, such as 9m/s.
Ratio	A comparison of numbers (with the same units), such as 4:5.
Reflection	The flip transformation of an object in a mirror.
Rounding	Approximating a number to the next highest (or lowest) number; for example, rounding 3.46 to the tenths place is 3.5, and rounding 4.34 is 4.3.
Scale	The ratio of the distance between two points on a map, model, or diagram to the distance between the actual locations. Also defined as the numbers on the axes of a graph.
Slope	A measure of the steepness of a line, also known as gradient . Measured as rise/run ("rise over run").
Scientific Notation	A way of expressing long numbers in a shorter form using powers of ten; e.g. $0.00000000000427 = 4.27 \times 10^{-12}$.
Spreadsheet	A computer program that stores information in cells and uses formulas to perform a variety of computations. A particular type of database.
Survey	An investigation of a topic to find out people's views.
Variable	A letter or symbol used to represent a number.
Vertex	The common endpoint of two intersecting rays or line segments.
Venn diagram	A diagram where the elements of sets are represented by points within closed loops.
x-axis	The horizontal number line in the Cartesian coordinate system.
y-axis	The vertical number line in the Cartesian coordinate system.

MAGEE LIBRARY:

Works Cited: MLA Handbook 9th Edition with notes for APA

This Works Cited Style Guide is based on the *MLA Handbook for Writers of Research Papers* 9th Edition and the latest APA 7th edition. It has been **SLIGHTLY MODIFIED** for Magee Secondary School. Many instructors will have different style guides they prefer. The key is to **ASK** your instructor which style guide they want you to use **BEFORE** you start your research! You must write down the information for your Works Cited at the top of your page **before** you start taking notes. A good Works Cited will use a **variety** of resources, with a **minimum** of three different types of resources, and **corroborate your internet findings with PRINT sources.**

1. The Works Cited appears at the **end** of your assignment on a **separate 8½" x 11" page** with your Name, the Date, your Block, and your Teacher's Name in the top right hand corner, and with the **title Works Cited centered** at the top of the page below your name etc. (**References for APA**)
2. Use **1" margins** on all four sides of your page.
3. Correct any grammatical mistakes. (**Especially remove all incorrect CAPITAL & lower-case letters.**)
4. Type using **standard fonts. For example**, Times New Roman or Calibri, and **font size 11-12.**
5. Entries are arranged **alphabetically** by the first word in the entry (usually the author's last name). When the title begins with "A", "An" and "The", type the full title including the words "A", "An" and "The". **Ignore "A", "An" and "The" when alphabetizing, i.e. use the second word to alphabetize.**
6. Do **NOT number** the entries. Do **NOT** use bullets, dashes, sub-headings or categories.
7. **DOUBLE-SPACE ALL ENTRIES (WITHIN AND BETWEEN)**
8. **Indent** the second and subsequent lines **one tab** (one inch—called a hanging indent).
9. **Publishing Date.** You must use the most **RECENT** date given.
10. **Abbreviations:** Abbreviate the names of some months. Use a period after the abbreviation. **NEVER double up punctuation.** See the list of Abbreviations at the end of examples.
11. **Punctuation is very important.**

PRINT RESOURCES (see the end for APA examples):

With one author:

Newton, David E. *The End of Life As We Know It: Overpopulation*:7

Billion People and Counting. Enslow Publishing, 2016.

Waite, P.B. *Macdonald: His Life and World.* McGraw-Hill Ryerson, 1975.

With two authors:

Hart, Kathleen A., and Alice C. Heim. *Sentences, Paragraphs and Essays: An Integrated Approach: Canadian Edition.*

McClelland and Stewart, 1982.

With three or more authors, use the first author listed and then the “et al.” abbreviation:

Silverstein, Alvin, et al. *AIDS: An All-About Guide for Young Adults*.

Enslow Publishing, 1999.

With no author:

“Smile, You’re In the Database.” *Macleans*, vol. 130, no. 4, May

2017, p.4.

Part of a PRINT resource (an article, a definition, a story within a collection):

Hampel, Clifford A., and Gessner G. Hawley. “Epichlorohydrin.”

Glossary of Chemical Terms, 2nd Edition. Van Nostrand

Reinhold Company, 1982, p. 103.

Gatehouse, Jonathan. “The Interview: Wayne Gretzky on What It

Takes to Win a Stanley Cup, How NHL Players Have Changed,

and Why He Only Ever Wore Used Skates.” *Maclean’s*, vol.

129, no. 41, 17 Oct. 2016, pp. 12-13.

DIGITAL RESOURCES:

Website/Blog/YouTube...(the “free” internet):

Lashley, Felissa R. “Emerging Infectious Diseases at the Beginning

of the 21st Century.” *MedScape*, 1 Jan. 2006, www.medscape.com/viewarticle/528306_3. Accessed 24 June 2025.

Waite, P.B. “Confederation.” *The Canadian Encyclopedia*, 17 June

2015, revised by Richard Foot and Michelle Filice, Historica

Canada, [www.thecanadianencyclopedia.ca/en/article/](http://www.thecanadianencyclopedia.ca/en/article/confederation/)

confederation/. Accessed 24 June 2025.

“Severe Acute Respiratory Syndrome.” *Wikipedia: The Free*

Encyclopedia, Wikimedia Foundation Inc., 23 Feb. 2017,

en.wikipedia.org/wiki/Severe_acute_respiratory_syndrome.

Accessed 24 June 2025.

Hawthorne, Tom. “Black History Month: A Time to Remember Joe

Fortes.” *Tom Hawthorne’s Blog*, taken from *The Globe and*

Mail, 8 Feb. 2012,

<http://tomhawthorn.blogspot.ca/2012/02/black-history-month-time-to-remember.html>. Accessed 24 June 2025.

“*Buffy the Vampire Slayer*: Unaired Pilot 1996.” *YouTube*, uploaded by Brian Stowe, 28 Jan. 2012, www.youtube.com/watch?v=WR3J-v7QXXw. Accessed 24 June 2025.

Timms, Philip T. “Item: CVA 677-591 – [Joe Fortes diving into water at English Bay].” *City of Vancouver Archives*, <http://searcharchives.vancouver.ca/jor-fortes-diving-into-water-at-english-bay>. Accessed 6 Apr. 2017.

“British Columbia Housing Starts for Urban Areas Communities,” *British Columbia*, Province of British Columbia, Feb. 2017, <http://www.bcstats.gov.bc.ca/Files/3ed931fc-b3c2-4aaa-bda8-4c2611afe9e4/HousingStarts.pdf>. Accessed 24 June 2025.

Database/eBook/subscription service resource without a doi (the “paid for” internet):

“Central Core Disease.” *The Gale Encyclopedia of Genetic*

Disorders, edited by Laurie J. Fundukian, 3rd ed., vol. 1, Gale,

2010, pp. 279-280. *Gale Virtual Reference Library*,

go.galegroup.com/ps/i.do?p=GVRL&sw=w&u=39ma&v=2.1&i

t

[=r&id=GALE%7CCX2468400092&asid=48033cf1094586bc7d](http://go.galegroup.com/ps/i.do?p=GVRL&sw=w&u=39ma&v=2.1&i=r&id=GALE%7CCX2468400092&asid=48033cf1094586bc7d)

5 62ca77f6510e2. Accessed 24 June 2025.

Scott, Darwin F. “Essays on Renaissance Music in Honour of David

Fallows: Bon Jour, Bon Mois Et Bonne Estrenne.” *Notes*, vol.

69, no. 2, Dec. 2012, p. 336. *EBSCOhost*,

search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=829

89566&site=ehost-live. Accessed 24 June 2025.

Database/eBook/subscription service resource with doi (the “paid for” internet):

Takemoto, Tina. "Queer Art / Queer Failure." *Art Journal*, vol. 75,

no. 1, Spring 2016, p. 85. EBSCOhost,

doi:10.1080/00043249.2016.1171547. (no Accessed Date, doi)

OTHER RESOURCE TYPES:

Interview

Ramsay, Josh. Personal Interview. 15 May 2017.

Phillips, Don. Email correspondence. 18 June 2017.

Smith, Janet. Telephone conversation. 20 Apr. 2017.

Class Lecture/Handout

Forgeron, Jann Marie. “BC Provincial Elections 2017.” Class

Handout, 25 Apr. 2017.

Pearson, Susan. Class Lecture, 30 May 2017.

****Generally speaking, the “containers” of information for MLA are below****

1	Author.
2	Title of Source.
CONTAINER	
3	Title of Container,
4	Contributor,
5	Version,
6	Number,
7	Publisher,
8	Publication Date,
9	Location.

Library Catalogue



WORKS CITED ABBREVIATIONS GUIDE

The following abbreviations are for your Works Cited page only. If you include dates or other abbreviations listed below in the body of your work, they must be written out in full.

Abbreviations for Months of the Year:

Jan.	January	May	May	Sept.	September
Feb.	February	June	June	Oct.	October
Mar.	March	July	July	Nov.	November
Apr.	April	Aug.	August	Dec.	December

DO NOT put a period after the months May, June, or July. You are **NOT** abbreviating them!

Common Scholarly Abbreviations:

et al. (and others)	e.g. (example)
Ed. (Edition)	ed./Ed. (Editor)
p. (page)	pp. (pages)
vols. (Volumes)	no. (number)

Magee Library Homepage: <http://mageelibrary.wordpress.com/>

Magee Library Catalogue, eBooks, & Databases:

<https://library.vsb.bc.ca/>

(login with your student number and self-created password)

Database subscriptions have **harmonized** username and password:

Username: 39MA or 39ma (it is not case sensitive)

Password: library

Helen Kuk
Social Studies 10
15 May 2017
1-4 – Mrs. Forgeron

Works Cited

“British Columbia Housing Starts for Urban Areas Communities.”

British Columbia, Province of British Columbia, Feb. 2017,

[http://www.bcstats.gov.bc.ca/Files/3ed931fc-b3c2-4aaa-bda8-](http://www.bcstats.gov.bc.ca/Files/3ed931fc-b3c2-4aaa-bda8-4c2611afe9e4/HousingStarts.pdf)

[4c2611afe9e4/HousingStarts.pdf](http://www.bcstats.gov.bc.ca/Files/3ed931fc-b3c2-4aaa-bda8-4c2611afe9e4/HousingStarts.pdf). Accessed 24 June 2025.

“*Buffy the Vampire Slayer*: Unaired Pilot 1996.” *YouTube*, uploaded

by Brian Stowe, 28 Jan. 2012, [www.youtube.com/watch?](http://www.youtube.com/watch?v=WR3J-v7QXXw)

[v=WR3J-v7QXXw](http://www.youtube.com/watch?v=WR3J-v7QXXw). Accessed 24 June 2025.

"Central Core Disease." *The Gale Encyclopedia of Genetic*

Disorders, edited by Laurie J. Fundukian, 3rd ed., vol. 1, Gale,

2010, pp. 279-280. *Gale Virtual Reference Library*,

- go.galegroup.com/ps/i.do?p=GVRL&sw=w&u=39ma&v=2.1&it=rid=GALE%7CCX2468400092&asid=48033cf1094586bc7d562ca77f6510e2. Accessed 24 June 2025.
- Forgeron, Jann Marie. "BC Provincial Elections 2017." Class Handout, 25 Apr. 2017.
- Forgeron, Jann Marie. "Literary/Visual Techniques for Political Cartoons." Class Handout, 6 Mar. 2017.
- Gatehouse, Jonathan. "The Interview: Wayne Gretzky on What It Takes to Win a Stanley Cup, How NHL Players Have Changed, and Why He Only Ever Wore Used Skates." *Maclean's*, vol. 129, no. 41, 17 Oct. 2016, pp. 12-13. Accessed 24 June 2025.
- Hampel, Clifford A., and Gessner G. Hawley. "Epichlorohydrin." *Glossary of Chemical Terms*, 2nd Edition. Van Nostrand Reinhold Company, 1982, p. 103.
- Hart, Kathleen A., and Alice C. Heim. *Sentences, Paragraphs and Essays: An Integrated Approach: Canadian Edition*. McClelland and Stewart, 1982.
- Hawthorne, Tom. "Black History Month a Time to Remember Joe Fortes." *Tom Hawthorne's Blog*, taken from *The Globe and Mail*, 8 Feb. 2012, <http://tomhawthorn.blogspot.ca/2012/02/black-history-month-time-to-remember.html>. Accessed 24 June 2025.
- Lashley, Felissa R. "Emerging Infectious Diseases at the Beginning of 21st Century." *MedScape*, 1 Jan. 2006, www.medscape.com/viewarticle/528306_3. Accessed 24 June 2025.
- Newton, David E. *The End of Life As We Know It: Overpopulation: 7 Billion People and Counting*. Enslow Publishing, 2016.
- Pearson, Susan. Class Lecture, 30 May 2017.

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“Severe Actue Respiratory Syndrome.” *Wikipedia: The Free Encyclopedia*, Wikimedia Foundation Inc., 23 Feb. 2017, en.wikipedia.org/wiki/Severe_acute_respiratory_syndrome. Accessed 24 June 2025.

Scott, Darwin F. "Essays on Renaissance Music in Honour of David Fallows: Bon Jour, Bon Mois Et Bonne Estrenne." *Notes*, vol. 69, no. 2, Dec. 2012, p. 336. EBSCOhost, search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=82989566&site=ehost-live. Accessed 24 June 2025.

Silverstein, Alvin, et. al. *AIDS: An All-About Guide for Young Adults*. Enslow Publishing, 1999.

“Smile, You’re In The Database.” *Macleans*, vol. 130, no. 4, May 2017, p.4.

Smith, Janet. Telephone conversation. 20 Apr. 2017.

Takemoto, Tina. "Queer Art / Queer Failure." *Art Journal*, vol. 75, no. 1, Spring 2016, p. 85. EBSCOhost, doi:10.1080/00043249.2016.1171547. (no access date b/c of doi)

Waite, P.B. “Confederation.” *The Canadian Encyclopedia*, 17 June 2015, revised by Richard Foot and Michelle Filice, Historica Canada, www.thecanadianencyclopedia.ca/en/article/confederation/. Accessed 24 June 2025.

Waite, P.B. *Macdonald: His Life and World*. McGraw-Hill Ryerson, 1975.

GENERAL RULES FOR TEXTUAL REFERENCES

Please note this is a **summary** of the *MLA Handbook*, the eighth edition. You may encounter a source that this summary does not explain, in this case please ask one of the Teacher-Librarians.

1. You **must** indicate **Author's Last Name and page #** in each citation when available.
2. When an author is not available, **question the source**; however, if you decide to use it then do the following:
 - a. Indicate the **First Few Words** in your Works Cited entry that differentiate this source from all others in your list
 - b. Pay attention to your entry—include quotation marks and italics!
3. Textual references **must** appear after both **direct quotations and indirect quotations (paraphrases)**. The **ONLY** elements of your paper that will not be referenced will be your **own opinions/evaluation** statements.
4. **IF YOU DO NOT REFERENCE FROM A SOURCE IN THE BODY OF YOUR TEXT, YOU MAY NOT INCLUDE THAT SOURCE IN YOUR LIST OF WORKS CITED!**
5. References are treated as **part of your sentence** and therefore included **within** your punctuation marks. The **ONLY** exception is with long (more than four lines), direct quotations. In this case, the textual reference stands on its own.
6. Punctuation Rules are **VERY** complicated in textual references. There are many exceptions to the basic rule so here is a **SUMMARY** of the important rules, including examples:

I. The BASIC ENTRY – Print & Electronic, with page numbers included:

- a. Author's last name and page # e.g. (Newton 147)
- b. "Article Title" and page # e.g. ("British" 2)
- c. With two authors e.g. (Hart and Heim 17)
- d. With 3 or more authors e.g. (Silverstein et al. 12)
- e. "Article Title" in pdf file e.g. ("Smile" 4)
- f. "Article Title" in electronic/on-line e.g. ("Central Core Disease" 279-280)

Please note the **LACK** of punctuation, **EVEN** if the punctuation is present in the Works Cited entry—**NO COMMA, NO PERIOD. (et al. is an abbreviation, NOT a punctuation mark)**

II. ELECTRONIC ENTRY with NO page numbers:

- a. Author's Last Name e.g. (Lashey)
- b. "Article Title" e.g. ("Severe Acute Respiratory Syndrome")

III. An ENTRY if you need to include TWO or more pieces of information:

- a. Author's last name, "Article Title," e.g. (Waite, "Confederation")
- b. Author's last name, *Book Title* page # e.g. (Waite, *Macdonald* 220)

Please note the **REQUIRED COMMAS** between EACH piece of additional information **inside the parenthesis**, even though this punctuation does NOT appear in the Works Cited entry. The punctuation still **DOES NOT** appear before the page number(s)!

TRUNCATING entries occurs when the entry is too long (more than five words, as a general rule). The rule is to truncate your entry to make the textual reference **as brief as clarity and accuracy permit**, but to still be able to distinguish it from another source in your WC. **APA Style Reference List examples below:**

Helen Kuk
English 10
15 May 2017
1-4 – Mrs. Forgeron

References

Alan Turing. (2025, March 26). In *Wikipedia*.

https://en.wikipedia.org/wiki/Alan_Turing

CBC/Radio-Canada. (2024, October 25). “*AI is a crap poet*”:

Margaret Atwood isn’t worried about artificial intelligence.

CBC/Radio-Canada. www.cbc.ca/player/play/video/9.6548729

Dunford, C. (Ed.). (2024). *Simply AI: Facts made fast*. DK.

Hampson, S. (2009, April 6). Death's lesson: “Love has no

rules”. *Globe & Mail* [Toronto, Canada], L1. [https://link-gale-](https://link-gale-com.bc.idm.oclc.org/apps/doc/A197225708/GPS?u=bcdc&sid=bookmark-GPS&xid=07f114c8)

[com.bc.idm.oclc.org/apps/doc/ A197225708/GPS?u=](https://link-gale-com.bc.idm.oclc.org/apps/doc/A197225708/GPS?u=bcdc&sid=bookmark-GPS&xid=07f114c8)

[bcdc&sid=bookmark-GPS&xid=07f114c8](https://link-gale-com.bc.idm.oclc.org/apps/doc/A197225708/GPS?u=bcdc&sid=bookmark-GPS&xid=07f114c8)

Jones, C.R. and Bergen, B.K. (2025, March 31). *Large language*

models pass the Turing test. Cornell University,

<https://arxiv.org/pdf/2503.23674>

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OpenAI. (2024). *ChatGPT* (Sep 11 version) [Large language model].

<http://chat.openai.com/chat>

Pelley, L. (2024, September 16). *AI tool cuts unexpected deaths in*

hospital by 26%, Canadian study finds.

www.cbc.ca/news/health/ai-health-care-1.7322671

Schwartz, H.E. (2024). *Medical artificial intelligence breakthroughs*.

Mayo Clinic.

Shakespeare, William. (2025). *Oxford school Shakespeare: A*

midsummer night's dream (R. Gill, Ed.). Oxford UP. (Original work published 1619)

TED. (2023, April 20). *The inside story of chatGPT's astonishing*

potential | Greg Brockman [Video]. YouTube.

https://www.youtube.com/watch?v=C_78DM8fG6E

*** Notes, APA vs MLA:**

- In APA the reference list is titled “References”. In MLA, “Works Cited”.
- For **in-text citations** in APA (known as textual references in MLA), use this format: (Author Last Name, year of publication, p. #). E.g. (Dunford, 2024, p. 130). If you have more than one author, list all in the citation unless there are more than three).
- The publication date follows the author name, or article title. Do NOT capitalize each word of the title, only the first word and any proper nouns. Note commas.
- For journal/news/magazine articles, APA distinguishes between articles in publications that have print editions, and articles that are published only online.
- If the work is from a “greater whole”, e.g. a newspaper like *The Globe and Mail*, which publishes a physical newspaper that can be delivered to your home, italicize the title of the overall publication, not the article title.
- If the work is “standalone,” e.g. from the CBC news website, which cannot deliver a paper edition to your home, italicize the title of the article, not the publication.