

Toronto College of Technology



ACADEMIC CALENDAR 2003/2004

<http://www.torontocollege.com>

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1. ABOUT SCHOOL

A university education is the key to personal development and prosperity. TCT delivers the essential preparation for university success through the university preparation Program, the most highly regarded program for international students in Canada.

TCT offers the full traditional Canadian High School education, reinforced with English language courses for academic study. TCT has also devised special one-year foundation programs to enable students to fast-track their way to university. These programs are immensely successful and hugely popular.

TCT University Preparation and Placement Services expertly guides you through the entire university process, from selection and application to guaranteed acceptance and language preparation. We take the worry out of applying to university so you can concentrate on your exciting time abroad!

TCT enjoys high rankings in Canada, and help students obtain places at the most prestigious universities, including University of Toronto, University of Waterloo, and York University.

2. GENERAL ACADEMIC PHILOSOPHY

2.1 Teachers

The teachers at Toronto College will emphasize students actively inquiring into and making connections between ideas and subject areas. A variety of teaching methods will be used including;

- whole class teaching using direct instruction in an online format, large group discussions and demonstrations;
- small group teaching using group work, peer editing and small group discussions;
- individual teaching using assignments, journals and problem solving.

2.2 Curriculum

The curriculum Toronto College will deal with real-life applications of student learning as much as possible. The curriculum will also be based upon the curriculum expectations laid out by the Ministry of Education in the province of Ontario. The curriculum will be respectful of the diversity within our Canadian society.

2.3 Students

Each student at Toronto College will be treated as an individual and encouraged to express their own opinions and ideas.

- The teachers at Toronto College will be aware of the learning styles of their students as much as possible, in order to use strategies most effectively in the learning process.
- Opportunities will exist for all students to be successful by providing them with the opportunities to seek extra help, to have large complex tasks broken into manageable chunks, to have regular scheduled student conferencing and to have clear standards for evaluations.
- Students must respect the intellectual property rights of others.

2.4 Assessments and Evaluation

A wide variety of assessment tools will be used at Toronto College including tests, observations, reports, projects, group work, essays, quizzes, journals and final assessments.

- The students will be made aware of the assessment and evaluation process and subsequent criteria.
- Regular communication with parents will provide them with pertinent information on student progress.
- Careful tracking of the student's progress with respect to the expectations is the shared responsibility of both the student and the teacher.
- Identified Special Education students must have their learning differentiated according to the students Individual Education Plan.
- Rubrics must be used by teachers regularly and consistently.
- The availability of interviews, following major evaluation and assessment milestones, will afford parents the opportunity to communicate with the teacher.
- Credit evaluation meetings are to be held by the Principal with the teacher, prior to the issuing of report cards.

3. PROGRAM AND PLANNING

At Toronto College we not only provide the full Ontario high school curriculum but we also offer a variety of services for the international students including a Language School and a Guidance program.

3.1 Goals of Guidance:

The goals of guidance have been organized into three areas of knowledge and skills: student development, interpersonal development, and career development. Although sometimes distinct, these areas of learning and their interconnectedness should be reflected in each school's guidance and career education program.

These guidance goals will be achieved at Toronto College through the following program delivery components: individual assistance and short-term counseling, classroom instruction, the ongoing communication of new electronic information and resources to staff, small group sessions for students, workshops, parent information evenings, orientation and a Teacher Adviser Program which both focuses on the annual Education Plan and involves all students and staff.

3.2 Types of Secondary School Courses

The curriculum is organized into several types of courses, intended to enable students to choose courses suited to their strengths, interests, and goals. In Grades 9 and 10, three types of courses are offered: academic, applied, and open. Courses in Grades 11 and 12 are designed to prepare students for a postsecondary destination, which may include university, college, apprenticeship training, or the workplace. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education.

3.2.1 Types of Courses

- Courses in Grades 9 and 10 are divided into three types: Academic, Applied, and Open.
- Courses in Grades 11 and 12 are divided into five types: Workplace Preparation Courses, College Preparation Courses, University Preparation Courses, University/College Preparation Courses, and Open Courses.
- There are also Transfer Courses for students moving from one type of course to another in the senior grades.

Credits

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. “Scheduled time” is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework.

Prerequisite Courses

A course is designated as a prerequisite for a subsequent course only if it is absolutely essential for the successful understanding of the subsequent course. Prerequisite courses are established by Ministry Curriculum Guidelines and communicated to students in the Course of Study.

Waiving Prerequisites

If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

Co-requisite

Some courses require that students take a specific, related course, called a “co-requisite” course, at the same time. These requirements are indicated in the course descriptors.

Course Codes

Each secondary school course is identified by a five-character code, as illustrated in the chart below.

- The first three characters refer to the subject and specific area.
- The fourth character refers to the grade: 1 = Grade 9; 2 = Grade 10; 3 = Grade 11; and 4 = Grade 12.
- The fourth character may also refer to the proficiency level of a language course: A = Level 1; B = Level 2; C = Level 3; D = Level 4; and E = Level 5.
- The fifth character refers to the type of course as outlined above:

D = Academic; P = Applied; O = Open;
U = University; M = University/College; C = College; E = Workplace.

Academic courses

Academic courses develop a student's knowledge base and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses

Applied courses focus on the essential concepts of a subject, and develop a student's knowledge base and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses

Open courses are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Students in Grades 9 and 10 will make the choice between academic, applied and open courses primarily on the basis of their strengths, interests, and needs. Their parents or guardians, the Principal and teachers, will help them make their choices, which will be reflected in their Annual Education Plan.

3.2.2 Grades 11 and 12 Courses

In Grades 11 and 12, students will choose from among destination-related course types: university preparation, university/college preparation, college preparation, workplace preparation, and open courses. Students will make their choices based on their interest, achievement, and career goals. Prerequisites are specified for

many of the courses offered in Grades 11 and 12. These prerequisites are identified in the Course of Study document for each course.

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace.

3.2.3 Transfer Courses

A transfer course is a partial-credit course (0.25 credit or 0.5 credit) that bridges the gap between courses of two different types in the same subject but different grades. Students who revise their educational and career goals and who wish to change from one destination-related stream to another in a particular subject may often do so by taking a transfer course. The student and their parent or guardian, must make this request in writing to the Principal of Toronto College.

Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course in the next grade. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who is taking the applied English course in Grade 10 but who decides to enter the university preparation course in Grade 11 may do so by taking a transfer course.

Transfer courses may earn the successful student 0.25 credits or 0.50 credits as they change from one course type to another in the same subject between Grade 10 and Grade 11 or between Grade 11 and Grade 12.

3.2.4 The Ontario Secondary School Literacy Course (OSSLC)

The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as part of the English program in Ontario secondary schools starting in the 2003-2004 school year.

The Ontario curriculum recognizes the central importance of reading and writing skills in learning across the curriculum and in everyday life, and prepares students for the literacy demands they will face in their postsecondary endeavors. To ensure that they have the essential competencies in reading and writing that they will need to succeed at school, at work, and in daily life, students in Ontario must demonstrate those skills as a requirement for graduation.

The standard method for assessing the literacy skills of students in Ontario for purposes of meeting the literacy requirement for graduation is the Ontario Secondary School Literacy Test (OSSLT), implemented in the 2001-2002 school year. The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the test with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills.

The reading and writing competencies required by the OSSLT form the instructional and assessment core of the course. (The comparison chart below shows how the course incorporates and builds on the requirements of the test.) Students who successfully complete this course will have met the provincial literacy requirement for graduation, and will earn one credit. The credit earned for successful completion of the OSSLC may be used to meet either the Grade 12 English compulsory credit requirement or the additional compulsory credit requirement.

COMPARISON OF THE REQUIREMENTS OF THE OSSLT AND THE OSSLC		
Requirements of the OSSLT	Also required in the OSSLC	How OSSLT requirements are reflected in the requirements of the OSSLC
Reading Types of texts read		
<p>The OSSLT requires students to read twelve assigned selections of varying lengths and degrees of challenge on a range of topics.</p> <p>The reading selections include:</p> <ul style="list-style-type: none"> • informational texts • narrative texts • graphic texts <p>The emphasis in the test is on informational texts.</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>Students read many self-selected and teacher-assigned informational, narrative, and graphic texts of varying lengths and degrees of challenge on a range of topics, including topics relevant to the students' interests and postsecondary destinations.</p>
Reading skills demonstrated		
<p>Students answer questions designed to measure their skills in understanding and interpreting the texts they have read. They must demonstrate skills in three key areas:</p> <ul style="list-style-type: none"> • understanding directly stated ideas and information • understanding indirectly stated ideas and information • making connections between personal knowledge and experiences and the ideas and information in texts 	<p>✓</p> <p>✓</p> <p>✓</p>	<p>Students demonstrate their understanding of texts and their skills in the three key areas in various ways – for example, through written and oral answers to questions, through discussions and teacher-student conferences, and through written responses to texts.</p>
Reading strategies used		
<p>Students are expected to apply the following reading strategies to understand texts:</p>	<p>✓</p>	<p>Students learn and demonstrate the ability to select and apply a range of reading strategies:</p>

<ul style="list-style-type: none"> • using knowledge of structure and organizational elements of texts to understand their meaning, purpose, and intended audience ✓ • using visual features of texts to understand their meaning and purpose ✓ • using knowledge and context to understand unfamiliar and technical vocabulary and language used figuratively ✓ • using grammatical structures and punctuation to understand meaning 		<ul style="list-style-type: none"> • before reading, to preview texts and build on prior knowledge • during reading, to monitor comprehension and record ideas • after reading, to consolidate and extend understanding
<p>Writing Writing forms used</p>		
<p>The OSSLT requires students to produce four pieces of writing, one in each of the following forms:</p> <ul style="list-style-type: none"> • a summary ✓ • an information paragraph ✓ • an opinion piece ("a series of paragraphs expressing an opinion") ✓ • a news report ✓ 		<p>Students are required to produce several pieces of writing, on self-selected and teacher-assigned topics, in each of the four forms. They are also asked to write in other forms relevant to their personal interests and future destinations.</p>
<p>Writing skills demonstrated</p>		
<p>The writing tasks are designed to measure students' skills in communicating ideas and information clearly. Students must demonstrate their skills in the following key areas:</p> <ul style="list-style-type: none"> • developing a main idea ✓ • providing supporting details ✓ • organizing and linking ideas and information ✓ • using an appropriate tone for the specified purpose and audience ✓ • using correct grammar and ✓ 		<p>Students are required to demonstrate in their writing all of the key skills measured on the test. They also learn and are expected to demonstrate their use of the writing process (pre-writing, organizing, drafting, revising, editing), which provides a necessary framework for their writing.</p>

<ul style="list-style-type: none"> punctuation using correct spelling 	✓	
<p>Conditions Students demonstrate literacy skills within the time limits of the test.</p>		<p>Students demonstrate literacy skills by completing a variety of tasks and assignments throughout the term and in a final evaluation. Time is allowed for students to use reading strategies and the writing process.</p>

Teaching Approaches

As in other courses, teachers will use their professional judgment to decide which instructional methods will be most effective in promoting the learning of core knowledge and skills described in the expectations. However, because students in this course will have significant gaps in their literacy skills, direct instruction, support, and practice are necessary for student success.

No single instructional approach can address all the curriculum expectations or meet all the needs of each learner. Teachers should therefore select instructional strategies and classroom activities that are based on an assessment of students' needs, proven learning theory, and best practices. In this course, teachers should introduce a rich variety of activities that integrate reading and writing expectations and provide for the explicit teaching of knowledge and skills.

The ability to work both independently and collaboratively is important for success in the workplace and postsecondary education and is equally relevant in the context of family and community. It is therefore important for students to have opportunities to develop their language skills and knowledge in a variety of ways: individually and cooperatively; independently and with teacher direction; and through the study of examples followed by practice. Students must be able to demonstrate that they have acquired the specified knowledge and skills.

3.3 Online Courses Available

What is online learning?

Online courses are just like the courses offered in a traditional format Ontario school setting.

Online learning is a system through which curriculum is delivered over a wide area network. Over this wide area network, you are able to connect to the website, login to a course in which you are registered, and proceed with your course work. This means that you can work on course material at any time, and from anywhere, provided you have a computer and Internet access.

What does "Continuous Entry" mean?

All courses run on a modified continuous entry model. What this essentially means is that, once you have completed the registration process, you will be placed into your course(s) immediately (providing space is available). We operate on a September - June school year calendar. Some students will want to take the whole school year to complete their courses, while other students will want to move through their courses more quickly (fast tracking). The point is, you will have a choice!

While continuous entry provides our students with a great deal of organizational freedom, it does not mean that students don't have to keep up with work during the course. Once you have been admitted to a course, you will be expected to login regularly, work at the material, participate in class chats, etc. Remember, whether you choose to spend the full ten months on the course or to "fast track", you are expected to be active in the course, hand in assignments, take tests, etc.

Please note that you should only register when you are ready to begin your course(s). Students cannot register in September for courses that they do not intend to begin until later in the school year. Furthermore, students who register for courses throughout the school year (after the beginning of September but before the final registration deadline of February 18), risk finding that the course they want is already full, in which case they will be placed on a waiting list.

How are online courses taught?

When you register for an online course, you will be provided with login information such as a username and id. You will also receive an Internet address (URL) to your course. When you login for the first time, you will be required to download our communication system, and will be given access to the Student Guide and Technical Guide which will essentially introduce you to the online learning environment. These guides provide you with a tutorial which teaches you how to operate within the virtual classroom. The Student Guide also provides

important information about everything from diploma requirements to online communication etiquette! Once you have finished the tutorial, you will be required to write a short quiz and when you have successfully passed this quiz, your course will be made available to you.

Once you "arrive" in your course, be sure to look at the course outline, which will outline the course content and describe how the course will be delivered and what is required of you. Although all of the online courses are set up in a similar way, your teacher is ultimately in charge of how the course will run.

You have 7 (seven) calendar days to complete the entire orientation process. If you have not completed this process within 7 (seven) days, you will automatically be removed from all courses.

What about final examinations?

In cases where an examination is part of the final assessment for a course, the final examination shall be written in the presence of a proctor. Students will be required to make arrangements for the proctor. In cases where students are unable to find a proctor, students may write their examination at the school.

What types of students will be successful online learners?

Online learning is a wonderful way for some students to learn; however, not all students will be successful online learners. For students with some learning styles, taking online courses may not be an appropriate choice.

A successful online student will be:

- Computer literate
- Organized
- Self-directed
- Able to manage his/her time
- Able to multitask
- Responsible
- Flexible - with a willingness to learn
- A problem solver
- Self motivated
- An independent worker
- A critical thinker
- Honest

- Creative
- An effective communicator

Who teaches online courses?

Certified teachers who are employed by the school deliver online course material.. Our teachers are assigned to both online and regular day school classes. Each teacher receives ongoing training and support so that they are comfortable with the online approach to both teaching and learning.

How often are students required to log in?

You do need to check-in as required by your teacher and this is monitored. As well, you need to contribute to your classroom conference and communicate with your instructor on a regular basis. Your teacher will be online at specific times of the day for scheduled "chats" which may involve guided tutorials, discussions, or perhaps just involve "office hours," where you may bring any questions about course material forward for clarification and/or direction.

Can anyone take an online course?

- All students must be under 21.
- If you are a resident of the Province of Ontario and not currently on the full time register of an Ontario secondary school, you are eligible to enroll.
- Students who already attend an Ontario public school on a full-time basis, cannot attend unless their school arranges and pays for them to do so.

Students who already attend a private school in Ontario may be asked to wait until local students have been accommodated in our classes before being permitted to register. This process will take place around the beginning of October.

- If you reside outside of the province of Ontario, you may register, however, you will be charged tuition.

For students who have been identified as exceptional learners:

Modifications and accommodations for identified, exceptional students accessing online courses, is the responsibility of the home school in which the student is registered. In the case of students who are not registered in a secondary school, although some minor accommodations are possible, the online learning

environment does not afford for courses to be modified or for the provision of additional staff or equipment supports.

What equipment is required?

You need to have a stable connection to the Internet through an Internet Service Provider (ISP). Arranging and maintaining an Internet connection is the student's responsibility. For further information on hardware requirements see the Technical Guide.

Some courses will require specialized hardware and software and these requirements are listed with the courses in the Course Offerings section of this website.

3.3.1 List of Courses Offered Online:

- MCB4U**: Advanced Functions and Introductory Calculus
- MDM4U**: Mathematics and Data Management
- MGA4U**: Geometry and Discrete Mathematics
- BAT4M**: Principles of Financial Accounting
- BBB4M**: Introduction to International Business
- BMI3C**: Introduction to Marketing
- SBI4U**: Biology
- SCH4U**: Chemistry
- SPH4U**: Physics
- **ICE4M**: Computer Engineering
- ICS4M**: Computer and Information Science
- CIA4U**: Analyzing Current Economic Issues
- ENG4U**: English

3.4 Services for International Students

We know it's not easy to leave your home to study in a new country. To help you adjust to the many changes, we have developed a variety of services for international students, including: airport pick-up; an orientation to Toronto and TCT that includes walking tours of the city and our partner university campus; peer tutors if you should need additional help with your studies; an opportunity to be matched with a senior student who can provide friendly advice on many issues; e-mail addresses for easy overseas correspondence; health insurance; counseling services; study permit renewal; work permit. U. S. Entry Visa and Immigration Application.

Student Permit

You will require a permit to study in Canada if your program of study is longer than six months. As soon as you receive your letter of acceptance you should go to the nearest Canadian Consulate, Embassy or High Commission closest to your country of residence to start the processing of your Study Permit. Processing times can take up to several months depending on your country of origin. If you are already in Canada your application cannot be reviewed within Canada it must be sent to an immigration office outside of the country.

You must provide the following:

- Letter of acceptance from Humber Institute of Technology and Advanced Learning
- A valid passport
- A temporary resident visa may be required
- Proof that you have sufficient funds to cover the cost of your tuition as well as living expenses
- Medical clearance may be required
- Proof that you do not have a criminal record
- A processing fee

Study Permit Renewal

If you need to renew your study permit, application forms are available in the International Student Services Office or can be downloaded from www.cic.gc.ca. You should send off your documents no later than 6 weeks prior to the expiry date of your current permit.

Work Permit

You need to get a work permit to legally work in Canada. TCT will help you get a work permit after you successfully finish your education in Canada.

U. S. Entry Visa

To obtain a U.S. entry visa while in Canada you must make an appointment either online or via the telephone. Visit the US Consular Services site for further information regarding fees and the application process. By phone:

(900) 451-2778 Mon-Fri 7am - 10pm
\$2/minute (operator assisted)
(900) 451-6330 24 hours daily
\$ 0.72/minute

Student Home Stay Services

If you are interested in living with a family and taking part of their daily activities, please contact our home stay service center directly at homestay@torontocollege.com. Home stay costs about \$600 per Month.

Health Care

Medical costs are very expensive in Canada. It is mandatory that all international students studying at TCT have access to medical services therefore we insure students from the beginning of the school term once it has been demonstrated that their fees have been paid.

All students are insured as single students. If you have a spouse and/or dependents you are responsible for any medical costs that they incur. We strongly advise you to pay a supplemental fee that will give them the same type of coverage you have.

Students are covered for hospital services, physician's services, diagnostic laboratory and x-ray tests, ambulance services, vision benefit, one annual health examination, paramedical services. There are a number of other services that are outlined in the policy that you will receive when you pick up your insurance package, which also contains a wallet-sized insurance card, and claim forms.

Airport Pick-up

TCT offers free airport pick-up for all TCT international students.

3.5 Language School

TCT has provided English language learning since 1998 to students of all ages from all over the world, and has a reputation for delivering outstanding quality in education and personal attention. We use a wide variety of well-researched teaching methods and class activities to achieve best results.

Our designed programs and excellent teachers with experience in international education are central to the TCT experience. Established in order to meet the growing expectations of international students, TCT recognizes the importance of English for academic and professional goals. Our international classrooms mean you'll meet new friends from all over the world.

Our programs are designed for students - interesting topics and projects make learning enjoyable and improvement quick. In addition, our flexible curriculum allows students to combine different areas of study, such as Business Skills with TOEIC, or ESL with TOEFL. By combining different courses progress can be quicker than only studying one subject area.

Our superior educational facilities feature the latest in language learning technology, including audio and video equipment, self-guided CD-ROM lessons, and Internet access. And our web based TOEFL exam simulator has been helping thousands people achieve higher TOEFL scores.

4. LIST OF PROGRAMS AND COURSES

4.1 Courses Offered in Grades 9 and 10:

English, Grade 9, Academic (ENG1D)

English, Grade 10, Academic (ENG2D)

4.2 Courses Offered in Grades 11 and 12:

Mathematics, Business Studies, Science, Computers, Canadian and

World Studies and English

4.2.1 Mathematics

Overview

The material in each course is arranged by strands, which are major content organizers. It is expected that in developing detailed courses of study from this document, teachers will weave together related expectations from different strands, in order to create an overall program that integrates and balances concept development, skill acquisition, and applications.

An important part of every course in the mathematics program is the process of inquiry, in which students develop a systematic method for exploring new problems or unfamiliar situations. Knowing how to learn mathematics is the underlying expectation that every student in every course needs to achieve. An important stage in the inquiry process is that of *modeling*, or taking the conditions of a real situation and describing them in mathematical form. A mathematical model can appear in many different ways – as an actual physical model, or as a diagram, a graph, a table of values, an equation, or a computer model. It is important that students understand the relationships between the various models of a given situation. To do so requires that their experiences with mathematical models increase in sophistication as they progress through secondary school. The process of inquiry is highlighted throughout the grades, but the problems, and the models that represent them, become more complex as the students advance through the grades.

The choice of some specific concepts and skills in the curriculum has taken into consideration the development of sophisticated yet easily used calculators and computer software. The curriculum has been designed to integrate appropriate technologies into the learning and doing of mathematics, while equipping students with the manipulation skills necessary to understand other aspects of the mathematics that they are learning, to solve meaningful problems, and to continue to learn mathematics with success in the future. Technology is not used to replace skill acquisition. Rather, technology is required when its use represents either the only way or the most effective way to achieve an expectation.

Courses:

-**MCB4U:** Advanced Functions and Introductory Calculus

-**MDM4U:** Mathematics and Data Management

-**MGA4U:** Geometry and Discrete Mathematics

Grade	Course Name	Course Type	Course Code	Prerequisite
12	Advanced Functions and Introductory Calculus	University	<i>MCB4U</i>	Grade 11 Functions and Relations, University, or Grade 11 Functions, University/College
12	Geometry and Discrete Mathematics	University	<i>MGA4U</i>	Grade 11 Functions and Relations, University
12	Mathematics of Data Management	University	<i>MDM4U</i>	Grade 11 Functions and Relations, University, or Grade 11 Functions, University/College

Note: Each of the courses listed above is worth one credit.

4.2.2 Business Studies

Overview

The program in business studies offers a variety of courses in Grades 11 and 12 to help students understand the world of business and decide whether they are interested in eventually pursuing career opportunities in the field. Students can choose from courses in six subject areas: accounting, entrepreneurial studies, information technology, international business, marketing, and organizational

studies. In the accounting and marketing courses, students will learn the fundamental concepts and acquire the key skills associated with these areas. Courses in entrepreneurship teach students both how to create and operate a small business and how to develop and apply enterprising skills as employees. Students who choose courses in information technology will develop skills in applying current technological tools to business activities and learn how business is affected by the dynamic technological changes taking place today. In international business courses, students will learn about opportunities beyond our borders and will explore the business relationships that the Canadian government and Canadian companies have established with other nations. Courses in organizational studies will develop students' understanding of the nature of business organizations and the ways in which businesses are structured and managed to achieve organizational goals.

The business studies program will enable students to select a personal package that will suit their particular interests and prepare them for further study or employment in a field of their choosing. Whether students eventually choose careers in business or simply avail themselves of the services of business in the future, the business studies program will provide them with a foundation for making effective choices and decisions

Courses:

- BAT4M:** Principles of Financial Accounting
- BBB4M:** Introduction to International Business
- BDV4C:** Entrepreneurial Studies: Venture Planning
- BMI3C:** Introduction to Marketing
- BOH4M:** Organizational Studies :Organizational Behavior and Human Resource
- BTX4C:** Information Technology in Business

Grade	Course Name	Course Type	Course Code	Prerequisites
12	Principles of Financial Accounting	University/College	<i>BAT4M</i>	Grade 11 Introduction to Financial Accounting, University/College
12	Entrepreneurial Studies: Venture	College	<i>BDV4C</i>	Grade 11 Introduction to Entrepreneurial Studies.

	Planning			College
12	Information Technology in Business	College	<i>BTX4C</i>	Grade 11 Information Technology Applications in Business, Open
12	Information Technology in Business	Workplace	BTX4E	Grade 11 Information Technology Applications in Business, Open
12	Introduction to International Business	University/College	<i>BBB4M</i>	Any university, university/college, or college preparation course in business studies or Canadian and world studies
11	Introduction to Marketing	College	<i>BMI3C</i>	None
12	Organizational Studies: Organizational Behaviour and Human Resources	University/College	<i>BOH4M</i>	Any university, university/college, or college preparation course in business studies or Canadian and world studies
<i>Note:</i> Each of the courses listed above is worth one credit.				

4.2.3 Science

Overview

The overall aim of the secondary science program is to ensure scientific literacy for every secondary school graduate. This aim can be achieved by meeting three overall goals for every student. The secondary science program, from Grade 9 through Grade 12, is designed to promote these goals, which are as follows:

- to understand the basic concepts of science
- to develop the skills, strategies, and habits of mind required for scientific inquiry
- to relate science to technology, society, and the environment

These three goals are defined more specifically within the courses that make up the science program. Every strand, or broad curriculum area, of each course has three overall expectations and three groups of specific expectations that correspond to the three goals. These goals are also the basis on which student achievement in science is assessed.

Courses:

-**SBI4U**: Biology

-**SCH4U**: Chemistry

-**SES4U**: Earth and Space Science

-**SPH4U**: Physics

Grade	Course Name	Course Type	Course Code	Prerequisite
12	Biology	University	<i>SBI4U</i>	Grade 11 Biology, University
12	Chemistry	University	<i>SCH4U</i>	Grade 11 Chemistry, University
12	Earth and Space Science	University	<i>SES4U</i>	Grade 10 Science, Academic
12	Physics	University	<i>SPH4U</i>	Grade 11 Physics, University

Note: Each of the courses listed above is worth one credit.

4.2.4 Computers

Overview

In computer studies, the computer itself is the object of study. Computer studies is concerned with how computers represent objects (e.g., a list of names, a graphical image, an electronic circuit) and how they receive and process instructions to manipulate these representations.

Courses:

- **ICE4M**: Computer Engineering

- **ICS4M**: Computer and Information Science

Grade	Course Name	Course Type	Course Code	Prerequisite
12	Computer Engineering	University/College	ICE4M	Grade 11 Computer Engineering, University/College, or Grade 11 Computer and Information Science, University/College
12	Computer and Information Science	University/College	ICS4M	Grade 11 Computer and Information Science, University/College

Note: Each of the courses listed above is worth one credit.

4.2.5 Canadian and World Studies

Overview

In Grades 11 and 12, five types of courses are offered: university preparation, university/college preparation, college preparation, workplace preparation, and open. Students must successfully complete either the academic or applied Grade 9 geography and Grade 10 history courses before they can proceed to a Grade 11 or 12 course in Canadian and world studies. (The half-credit open course in Civics is also compulsory in Grade 10.)

Although Grade 11 and 12 courses in Canadian and world studies are optional, students should keep in mind that to meet the requirements for the secondary school diploma, they must earn at least one senior-level credit in their choice of Canadian and world studies, English, social sciences and humanities, or a third language. Any Grade 11 or 12 course in the program will allow students to fulfill this requirement.

Courses:

- CIA4U**: Analyzing Current Economic Issues
- CPW4U**: Canadian and World Politics

Grade	Course Name	Course Type	Course Code	Prerequisite
12	Analyzing Current Economic Issues	University	CIA4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
12	Canadian and World Politics	University	CPW4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Note: Each of the courses listed above is worth one credit.

4.2.6 English

Overview

The English program includes *compulsory* courses, which are required for graduation, and *optional* courses, which are elective credits offered only in Grades 11 and 12.

Compulsory courses emphasize strong core competencies in reading, writing, use of language, and media awareness. As part of their program in Grades 11 and 12, students must take a compulsory course in English in each grade. They may choose their compulsory courses from three types of courses in Grades 11 and 12: university preparation, college preparation, and workplace preparation.

Courses:

-**ENG3U:** English

-**ENG3C:** English

-**ENG4C:** English

-**ENG4U:** English

Grade	Course Name	Course Type	Course Code	Prerequisite
11	English*	University	ENG3U	Grade 10 English, Academic
11	English*	College	ENG3C	Grade 10 English, Applied
12	English	University	ENG4U	Grade 11 English, University
12	English	College	ENG4C	Grade 11 English, College

Note: Each of the courses listed above is worth one credit.

4.3 Summer Courses:

At Toronto College we offer the above courses during the summer time as well. Each credit can be completed in one month for a total of 110 hours. Students are required to attend school on a full time basis during the month.

5. ASSESSMENT, EVALUATION & REPORTING OF STUDENT ACHIEVEMENT

Every course offered by Toronto College has clear and detailed provincial curriculum expectations which are made available to the student in every course. In addition, to promote consistency across the province, Toronto College will adhere as close as possible to the achievement levels set out by the ministry for these expectations.

The primary purpose to **assessment** is to improve student learning. Assessment involves gathering the information from many sources in order to reflect how well a student is achieving the curriculum expectations. Assessment also means that the teacher provides valued feedback to the student in order to bring about improvement in that student's learning.

The primary purpose of **evaluation** is to judge the quality of the student work against established criteria and to assign a value to this quality, in the form of a percentage grade.

5.1 Assessment and Evaluation Strategies

Evaluation of students should be fair and consistent within a given course. The evaluation policies will be submitted by the teachers in the various subject areas to the Principal for review before giving them to the students. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;

- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

5.2 The Achievement Chart

The achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

- The chart is organized into four broad categories; Knowledge / Understanding, Thinking / Inquiry, Communication, and Application / Making Connections. The Names of the categories differ slightly from one discipline to another, reflecting differences in the disciplines.
- The achievement chart describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve; as a guide for gathering assessment information; enables teachers to make consistent judgments about the quality of student work; and provides clear feedback to students.
- The achievement chart allows Toronto College teachers with a provincial standard to use in assessing and evaluating their students' achievement. A variety of materials are to be made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.
- The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Achievement Chart		
Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> .

		the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

NOTE: Level 3 (70–79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course. An evaluation of achievement of Level 4 does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving Level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

5.3 Reporting Student Achievement

Student achievement is communicated formally to students and parents by means of Toronto College Report Card, Grades 9–12.

5.3.1 Reporting on Achievement of Curriculum Expectations

The report card, which follows the Provincial Report Card extremely closely, provides a record of the student’s achievement of the curriculum expectations in the form of a percentage grade, which reflects the corresponding level of achievement as described in the achievement chart for the discipline.

- A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student’s grade is 50% or higher.
- The final grade for each course in Grades 9–12 will be determined as follows: 70% of the 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, although special consideration should be given to more recent evidence of achievement. 30% of the grade will be based on a final evaluation in the form of an examination and or performance

essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

5.4 Methods of Evaluation

5.4.1 Final Examination

- There is value in summative evaluation by a formal final exam if it is fair and consistent with course expectations;
- students in the same course should be similarly evaluated;
- student assumes responsibility to arrange proctoring for final exam;
- All courses will have final examinations unless otherwise agreed to by the Principal.
- Students must be informed within the first month of the course if there is to be a final examination and its value in the overall mark.
- Final exams will be written approximately 4-5 months from the start of the course and within two weeks following completion of the course. However, the Principal reserves the right to modify these time scales based upon extenuating circumstances of online students.
- All final exams are to be reviewed by the Principal before given to any students.

5.4.2 Assignments

- Students assume the responsibility to ensure that they have completed all of the assigned requirements of the course.
- If all of the assignments of a course are not complete, then the student may receive an "incomplete" for the course. If an incomplete is recorded, then the student is given two weeks following the expected completion date of the course, to complete the outstanding assignments, or a project of equal value.
- Assignments may be varied to include such assignments as essays, term papers, experiments, projects, participation in conference discussions, etc.

6. DIPLOMAS and CERTIFICATES

6.1 Ontario Secondary School Diploma (OSSD) Requirements

In order to award the Ontario Secondary School Diploma (OSSD), students must earn a total of 30 credits. A credit is defined as a 110-hour course in which the expectations laid down by the Ministry of Education in the Province of Ontario have been successfully completed. 18 of the credits are compulsory, earned in courses from a list of subjects that every student must take. 12 of the credits are optional, earned in courses that the student may select from the full range of courses offered by the school. Students must also complete 40 hours of Community Involvement Activities and must pass the Ontario Secondary School Literacy Test, which is taken in Grade 10.

If students are currently registered in another private school or public school in Ontario and are simply taking a small number of courses from Toronto College, then they will in all cases, complete the OSSLT and Community Involvement Activities at the school in which they are registered. Only students who are the sole responsibility of Toronto College will complete the Community Involvement Activity and the Ontario Secondary School Literacy Test.

6.1.1 Compulsory Credits (total of 18):

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts (music, art, drama, or dance)
- 1 credit in health and physical education
- 1/2 credit in civics and 1/2 credit in career studies
- 1 additional credit in English, or a third language, or a social science, or Canadian and world studies
- 1 additional credit in health and physical education, or business studies, or the arts (music, art, drama, or dance)
- 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9–12)

6.1.2 Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions can be made for up to three compulsory courses. The courses used as substitutes must be taken from the list of compulsory courses. For example, an English as a Second

Language student may have a substitution made for the French as a Second Language requirement, using any course from the compulsory listing: an additional Arts, or Technology, or Mathematics or Science, for example. A substitution is only made if the student's educational interests are best served by the substitution. The decision is the responsibility of the school Principal.

6.1.3 Optional Credits (total of 12)

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

6.1.4 Prior Learning Assessment and Recognition (PLAR)

Students may receive a credit without taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. The PLAR "challenge process" includes formal tests (balanced between written work and demonstration as appropriate for the subject) worth 70% of the final mark and other types of assessment worth 30% of the final mark. The "equivalency" process is the process of assessing credentials from other jurisdictions. A percentage grade will be recorded on the Ontario Student Transcript for all grade 10 courses challenged and passed. A percentage grade will be recorded on the Ontario Student Transcript for all grades 11 and 12 courses challenged passed or failed.

Students may obtain a maximum of four credits through the PLAR process, but no more than two in one subject area. The PLAR process applies only to courses in Grades 10–12.

The PLAR process for mature students involves two components: "equivalency" and "challenge". Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students. The "equivalency" process for mature students involves (1) individual assessment for the purpose of granting Grade 9 or 10 credits, and/or (2) assessment of credentials and other appropriate documentation from jurisdictions within and outside Ontario for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later.

The PLAR challenge process excludes:

- Grade 9 courses
- Transfer courses, Locally Developed courses, Cooperative Education courses
- French as a Second Language courses if the student has earned one or more credits in *Francais*
- Courses the student has previously failed
- Courses the student has previously passed
- Courses that overlap significantly with credits the student has already earned
- Courses in any subject if a credit has already been granted at a later grade (e.g. a grade 10 course cannot be challenged in a subject where a grade 11 credit has been earned).

6.1.5 Independent and Private Study

In situations where school program options are limited, students may be permitted to earn academic credit through Independent or Private Study. This may take the form of courses delivered through the Independent Learning Center or those for which the school assumes responsibility for monitoring student progress. In cases of Private Study, the student must submit an application to the principal not later than the first day of the semester in which the student intends to complete the course. In such a case the school must be willing to monitor the student's progress and evaluate her or his work. Credit and standing earned through Private or Independent Study will be recorded on the students' Ontario Student Transcript.

6.1.6 Ontario Secondary School Literacy Test

In 1999, the Ministry of Education established that the successful completion of the OSSLT would become one of the 32 requirements for an Ontario Secondary School Diploma (OSSD). The OSSLT is designed to assess the reading and writing skills that students are expected to have learned across all subject areas by the end of Grade 9, as outlined in *The Ontario Curriculum*.

Beginning with students who were enrolled in Grade 9 in the 2000-2001 school year, all students are required to write the OSSLT in Grade 10 and

complete the test successfully to earn the Ontario Secondary School Diploma (OSSD).

The OSSLT includes two sections: Reading and Writing.

Reading: Students are expected to read a variety of selections and answer questions about each selection. The test includes different kinds of questions (e.g., short-answer, explanation, multiple choice) and types of selections (e.g., information, graphic, narrative).

Writing: Students are expected to produce four pieces of writing (a summary, a series of paragraphs explaining an opinion, a news report and an information paragraph).

Students in Toronto College seeking an Ontario Secondary School Diploma will take the Secondary School Literacy Test in Grade 10. Students must pass the test in order to graduate, and their result is recorded on their Ontario School Transcript. Students who do not complete the test successfully will receive remedial help to prepare them for re-testing. English Second Language students will take the test only when they have reached this level in their language studies. Accommodations will be made for students in special education programs. Students not working towards a diploma are exempted from writing the literacy test.

6.1.7 Community Involvement Activities

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits needed for a high school diploma. Students who are the sole responsibility of Toronto College will be able to choose their own community involvement activities, within guidelines that will be provided by Toronto College. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a tracking booklet supplied by the school. The student is required to submit the tracking booklet yearly, the data from which is placed on the OST to be kept in the student's OSR.

In order to promote community values by involving students in their community in a positive and contributive manner, students must complete the 40 hours of community activities outside of scheduled class time. Students are to select community activities appropriate to their age, maturity and ability. The student is not to partake in any activity in which the student's safety will be compromised. Any

activity, NOT on the approved list, must receive written approval of the Principal of Toronto College before beginning the activity.

Activities not approved:

- Any paid activity (i.e. babysitting);
- Cooperative education or other school program activities;
- Playing on sport teams;
- Any involving the operation of a motor vehicle or power tools or scaffolding;
- Any involving in the administration of medications or medical procedures to another person;
- Any occurring in an unsafe or unsupervised environment;
- Any displacing a paid worker;
- Any in a logging or mining environment if the student is under 16 years old;
- Any in a factory, if the student is under 15 years of age;
- Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Any involving handling of substances classed as “designated substances” under the Occupational Health and Safety Act;
- Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Any involving banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- Any consisting of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- Any involving activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

Activities approved:

- Fundraising for non-profit organizations
- Coaching or assisting sports at the community level
- Church activities such as helping teach Sunday school, bazaars, etc.
- Assisting seniors with chores
- Involvement in community committees, food banks, fairs, etc.
- Participation in environment projects such as a recycling projects, etc.

6.2 Ontario Secondary School Certificate (OSSC) Requirements

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits. A credit is defined as a 110-hour course successfully completed. Seven of the credits are compulsory, earned in a specified number of courses from a list of subjects that every student must take. The remaining 7 credits are optional, earned in courses that the student may select from the full range of courses offered by the school.

6.2.1 Compulsory Credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography OR Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Note: The Principal, to better serve a student's educational interest, and in consultation with the parent, may replace up to three courses with courses meeting the requirement for compulsory credits. Either the Principal or the parent may initiate the process. The total of compulsory and optional credits will still not be less than 14 for granting an OSSC. The substitution will be noted on the OST.

6.2.2 Optional Credits (total of 7)

In addition to the 7 compulsory credits, students have to earn 7 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests or work requirements.

6.2.3 Prior Learning Assessment and Recognition (PLAR)

Students may receive a credit without taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. To receive a credit through the PLAR process, students are assessed through a formal test, along with other methods of evaluation appropriate to the subject as laid out in Toronto College procedure manual. Students may obtain a maximum of four credits through the PLAR process, but no more

than two in one subject area. The PLAR process applies only to courses in Grades 10–12.

7. CODE OF BEHAVIOUR

7.1 Code of Conduct for Computer Use

The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use.

- The use of computers at Toronto College is intended for educational purposes only.
- It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.
- The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the user:
 - Never reveal your password to your course to any other individual
 - Never reveal information about your personal identity (i.e. address, phone number or age) to someone in an online environment, especially never send a picture of yourself in an online environment without consent from your parents
 - Always report to your Teacher or Principal immediately, any message which causes you concern or any message which requests inappropriate personal information from you
 - Never reveal personal information about others to someone else in an online environment
 - Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

7.2 Responsibility of Students

- Students will be informed of school rules.
- If a student refuses to follow school rules or comply with disciplinary action, the matter will be treated as a serious infraction.
- If the student disagrees with the disciplinary actions of a school representative, the student may appeal to the principal or vice-principal.
- Students agree that their actions will reflect dignity for self and others.

- Students agree to be courteous to other students, to staff and to visitors.
- Students agree to use appropriate language while at school, or when participating in any school-sponsored activity.
- Destroying or defacing property will not be tolerated.
- The student agrees to pay for repairs resulting from acts of willful damage.
- The student will take proper care of school materials.
- Students who do not attend classes regularly will be reported to the Education Counselor.
- Students are expected to be on time for classes.
- When returning from each absence, the student will provide a written note signed by the parent.
- The parent is responsible for contacting the school to report absences.
- It is expected that students will participate in daily learning activities and will complete assignments.
- Students with difficulties in their studies are encouraged to seek help from their teachers or other staff members.
- All incidents of threats or acts of violence will be acted upon.
- Students agree that prohibited materials are not allowed at school or school-sponsored events.
- These materials include drugs, alcohol, weapons or articles intended for use as a weapon, sexually explicit material, racist or sexist material, material glorifying violence and any other materials prohibited by law.
- Physical, verbal or sexual harassment and sexist or racist actions will be considered in the same manner as an act of violence.

7.3 School Actions and Response

1. When an infraction occurs, students and parents are assured that the school and the Board will use actions and responses that suit the circumstances. Normally, the initial actions will involve the teacher working with the student. Whenever necessary, parents and appropriate school staff will be involved.

Some of the following actions may be chosen as responses to an infraction:

- a verbal warning
- school contact with parents
- involvement of an attendance counselor or guidance counselor
- detention with special assignments
- written performance agreements between the student and teacher
- school or community service assignments
- loss of privileges (e.g. participation on school teams)

- class or school suspension
- out of school suspension for up to twenty days
- involvement of community agencies
- placing the student in an alternate learning setting
- loss of credit for courses
- compensation for damaged or destroyed property, up to replacement or repair costs
- police involvement in response to illegal acts
- recommendation of expulsion from school

2. ACTS OR THREATS OF VIOLENCE ARE SERIOUS BREACHES OF THE CODE OF BEHAVIOUR. RESPONSES ARE SUBJECT TO THE FOLLOWING GUIDELINES

A. When a student initiates or participates in threats or acts of violence:

The school:

- contacts parents
- suspends the student for up to five days

The school may also:

- suspend the student for up to 20 school days with the approval of a Board Superintendent
- report the infraction to the police
- consider placing the student in an alternate learning setting
- recommend participation in a counseling program
- remove school privilege
- recommend expulsion from school if the infractions are severe or habitual

B. When a student uses a weapon in an act of violence

The school:

- reports the incident to the police
- contacts parents and informs them of the infraction
- suspends the student for a minimum of five school days
- contacts a Board Superintendent to determine the length of the suspension and/or placement of the student in an alternate program

The school may also:

- recommend a counseling program
- recommend the services of a community agency
- recommend expulsion

C. When a student is found to be in possession of prohibited material

The school:

- confiscates the weapon or material
- contacts parents and informs them of the situation
- issues a suspension of at least five school days and up to twenty school days with approval of a Board Superintendent
- reports the incident to police, in cases involving a threat of violence

The school may also recommend:

- a counseling program
- alternate school programs or expulsion from school, if the infractions are severe

7.4 Responsibility of Parents

- Parents agree to respect the rules of the school.
 - Parents agree to sign permission forms when they approve a school request. Parents are invited to contact the school if they have questions or concerns about a request.
 - Parents are encouraged to co-operate with the school if the student's program or performance requires special attention.
 - Persons of compulsory school age must attend school punctually and regularly. Parents agree to support this legal requirement.
 - When their children are absent from school, parents are asked to inform the school of the reason.
 - Parents are encouraged to work with school staff to resolve any behaviour problems that may arise.
- "Parent" refers to the parent or guardian of a student under the age of 18. "Parent" also refers to a student 18 or older. Students 18 and over are adults, so their personal information cannot be shared with anyone, even parents, without the student's consent.

8. RECORDING and REPORTING

Each student has an Ontario School Record (OSR) folder on file at the School in which all permanent information about a student's academic achievement is maintained. The record system is intended to ensure that information collected about each individual shall remain private. To guarantee this, access to the records is limited to the student concerned and his/her parents and/or legal guardians, and to School personnel as designated by the principal.

8.1 Ontario School Record (OSR)

The Ontario Student Record is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and freedom of information legislation.

If the student is currently attending another school - public or private - and is simply taking a single course from Toronto College, then that student's OSR will reside at the school that the student is attending.

Toronto College establishes or obtains the student OSR only if the student becomes are the sole responsibility of Toronto College.

8.1.1 Access

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. Access to the OSR is also granted to the educational personnel from the Ministry of Education.

8.1.2 Transfer

The OSR is an ongoing record and may be transferred from Toronto College if the student transfers to another school. Transfer of all of the original material in the OSR occurs by Priority Post when Toronto College receives written request from the receiving school. If students transfer outside Ontario, then only a copy of the OSR is transferred. When a student retires, Toronto College may give the parents a copy of the OSR, if so requested.

8.2 Ontario School Transcript (OST)

The Ontario Student Transcript is an official document issued by a secondary school to a student upon graduation. It is stored in the student's Ontario School Record and retained for 55 years after a student retires from school. It is a record of all secondary school course work and diploma requirements. The OST will be issued to any student requiring a transcript as well as to all students upon graduation.

The Ministry of Education and Training has instructed that schools in Ontario implement a policy of full disclosure in September 1999. This policy states that all grade 11, 12 and OAC courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. There are timelines to be followed for this issuance and these are outlined below.

People needing a certified copy of their Ontario Student Transcript are required to contact the guidance secretary of the last secondary school at which they were registered. For students that have been retired from school for more than one year there is often a \$5.00 fee per certified copy, which includes delivery costs.

If the student is currently attending another school - public or private - and is simply taking a single course from Toronto College, then that student's OST will reside at the school that the student is attending.

Toronto College establishes or obtains the student OSR containing the OST, only if the student becomes are the sole responsibility of Toronto College

8.2.1 Withdrawal from a Course

- Withdrawals occurring within 5 days of the issuing of the first report card from Toronto College will result in the mark not being recorded
- a withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal.
- Withdrawals from Grade 9 or 10 courses are not recorded on the OST
- If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.

8.2.2 Repetition of a Course

- Only one credit is earned if course is repeated
- an "R" appears on the student's OST
- each mark is recorded (the original mark and the repeated mark)

8.2.3 Equivalent Credits

Out of province students or transfers from non-inspected private schools may be granted equivalent credits upon Principal's evaluation of previous learning.