



TORONTO
IMPERIAL
SCHOOL

 torontoimperial.com

 info@torontoimperial.com

 +1 289 952 2058

COURSE CALENDAR 2023 – 2024



TORONTO
IMPERIAL
SCHOOL

619 Scott Boulevard
Milton, Ontario, L9T 0P4
Office: +1 647 547 7400
<https://torontoimperial.com/>
email: info@torontoimperial.com

Table of Contents

School Goals & Philosophy	4
Our Mission Statement	4
Our Vision	4
Our Values	4
TORONTO IMPERIAL School Staff 2023-2024	5
School Year Calendar 2023-2024	5
Dates to Remember.	5
Ontario Secondary School Diploma (OSSD) Requirements	7
A. Earn a Minimum of 30 Credits	7
Online Learning Graduation Requirement	8
B. Community Involvement	8
Guidelines	8
Ineligible Activities	9
Approved Activities	9
Roles & Responsibilities of Parents/Guardians	10
Roles & Responsibilities of the Students	11
Roles & Responsibilities of the Community Sponsors	11
Roles & Responsibilities of the School	11
Roles & Responsibilities of the Principal	12
C. Ontario Secondary School Literacy Requirement	12
The Ontario Secondary School Certificate (OSSC)	14
The Certificate of Accomplishment	14
Requirement To Remain in Secondary School until the age of 18 or obtain the secondary school diploma	14
Importance of Completing a Secondary Education	15
Secondary School Diploma (OSSD)	15
Definition of a Credit	15
Course Coding System	15
Types of Courses	16
Types of Courses Offered in Grades 9 and 10	17
Types of Courses Offered in Grades 11 and 12	18
Prerequisites	20
Waiving Prerequisites	20
The Ontario Student Record (OSR)	20
Access to the OSR	20
Use and Maintenance of the OSR	21

Transfer of the OSR	21
Retention, Storage, and Destruction of Information in the OSR	21
The Ontario Student Transcript (OST)	22
Full Disclosure	22
Withdrawal from a Course	23
Repetition of a Course	23
Assessment, Evaluation and Reporting of Student Achievement	23
Assessment, Evaluation and Reporting Cont.	25
Final Examination	25
Learning Skills and Work Habits	26
Categories of Knowledge	27
Reporting Student Achievement to Parents	28
Report Card Template	29
TORONTO IMPERIAL School Course Offerings	30
TORONTO IMPERIAL School Course Offering Descriptions	30
Grade 9	31
Grade 10	31
Grade 11	31
Grade 12	32
Outlines of Courses of Study	35
Prior Learning Assessment and Recognition (PLAR)	35
Policies Governing the Equivalency Process	35
PLAR's Equivalency Process Recordkeeping	36
Substitutions for Compulsory Courses	36
School Services	37
Guidance and Career Education Program	38
English Language Learners	38
Community Resources	39
Health and Wellness	39
Education	39
Attendance Policy	40
Cheating and Plagiarism	41
How to Avoid Plagiarism	41
Examples of Plagiarism	41
Plagiarism may be Suspected or Proven if...	41
If Plagiarism is suspected...	42
Late and Missed Assignments	42
Missed Evaluations (Term or Final)	44
Student Code of Conduct	44



Acceptable Use Policy	45
Minimum Hardware and Software Requirements	48
Toronto Imperial AI Usage Policy	50
School Timings	51
In Closing	51
Appendix C – Substitution Sheet	53
Appendix Policy / Resource Documents	54



SCHOOL GOALS & PHILOSOPHY

In our school, students are the focus of everything we do. We are united by a common drive for success. We want each student to feel valued and included. We create a safe and friendly online community where they can learn and grow.

We aim to help our students master the Canadian high school curriculum according to the Ontario province standards. We strive to integrate students into the international, English-speaking, educational environment and provide them with the opportunity to receive an official Ontario Secondary School Diploma.

This will enable students to comfortably continue their studies at international universities and feel confident in classes with students from diverse backgrounds. Additionally, we strive to inspire and empower students to become independent, confident, adaptable, and globally-minded individuals. We equip students with the skills and mindset necessary to succeed in a changing world, the skills of self-assessment, responsibility, organization, skills of setting specific goals and self-regulation.

OUR MISSION STATEMENT

At Toronto Imperial School, we embrace the fact that the world has become closer, and physical location is no longer a barrier to learning. We believe in the power of online integration, where students can access quality world-wide recognized Canadian education regardless of their geographic location.

We have a mission to help students embrace the globalized world and pursue their ambitions.

International experience is extremely valuable for growing future leaders.

OUR VISION

Access to quality online learning is an important step in helping people future-proof their skills and seek new opportunities for growth and development.

We see the opportunity in transforming learning itself, placing the focus mainly on the life-long process of improving skills and knowledge to realize the full potential of each individual student.

OUR VALUES

- Be Welcoming
- Be Caring
- Be Engaging
- Be Flexible
- Be Respectful
- Be Inclusive
- Be Powerful



TORONTO IMPERIAL SCHOOL STAFF 2023-2024

The team of Toronto Imperial School includes administration, teachers, tutors, and other specialists. All of them share the core values of the school and are guided by them in their professional activities.

Principal and Vice principal	Responsible for organizing the educational process.
Academic coordinator	Responsible for communicating with parents of students and providing full support to clients throughout the academic year.
Teachers	Specialist with relevant expertise, has work experience and professional education.

SCHOOL YEAR CALENDAR 2023-2024

This information is provided to assist parents in planning family holidays, medical appointments, and so on to minimize absences from school.

Dates to Remember.

Date	Event
Sep. 4, 2023	First Day of School
Oct. 9, 2023	Thanksgiving Holiday
Dec. 25, 2023 – Jan. 5, 2024	Winter Holidays
Jan. 15, 2024	Exam Week
Jan. 19, 2024	Start of Semester 2
Feb. 19, 2024	Family Day
Mar. 11-15, 2024	Spring Break
Mar. 29, 2024	Good Friday
Apr. 1, 2024	Easter Monday
May 17, 2024	Exam Week
May 20, 2024	Victoria Day
May 20, 2024	Start of Semester 3
Sep. 6, 2024	Exam Week



TORONTO IMPERIAL School 2022-2023 SCHOOL YEAR CALENDAR (Secondary)

Holidays:

Thanksgiving	9th October 2023
Winter Break (incl)	25 th December 2023 – 5 th January 2024
Family Day	19 th February 2024
Spring Break (incl)	11 th – 15 th March 2024
Good Friday	29 th March 2024
Easter Monday	1 st April 2024
Victoria Day	20 th May 2024

Semester 1: September 4th, 2023 – January 15th, 2024

Semester 2: January 16th, 2024 – May 17th, 2024

Semester 3: May 20th, 2024 – September 6th, 2024

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS

In order to earn an Ontario Secondary School Diploma (OSSD), a student must:

- A. Earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits.
- B. Students must also complete 40 hours of community involvement activities.
- C. Students must meet the Ontario Secondary School Literacy Requirement.

A. Earn a Minimum of 30 Credits

Students must earn the following compulsory credits to obtain the OSSD:

- 4 credits in English (1 credit per grade) *

- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in the arts
- 1 credit in Canadian geography (Grade 9)
- 1 credit in Canadian history (Grade 10)
- 1 credit in French as a second language
- 1 credit in health and physical education
- 0.5 credit in career studies

- 0.5 credit in civics

Plus, one credit from each of the following groups:

Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, **social sciences and humanities**, guidance and career education, cooperative education.

Group 2: French as a second language, the arts, **business studies**, health and physical education, cooperative education

Group 3: French as a second language, **science (Grade 11 or 12)**, computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

In addition to the compulsory credits, students must complete:

- 12 optional credits

Online Learning Graduation Requirement

As announced in November 2019, it is planned that, starting with the Grade 9 cohort for the 2020-21 school year, students will be required to earn two credits online as part of the graduation requirements of the Ontario Secondary School Diploma (OSSD). While online courses will be a mandatory graduation requirement, exemptions may be made for students on an individual basis.

*The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11. or the Grade 12 English compulsory credit requirement. A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

B. Community Involvement

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The community involvement requirement is designed to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community.

Guidelines

- Students, in collaboration with their parents, will decide how they will complete the community involvement requirement.
- These activities may be completed at any time during their years in the secondary school program (i.e., beginning in the summer before they enter grade 9).
- Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings.
- Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.
- Students should not be paid for performing any community involvement activity.
- The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.
- Students will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities.
- Documentation attesting to the completion of each activity must be submitted to the principal by the student. This documentation must include for each

activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved.

- The principal will decide whether the student has met the requirements of the ministry for these activities.
- Upon successful completion of the 40 hours of Community Involvement and the approval of the principal, students will have their accomplishment acknowledged and noted on their Ontario Student Transcript (OST)

Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience)?
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible.
- takes place in a logging or mining environment if the student is under sixteen years of age.
- takes place in a factory if the student is under fifteen years of age.
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult.
- would normally be performed for wages by a person in the workplace.
- involves the operation of a vehicle, power tools, or scaffolding.
- involves the administration of any type or form of medication or medical procedure to other persons.
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act.
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables.
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities.
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

Approved Activities

The following is a (non-exhaustive) list of examples of community involvement activities that are approved for your child to participate in:

- fundraising or assisting in the organization of an event for a non-profit organization that benefits the community.



- assisting sports teams at the community level, whether it be assistant coaching, helping to organize games, etc.
- assisting with youth programs such as Scouts, Girl Guides, Boys and Girls Club of Toronto, summer camps etc.
- assisting senior citizens with their daily chores, serving snacks, reading to them etc.
- assisting in organizing community events such as carnivals, fun days, fairs etc.
- involvement in community committees, food banks, etc.

- participation in environment projects such as recycling projects, planting trees, beautification projects etc.
- assisting in office/clerical work. e.g., helping a non-profit organization in reception work, computer work, mailings etc.
- assisting with animals and/or animal care. e.g., volunteering at a veterinarian clinic, petting zoo or the Toronto Zoo etc.
- assisting individuals who require assistance. e.g., providing tutoring services, shoveling driveways etc.

Students are expected to complete their community involvement requirement.

The following is a list of recommended behaviours:

- showing respect for the community sponsor and their workplace.
- being punctual and present on any agreed upon times and dates.
- wearing the appropriate dress and being properly groomed.
- always behaving with the best manners, especially in extending courtesies.
- attentively listening and follow instructions and clarifying instructions when in doubt.
- always maintaining confidentiality and.
- always upholding a positive work ethic.

If there is an activity that a student would like to participate in and it is not from the preceding list of “Approved Activities,” the student must submit a letter outlining the proposed activity to the principal. The student should not participate in the activity (for recognition) until permission has been granted, as if the activity is denied, it will not be counted toward the student’s community involvement requirement.

Roles & Responsibilities of Parents/Guardians

Parents or guardians should aid their child in the selection of their community involvement activities. Parents or guardians are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent or guardian must sign the “Notification of Planned Community Involvement Activities” form and the “Completion of Community Involvement Activities” form if the student is under the age of eighteen years. Both forms can be seen in the Appendix and additional copies are available from the school’s office.

Roles & Responsibilities of the Students

In consultation with their parents or guardians, students will select an activity or activities from the school's list of approved activities or choose an activity that is *not* on the list, if it is not an activity specified on the ministry's and the school's lists of ineligible activities. If the activity is not on the school's list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student and by his or her parent or guardian if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent, or guardian (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Roles & Responsibilities of the Community Sponsors

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students can fulfill their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

Roles & Responsibilities of the School

The school is responsible for the implementation of community involvement activities through the secondary school. The school is also responsible for developing a list of approved community involvement activities. This list has already been included on the previous pages of this calendar, along with a list of activities that the Ministry of Education and Training has stated are ineligible. The school will not approve student participation in any activities that are on the ministry's list of ineligible activities.



Roles & Responsibilities of the Principal

The principal is required to provide information about the community involvement requirement to parents/guardians, students, and community sponsors. The principal is also required to provide students with the information and forms they will need to complete the community involvement requirement, including the school's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's OST.

C. Ontario Secondary School Literacy Requirement

Students must successfully complete the Grade 10 Ontario secondary school literacy requirement (OSSLT) to earn a secondary school diploma. The test is prepared and evaluated by the Education Quality and Accountability Office (EQAO) and will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.

Remedial assistance will be provided for students who do not complete the test successfully. This assistance will be designed to help students improve their skills so that they are better prepared to retake the literacy test.

Alternatively, in 2003, the ministry developed the Ontario Secondary School Literacy Course (OSSLC). Students who pass this course are considered to have met the literacy graduation requirement.

For the 2003–04 school year, students who had had two opportunities to take the OSSLT and had failed it at least once were eligible to enroll in the OSSLC. In June 2004, policy was changed to grant principals the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student.

The credit earned for successfully completing the OSSLC may be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English. If used to meet the Grade 11 requirement, the course is coded OLC30. If used to meet the Grade 12 requirement, the course is coded OLC40. The credit may also be used to meet the group 1 compulsory credit requirement for the Ontario Secondary School Diploma (as described on page 5).

Students should check admission requirements for postsecondary institutions, since the OSSLC may not be accepted as the Grade 12 English entrance requirement for college or university programs.

A student cannot be granted credit for the OSSLC through the challenge process (described later in the course calendar) described in the Prior Learning Assessment and Recognition (PLAR) policy outlined in either Policy/Program Memorandum No. 129, “Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools,” July 6, 2001.

Upon successful completion of the OSSLT or OSSLC, an acknowledgement will be noted on the student's OST, without a specific mark or date. This is only for the OSSLT but we put a mark for the course.

On a case-by-case basis, the principal may grant deferrals for OSSLT

Once students have successfully completed the literacy test, they may not retake the test in the same language (i.e., English, or French).

THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, if they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

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

Optional credits (total of 7)

7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (described further in this document) also apply to the Ontario Secondary School Certificate.

THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript (OST).

Students who return to school to complete additional credit and non-credit courses will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

REQUIREMENT TO REMAIN IN SECONDARY SCHOOL UNTIL THE AGE OF 18 OR OBTAIN THE SECONDARY SCHOOL DIPLOMA

According to Bill 52, The Education Amendment Act, Learning to Age 18, 2006; this legislation raises the school departure age to 18 or graduation, to encourage more students to graduate and discourages students to leave school without being adequately prepared for work or further learning.

IMPORTANCE OF COMPLETING A SECONDARY EDUCATION

The Ontario secondary school program is designed to provide all students with the fundamental knowledge and skills they will need in any area of endeavor as well as the opportunity to specialize in and/or explore areas related to their postsecondary goals and personal interests. This program keeps options open for students in the earlier grades and prepares them in senior grades for their postsecondary destinations, including apprenticeship training, college, community living, university, or the workplace.

Finishing school is an important step for young people to create a positive future for themselves, their families, and their communities. A student's future and prosperity rests on our ability to generate a well-educated group of individuals. Among the key priorities of our school is to ensure all our students are successful - both in school and in life.

SECONDARY SCHOOL DIPLOMA (OSSD)

DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion (i.e., completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents. Partial credits may be granted for the successful completion of certain locally developed courses.

COURSE CODING SYSTEM

The course code of all courses at the TORONTO IMPERIAL School consists of a five-character code as designated by the Ministry of Education and Training in Ontario:

1. The first three characters represent the course descriptor / subject e.g., ENG stands for English.



2. The fourth character refers to the grade level:

1 = grade 9 2 = grade 10 3 = grade 11 4 = grade 12

3. The fifth character refers to the type of course (as will be defined on the following pages):

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

For example: **MHF4U, Advanced Functions**

Course Descriptor	Grade	Course Type	Course Title
<u>M</u> : Math <u>HF</u> : Advanced Functions	1 - Grade 9 2 - Grade 10 3 - Grade 11 4 - Grade 12	D	Academic
		P	Applied
		O	Open
		U	University
		C	College
		E	Workplace
		M	University or College
W	Destreamed		
			Advanced Functions, Grade 12

Another example would be ENG4U which expanded refers to:

the course descriptor being, ENG - English.
 the grade being, 12 (i.e., 4 – Grade 12)
 and the course type being, University (i.e., U – University).

TYPES OF COURSES

Types of Courses Offered in Grades 9 and 10

Grade 9 and 10 courses are of three types:

- A. Academic,
- B. Applied, or
- C. Open.
- D. De-streamed

Each course type builds upon the grade 8 curriculum and help students determine the type of educational program they are best suited to undertake in grades 11 and 12. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

Academic Courses (D is in the fifth position of the course code)

Academic courses develop students' knowledge 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 (P is in the fifth position of the course code)

Applied courses focus on the essential concepts of a subject and develop students' knowledge 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 (O is in the fifth position of the course code)

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

De-streamed Course (W is in the fifth position of the course code)

Beginning in September 2022, all Grade 9 courses across Ontario, will be **de-streamed**. This means that students will no longer choose between the Academic and Applied level for their core courses (English, French, Geography, Mathematics, and Science). Instead, most students will enroll in the same course for these subjects. Mathematics and Science will be offered as de-streamed courses (code 1W). English, French, and Geography will be offered at the Academic level (code 1D).

Types of Courses Offered in Grades 11 and 12

Grade 11 and 12 courses are organized into five types based on students' future destinations. Students may choose from:

- A. University Preparation,
- B. University/College Preparation,
- C. College Preparation,
- D. Workplace Preparation, or
- E. Open courses.

University Preparation Courses (U is in the fifth position of the course code)

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered, and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

University/College Preparation Courses (M is in the fifth position of the course code)

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered, and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

College Preparation Courses (C is in the fifth position of the course code)

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered, and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.



Workplace Preparation Courses (E is in the fifth position of the course code)

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community.

The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content but will also explore the theoretical material that underlies these practical applications. Cooperative education and work experience placements within the community are important components of workplace preparation courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills.

Open Courses (O is in the fifth position of the course code)

Open courses in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be causally related to their postsecondary goals, but that reflects their interests. These courses are appropriate for all students regardless of postsecondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

CHANGING COURSE TYPES

In Grades 9 and 10, three types of courses are offered: academic courses, applied courses, and open courses. In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include university preparation courses, university/college preparation courses, college preparation courses, workplace preparation courses, and open courses.

Some students may change their educational goals as they proceed through secondary school. In most cases, a student may enroll in a different type of course in each subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal.

In Grades 10 to 12, a student may change to a different type of course in each subject provided that the student has taken any course specified as a prerequisite for that course. Prerequisites for Grade 11 and 12 courses are specified in the curriculum policy documents for the various disciplines. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

PREREQUISITES

A prerequisite course is a course deemed necessary to have successfully completed before attempting another course. All prerequisite courses are identified in the respective ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites.

You may view the prerequisites for any course that we offer, in our course description section of this calendar.

Waiving Prerequisites

If a parent requests that a prerequisite be waived, the principal will determine whether 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 and appropriate school staff. If a course's prerequisite is waived, documentation with respect to the request and reasons to allow the waiver will be added to the OSR.

THE ONTARIO STUDENT RECORD (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". An OSR will be established for each student who enrolls in a school operated by a school board or the Ministry of Education.

Access to the OSR

Access to an OSR means the right of those persons authorized by the Education Act or other legislation to examine the contents of the OSR. The following 4 categories of people are authorized to examine the contents of their file (upon request of the principal).

1. Every student has the right to have access to his or her OSR.
2. The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.
3. Under the Education Act, only supervisory officers and the principal and teachers at the school have access to the OSR for the purpose of improving the instruction of the student.
4. The Education Act permits the compiling and delivery of information contained in an OSR if it is required by the Minister of Education. In instances where ministry staff members are seeking to collect information from OSRs, students who are adults and parents of students who are not adults will be notified.

Use and Maintenance of the OSR

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by a former student, or the parent/guardian of a student.

Transfer of the OSR

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. Subject to the conditions outlined below, the original OSR is transferable only to schools in Ontario. When a student transfers to another school in Ontario, the receiving school must be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

Retention, Storage, and Destruction of Information in the OSR

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR should be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from school:

1. report cards
2. the documentation file, where applicable
3. additional information that is identified by the school board as appropriate for retention.

The following components of the OSR will be retained for fifty-five years after a student retires from school:

1. the OSR folder
2. the OST
3. the office index card

The destruction of all or any part of the OSR when its retention is no longer required under this guideline will be affected under conditions that ensure the complete and confidential disposal of the record.

THE ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) provides an official and consistent record of the Ontario secondary school credit courses successfully completed by a student.

The OST includes:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned.
- all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned.
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OS K-12 or through the equivalency process under OSIS.
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned.
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned.
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements.
- confirmation that the student has completed the forty hours of community involvement.
- confirmation that the student has successfully completed the provincial secondary school literacy requirement.
- the student's Ontario Education Number (OEN).

The OST also includes a record of the achievement of exceptional students who have alternative learning expectations in an individualized, non-credit program.

The OST is a component of the Ontario Student Record (OSR), and the legislation that applies to the OSR applies also to the OST. This legislation is set out in section 266 of the Education Act and in the *Ontario Student Record (OSR): Guideline, 2000*. Updated pages for the OSR guideline are distributed to school if there are policy changes.

Full Disclosure

Since the 1999–2000 school year, schools have been required to provide a complete record of students' performance in Grade 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST.



Withdrawal from a Course

- Withdrawals occurring within 5 days of the issuing of the first Midterm report card will result in the mark not being recorded on the OST.
- a withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first Midterm 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 at anytime 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.

Repetition of a Course

- Only one credit is earned if a course is repeated (i.e., the higher percentage earned)
- In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark.

ASSESSMENT, EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information (for e.g., from assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. As part of assessment, teachers provide students with *descriptive feedback* that guides their efforts towards improvement as the primary purpose of assessment is to improve student learning.

Evaluation refers to the process of judging the quality of student learning based on established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

To ensure that assessment, evaluation, and reporting are *valid* and *reliable*, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students.
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit.
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students.
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course.
- are ongoing, varied in nature, and administered over a period to provide multiple opportunities for students to demonstrate the full range of their learning.
- provide ongoing *descriptive feedback* that is *clear, specific, meaningful, and timely* to support improved learning and achievement.
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessment, Evaluation and Reporting Cont.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, provides that 30% of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course. This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

As outlined by the Ministry, there is a flexibility to determine final evaluation for up to 30% of a student's final mark, in 2023-2024 school year.

Report Cards will be issues and sent as an electronic copy for the 2023-2024 school year. A paper copy of the report card may be issued upon parents' request.

Final Examination

Many Courses at TORONTO IMPERIAL School require that students write a final exam at the end of the course.

A student learning asynchronously or synchronously via *distance learning* must complete the final exam under the supervision of an approved proctor. An approved proctor is an individual who meets with a student to witness the final exam being written and later attests that all procedures were properly followed. The date, time, place, and proctor for a student's final exam are selected by the student but must be approved by the TORONTO IMPERIAL School Principal.

This online exam must be completed under the supervision of our third-party online proctoring solution, Integrity Advocate.

A proctor is an individual who meets with a student to witness the final exam being written and later attests that all procedures were properly followed. With this option, the date, time, place, and proctor for a student's final exam are selected by the student but must be approved by the TORONTO IMPERIAL School Exams Administrator. All final exams through the service are recorded and reviewed to ensure academic integrity.

Criteria for In-Person Proctoring

The student may select a proctor to meet with in person for the purpose of invigilating the exam.

The student must apply to write the final exam a minimum of two weeks prior to the proposed exam date by submitting a Proctor Approval Application to the TORONTO IMPERIAL School Principal. In order to be approved, any in-person exam proctor must meet all of the following criteria:

- Must not be related to the student in any way
- Must not be a student at any level of study
- Must not be a tutor
- Must have a university degree or college designation
- Must be able to read and speak in the English language
- Must have a valid, non-generic business email address provided by the proctor's current place of work

If the proctor is approved, both the proctor and student will be provided with detailed exam instructions via email. The approved proctor and student may then proceed with the final exam as scheduled. Once the exam has been written, the proctor must sign the Proctor Memorandum provided by TORONTO IMPERIAL School indicating that all procedures were properly followed. This document must be returned to the TORONTO IMPERIAL School principal promptly following the exam. A student's final grade is not released until this document has been submitted.

*If a student chooses a proctor who charges a fee for their services, the student is responsible for those or any other expenses.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should **not** be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement. It is expected that teachers will work with students to help them develop their learning skills and work habits. The six categories of learning skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

The learning skills and work habits are evaluated and reported as follows:

- E – Excellent
- G – Good
- S – Satisfactory
- N – Needs Improvement

Categories of Knowledge

Levels, or degrees, of achievement of the curriculum expectations are described in detail in the achievement charts that appear in the secondary curriculum policy documents. The charts are organized into broad categories of knowledge and skills and provide detailed descriptions of each level of achievement. While they are broad in scope and general in nature, the achievement levels provide a reference point for all assessment practice. They serve as a guide for gathering assessment information and a framework within which to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and specific information about their achievement to students and their parents.

The categories of knowledge and skills are as follows:

- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course.
- (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts.

(The names of the categories vary slightly from one discipline to another, reflecting differences in the nature of the disciplines.)

The levels of achievement are associated with percentage grades, and are defined as follows:

Student Achievement		
Percentage Mark Range	Achievement Level	Summary Description
95-100%	Level 4+	Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. <i>However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.</i>
87-94%	Level 4	
80-86%	Level 4-	

77-79%	Level 3+	Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.
73-76%	Level 3	
70-72%	Level 3-	
67-69%	Level 2+	Represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
63-66%	Level 2	
60-62%	Level 2-	
57-59%	Level 1+	Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.
53-56%	Level 1	
50-52%	Level 1-	
below 50%	Level R	Insufficient achievement of curriculum expectations. The student will not receive a credit for the course.

Note: Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

Reporting Student Achievement to Parents

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.

Although the above-mentioned periods are formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, student-led conferences, interviews, phone calls, and informal reports. Please do not hesitate to contact the school at any time during the school year if you have any concerns or items to discuss. Please see the beginning of this handbook for contact details.



*** Reporting Periods for the 2023-2024 Academic School Year**

Reporting	Date
Semester 1 - Midterm Reports Sent	November 17 th , 2023
Semester 1 - Final Reports Sent	January 26 th , 2024
Semester 2 - Midterm Reports Sent	April 5 th , 2024
Semester 2 - Final Reports Sent	May 24 th , 2024
Semester 3 - Midterm Reports Sent	July 26 th , 2024
Semester 3 - Final Reports Sent	September 13 th , 2024

REPORT CARD TEMPLATE

STUDENT: _____ OEN: _____ Grade: _____ Principal: Salman Qureshi

Address: _____ School Council Chair: _____

SCHOOL: TORONTO IMPERIAL SCHOOL Telephone: (289) 952 2058 **BOARD:** Private Email/Website: www.torontoimperial.com

Address: 618 Scott Blvd, Milton, ON L9T0P4 Fax: _____

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance		
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed	Total Classes	Times Late
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final										Teacher requests an interview <input type="checkbox"/>			
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final										Teacher requests an interview <input type="checkbox"/>			
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final										Teacher requests an interview <input type="checkbox"/>			
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final										Teacher requests an interview <input type="checkbox"/>			

Principal's Signature → _____

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school. To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca.

TORONTO IMPERIAL SCHOOL COURSE OFFERINGS

Grade	Course Name	Course Type	Course Code	Credit Value
Grade 9	English	De-streamed	ENL1W	1.0
Grade 10	English	Academic	ENG2D	1.0
Grade 11	Functions	University	MCR3U	1.0
	English	University	ENG3U	1.0
Grade 12	Advanced Functions	University	MHF4U	1.0
	Biology	University	SBI4U	1.0
	English	University	ENG4U	1.0
	Calculus and Vectors	University	MCV4U	1.0
	Chemistry	University	SCH4U	1.0
	Physics	University	SPH4U	1.0
	Data Management	University	MDM4U	1.0
	International Business	University/College	BBB4M	1.0
	Business Leadership	e	BOH4M	1.0
	Earth and Space Science	University/College	SES4U	1.0
	Canadian and World Issues	e	CGW4U	1.0
	World Cultures	University	HSC4U	1.0
Computer Science	University	ICS4U	1.0	
Others	OLC4O			1.0

For a more detailed explanation of the overall and specific expectations of each course, please refer to the Ministry of Education's website at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Course outlines of each subject your child is enrolled in will be made available to the student by the subject teacher. The course outlines are also available to students within the Learning Management System.

TORONTO IMPERIAL SCHOOL COURSE OFFERING DESCRIPTIONS

Grade 9

English, Grade 9, De-streamed (ENL1W)

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

Grade 10

English, Grade 10, Academic (ENG2D)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Grade 11

English, Grade 11, University (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: Grade 10 English, Academic

Functions, Grade 11, University (MCR3U)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

Grade 12

Advanced Functions, Grade 12, University (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University preparation, or Mathematics for College Technology, Grade 12, College preparation

Biology, Grade 12, University (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Grade 11 Biology, University preparation

Calculus and Vectors, Grade 12, University (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: Note: Advanced Functions, Grade 12, University preparation, must be taken prior to or concurrently with Calculus and Vectors.

Chemistry, Grade 12, University (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Grade 11 Chemistry, University preparation

English, Grade 12, University (ENG4U)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: Grade 11 English, University preparation

Physics, Grade 12, University (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Grade 11 Physics, University preparation

Mathematics of Data Management, Grade 12, University (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

International Business Fundamentals, Grade 12, University/College (BBB4M)

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None



Business Leadership, Grade 12, University/College (BOH4M)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

Earth and Space Science, Grade 12, University (SES4U)

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Prerequisite: Science, Grade 10, Academic

Canadian and World Issues, Grade 12, University (CGW4U)

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

World Cultures, Grade 12, University (HSC4M)

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Computer Science, Grade 12, University (ISC4U)

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

Outlines of Courses of Study

Each student will receive a copy of their course's Outline of Course Study (i.e., their Course Outline) at the beginning of the course for every course they are registered. Parents / guardians / students can access the course outline at any time through the online platform.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school.

The PLAR process involves two components: "challenge" and "equivalency". The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 courses developed from a provincial curriculum policy document published in 1999 or later. The "equivalency" process is the process of assessing credentials from other jurisdictions.

All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses. At this time, until further notice, TORONTO IMPERIAL School will not be granting credits through the challenge process.

PPM No. 129 outlines in detail the PLAR policy and requirements that apply to regular day school students.

Policies Governing the Equivalency Process

- Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

- To ensure provincial consistency in establishing equivalency for students for placement purposes, the principal will use as a guide the table entitled "Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary School" in OS K-12, Appendix 2, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, to qualify for the secondary school diploma.
- Students working towards the OSSD must complete the OSSD Literacy requirement.
- For students working towards the OSSD, the principal will determine the number of hours of community involvement activities that students will have to complete.

PLAR's Equivalency Process Recordkeeping

The principal will ensure that equivalency credit(s) is/are recorded in accordance with *The Ontario Student Transcript (OST): Manual, 2013*.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In all cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.



The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

Each substitution will be noted on the student's Ontario Student Transcript.

SCHOOL SERVICES

Guidance and Career Education Program

TORONTO IMPERIAL School provides individual student counseling to help students with their school and post-secondary plans. The one-on-one counseling helps to meet each individual student's circumstances. The guidance and counseling advice follows Ontario's "Creating Pathways to Success" which will prove to help students succeed both in school and in the workplace. In addition, as a component of each course offered at the TORONTO IMPERIAL School, students are offered an opportunity to research and learn about various professions in each subject area, opening up numerous avenues, possibilities and career directions. Both teacher and counselor will work hand in hand with students and parents to best prepare a plan that would best meet the student's needs. Examples of guidance services offered by TORONTO IMPERIAL School's guidance counsellor:

- Orientation and Exit Programs - Helping students through their transitions from grade 12 to post-secondary institutions.
- One on One meetings with school staff to check on students progress, and assisting them with their future planning for after graduation.
- Providing Sample pathways and offering Individual Pathways guidance in school course selection
- Cultivate an ethos of lifelong learning that would help develop students' academic and social skills leading to better informed career planning and responsible citizenship.

English Language Learners

English language learners are students whose first language is a language other than English.

When planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. Teachers will strive to provide a safe, supportive, and welcoming environment that nurtures students' self-confidence while they are developing their literacy skills. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

- Modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the necessary support from the teacher;
- Use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, and scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- Use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- Use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of

graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Teachers at TORONTO IMPERIAL School will encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as a resource.

Community Resources

In addition to the resources available at our school, below are tables outlining some of the resources and services made available to the students in the area. The following links are available for parents and students to plan their course selection process.

Health and Wellness

Big Brothers Big Sisters of Toronto	http://www.bbbspeel.com	416-925-8981
Boost for Kids	http://www.boostforkids.org/	416-515-1100
Boys and Girls Club of Peel Region	http://www.bgcpeel.org/	416-281-0261
Centre for Addiction and Mental Health	http://www.camh.ca/en/hospital/Pages/home.aspx	416-535-8501
Children's Aid Society	http://www.torontocas.ca/	416-924-4646
Geneva Centre for Autism	http://www.autism.net/	416-322-7877
Kids Help Phone	http://www.kidshelpphone.ca/teens/home/splash.aspx	1-800-668-6868
Mental Help Helpline	http://www.mentalhealthhelpline.ca/	1-866-531-2600
Sick Kids Foundation	http://www.sickkids.ca/	416-813-1500
Telehealth Ontario	http://www.health.gov.on.ca/en/public/programs/telehealth/	1-866-797-0000
Toronto Preschool Speech and Language Services / Blind or Low Vision Program	http://www.tpsls.on.ca/	416-338-0025
Peel Public Health	http://www.peelregion.ca/health/	311

Education

AMDEC Online School	http://amdec.ca/	519 482-5428
Frontier College	http://www.frontiercollege.ca/english/learn/programs_beat_the_street.html	1-800-555-6523
Independent Learning Centre	http://www.ilc.org/landing.php	416-484-2704
Ontario Ministry of Education	http://www.edu.gov.on.ca/eng/	416-325-2929
Pathways to Education	http://www.pathwaystoeducation.ca/	416 646 0123

Attendance Policy

Consistent attendance is vital to the overall success of students' learning and completion of the program. As such, we have established the following attendance policy to ensure all students are aware of the expectations while studying at Toronto Imperial School, and to provide guidelines for the greatest student success.

1. Students are expected to attend all lessons, webinars, tutor sessions, and pre-recorded lessons. On occasion we understand that students may not be able to attend, students must notify their tutor in advance if they are unable to attend a scheduled class for the course.
2. Teachers will be taking attendance in each class and keeping a record.
3. Students are expected to login in on time and be ready with any materials needed for the lesson. Including their webcam on, and microphone ready to participate.
4. Students arriving more than 10 minutes after the lesson has started will be considered absent.
5. Students are expected to log into the platform a minimum of 4 times per week.
6. If a student misses one class without notifying their tutor in advance, the tutor will reach out to the student to discuss why they were not in class.
7. If a student misses two classes without notifying their tutor, a meeting will be set up with the tutor and student.
8. After three missed classes without notifying their tutor, a meeting will be arranged with the tutor, student, and their parents.
9. After more than four missed classes without notifying their tutor, a meeting will be arranged with the vice principal, student, and their parents.
10. After more than five missed classes without notifying their tutor, students may be asked to leave the program.
11. For students attending classes asynchronously, tutors will be monitoring their progress in the course, as well as the number of lessons they have completed and the number of times they are logging into the platform each week. If a student is not keeping up with their assignments or number of lessons per week, the tutor will contact the students and set up meetings as necessary.

On top of regular attendance in classes, students are also expected to keep up with their weekly assignments. Any students not meeting due dates for assignments or falling behind in their course, will be contacted by their tutor and meetings will be arranged as necessary. Parents will be informed of any late or missing submissions.

CHEATING AND PLAGIARISM

Cheating Definition: Cheating is the act of violating the rules outlined by a teacher with respect to an assessment or evaluation activity.

Plagiarism Definition: Plagiarism is the unpermitted use or similar reproduction of another person's ideas, thoughts, expressions, or representations submitted as your original work, without acknowledging the source(s).

Plagiarism may be unintentional (i.e., students are unclear about what constitutes plagiarism or forget to properly cite material) or deliberate (i.e., knowingly submitting someone else's work as one's own). Both unintentional and deliberate plagiarism can result in serious consequences.

How to Avoid Plagiarism

- If you decide to use a source, whether it is a direct quotation, an idea, a representation, a drawing, a map etc., be sure to (properly*) cite your source(s), both as soon as you have mentioned it and at the end of your work.
- While it is not necessary to cite information or facts that are common knowledge, be sure to cite non-common knowledge or ideas that are drawn from facts that are not your own.
- Keep all rough notes, all plans of your work as evidence of your thought process.
- Provide opportunities for your teacher to see your progress throughout your work.
- Avoid having students see your work.
- When in doubt, ask your subject teacher to clarify what constitutes plagiarism.

Examples of Plagiarism

- Not fully and/or properly* citing a source(s) used in your work.
- Submitting work that is directly "cut and pasted" or minorly modified from a source(s) without referencing the source(s)
- Submitting work that was done by another individual as your own.
- Not using embedded references to cite the sources of ideas, language (e.g., not using quotation marks for direct quotations), graphs, charts, images, etc. gotten from sources, other than generated by yourself.

*The TORONTO IMPERIAL School uses the Modern Language Association (MLA) format for documenting sources used in the preparation of an essay and other research assignments.

Plagiarism may be Suspected or Proven if...

- A teacher can find a replica or close modification of work submitted, without the student citing or improperly citing the original work referenced.
- A teacher can identify similar errors/irregularities made at similar points/steps when comparing two or more student works.

- A teacher can identify differences in the normal patterns of work previously submitted by the student.
- The student is unable to explain “their own” submitted work, explain words, concepts, ideas, theories, and/or unable to use them in the proper context.

If Plagiarism is suspected...

- The student will be notified by the teacher that the student’s work is suspected of being plagiarized.
- The student will be reminded of the consequences for students found guilty of plagiarism.
- The teacher will interview the student to determine the circumstances behind the plagiarism.
- The student will be asked to prove that the work is an original piece.
- If a student is unable to prove that their work is an original piece and the teacher has solid proof that the work was plagiarized, then consequences will follow (see the next section)

Consequences for Cheating or Plagiarism

Some or all the below consequences may result if a student is caught cheating or found guilty of plagiarism.

- The principal, vice-principal and parents will be informed of the incident.
- A mark of “0” will be assigned to the portion of the work found unworthy or to the whole work itself.
- A record of the incident may be documented and recorded in the student’s Ontario Student Record (O.S.R.)
- Acknowledgment in the learning skills and work habits portion of the report card
- The teacher may request a “re-do” of the work or portion of work found unworthy and penalize the work redone (in consultation with the principal or vice-principal) by a percentage deemed appropriate, depending on the severity of the act.

All appeals on charges of academic dishonesty and penalties given may be addressed to the principal or vice principal.

A Final Reminder

Try your best to begin your assignments early, keep all your process work and when you use works from other source(s) than your own, cite it properly. Your own work, done honestly and cited properly is work full of integrity.

LATE AND MISSED ASSIGNMENTS

Handing in assignments on time is imperative to your child maximizing his or her credit earning potential. Assignments follow a due date and deadline format. A due date is the date which an assignment should be completed, performed and/or submitted. A deadline is a date (differs from teacher to teacher, but generally two



days), beyond which the assignment cannot be completed, performed and/or submitted and a mark of zero will be given.

Students will face consequences for not completing assignments meant for evaluation or for submitting those assignments after the designated due date. Where in the teacher's professional judgement it is appropriate to do so, several strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment.
- helping students develop better time-management skills.
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class.
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute.
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists.
- taking into consideration legitimate reasons for missed deadlines.
- setting up a student contract.
- using counselling or peer tutoring to try to deal positively with problems (as resources are available).
- holding teacher-student conferences.
- reviewing whether students require special education services.
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so.
- deducting marks for late assignments, up to and including the full value of the assignment.

Late and missed assignments for evaluation may also be noted on the report card as part of the evaluation of a student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.



MISSED EVALUATIONS (TERM OR FINAL)

Evaluations are how students derive their marks. To that end, attendance during term evaluations, such as a presentation, test, etc. is mandatory. Teachers will give students enough prior notice of these term evaluations and wherever/whenever possible, be sensitive to other school scheduled events, other course workloads etc. Students who know in advance that they will be absent for their term evaluation (e.g., test, presentation etc.) must make alternative arrangements with the teacher as early as possible.

Students are required to show up on the date and time allocated for their exam. Appointments, holidays etc. must be scheduled around these times, as students who miss an examination (for illegitimate or unimportant reasons), will be given a mark of zero. In addition, students are expected to attempt/complete each portion of their final summative assessments, which may consist of one or more evaluations (e.g., in class presentation and/or examination etc.), as any missed portions will be given a mark of zero and this will be used in the calculation of the final grade.

STUDENT CODE OF CONDUCT

Our number one priority is the well being of students, and their overall success in the program. We want to ensure each student is meeting their fullest potential, and becoming a contributing, responsible, and upstanding member of their community.

Toronto Imperial School Expectations of Students:

- Arrive at classes on time, and ready to learn.
- Students are expected to be respectful to their peers, teachers, tutors, school-administrators, and all TIS Staff.
- Demonstrate honesty and integrity.
- Respect the rights of others.
- Seek help from school staff, when necessary.
- Students are expected to solve / work through minor problems that may arise. If the student(s) is / are unable to do so, then they should seek the assistance of a staff member to mitigate the issue.
- Students are expected to have a strong work ethic and be positive role models toward their peers.
- Students are not to engage in any form of bullying, whether it is in person or through technology.
- Follow the rules and take responsibility for their own actions.
- Students should never share their Username and Password information or use another student's login information.

Students can access the Ontario Ministry of Education Code of Conduct through this link: <http://www.edu.gov.on.ca/eng/safeschools/code.html>

ACCEPTABLE USE POLICY

This policy has been created to apply to all students, employees, parents, visitors and guests of TORONTO IMPERIAL School with the purpose of establishing the efficient, safe, ethical, and acceptable use of the information technology to support the educational and business goals of TORONTO IMPERIAL School.

Student and Parent Acknowledgement

As a condition to receiving access to any technology affiliated with TORONTO IMPERIAL School all students and parents must acknowledge the existence of this policy.

Educational Purposes

The purpose of Technology at TORONTO IMPERIAL School is to serve as a means for teaching and learning consistent with the educational goals of TORONTO IMPERIAL School. Any technology at TORONTO IMPERIAL School may not be used for recreational, personal, or commercial purposes.



Students at TORONTO IMPERIAL School will be able to contact and collaborate with other students within TORONTO IMPERIAL School which is accessible exclusively by authorized users. All communications and information accessible via any TORONTO IMPERIAL School Technology may be accessed by TORONTO IMPERIAL School and treated as TORONTO IMPERIAL School property; including, but not limited to, email, chat text, and course related documents. Users are responsible for ensuring that their technologies are only used for academic purposes. Inappropriate use includes all activities prohibited to the user based on their allowed degree of access and any activity that violates TORONTO IMPERIAL School's policies.

Student Responsibilities may include but are not limited to:

Students should immediately notify their instructor, or TORONTO IMPERIAL School office of any violations of this Policy. The following is a list of unacceptable activities:

- Storing or sending an inappropriate or indecent website, files, messages or images
- Cyber-bullying or using obscene language, harassment, threatening or attacking others
- Transmission of any forms of solicitation, including placing hyperlinks to non-TORONTO IMPERIAL School related websites
- Mass mailings within TORONTO IMPERIAL School without receiving permission from the Chief Information Officer
- Gaining access to or attempting to modify employees', instructors', students' or third parties' folders, work or files
- Gaining unauthorized access to restricted resources
- Spreading, creating or using invasive software including but not limited to:
 - Computer viruses
 - Worms
 - Malware
 - Other detrimental technology
- Misrepresenting oneself in any e-mail communication or while accessing TORONTO IMPERIAL School Technology
- Allowing third-party access to TORONTO IMPERIAL School Technology without prior authorization from the Chief Information Officer or Chief Executive Officer
- Encrypting communications or files to avoid security review
- Accessing, using, or distributing another user's login or password
- Sharing personal passwords or personal information, or mishandling passwords, access codes or other data in violation of any TORONTO IMPERIAL School policy
- Any inappropriate activities performed through a student's account will be considered to be the actions of the account holder
- Involvement in any activity that is prohibited by this Policy, other TORONTO IMPERIAL School policies, or by applicable law



Personal Security

TORONTO IMPERIAL School recommends the following rules when students are outside of the TORONTO IMPERIAL School online learning environment in tandem with the above guidelines:

- Never arrange to get together with someone "met" online without parental permission
- Report any illicit or suspicious activities to TORONTO IMPERIAL School administration immediately and do not respond
- Do not engage in any activity that may violate TORONTO IMPERIAL School's Pupil Safety
- Beware of emails from anyone, particularly adults you do not know, asking for personal information, attempting to arrange meetings, or engaging in personal contact
- Alert your instructor or other TORONTO IMPERIAL School employees of any message you receive that is inappropriate or makes you feel uncomfortable
- Never say anything via email that you would not mind seeing in a local newspaper
- TORONTO IMPERIAL School cannot guarantee the appropriateness or accuracy of the information that students may access on the Internet outside of TORONTO IMPERIAL School. Parents should be aware of this and closely monitor their child(ren)'s communications and use of the internet

Consequences for Violation of the Policy

Access to the Technology is a privilege, not a right. Users who abide by this Policy will be allowed to access TORONTO IMPERIAL School Technology. Users who do not abide by the policies set forth may be denied access to the Technology. Acceptable use practices, policies, and guidelines apply to anyone who accesses TORONTO IMPERIAL School Technology.

TORONTO IMPERIAL School Rights

TORONTO IMPERIAL School Technology is maintained and managed by the principal in order to ensure its reliability in performing its educational goal. Users do not have the right to privacy on anything stored with TORONTO IMPERIAL School Technology, even if protected by a password. The TORONTO IMPERIAL School reserves the right to:

- Monitor all activity and use of TORONTO IMPERIAL School Technology
- Make determinations on whether specific uses of TORONTO IMPERIAL School Technology are consistent with this Policy
- Log Technology use by users
- Determine what is appropriate use
- Remove user access to TORONTO IMPERIAL School Technology at any time if the user engaged in unauthorized activities or violated this Policy
- Any TORONTO IMPERIAL School administrator may terminate the account privileges of a student for any reason



- Cooperate fully with any investigation and law enforcement concerning or relating to TORONTO IMPERIAL School Technology activity

Definition and Scope of TORONTO IMPERIAL School Technology

TORONTO IMPERIAL School Technology consists of all online computer accounts and applications owned or leased by TORONTO IMPERIAL School, and any configuration of computer hardware and software that connects the users to the Technology. The term includes all of the application software, stored text, and data, voice, and image files. The term also includes computer accounts, electronic mail, local databases, externally accessed databases, digitized information, communication technologies and new technologies as they become available. Any computer, peripheral device, tablet computer, cell phone, pager or other devices, not owned by TORONTO IMPERIAL School, but which has been permitted to access the Technology, or which accesses the Technology without permission shall be governed by this Policy.

TORONTO IMPERIAL School Limitation of Liability

TORONTO IMPERIAL School makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through TORONTO IMPERIAL School Technology will be error-free or without defect. TORONTO IMPERIAL School will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. TORONTO IMPERIAL School is not responsible for the accuracy or quality of the information obtained through or stored on the system. TORONTO IMPERIAL School will not be responsible for financial obligations or repair costs arising from the unauthorized use or intentional misconduct. TORONTO IMPERIAL School assumes no responsibility for any phone charges, line costs or usage fees for connectivity to the Internet. TORONTO IMPERIAL School assumes no responsibility for any phone charges, line costs or usage fees for connectivity to the Internet

Minimum Hardware and Software Requirements

Recommended Requirement:

- **Operating System: Windows 10 or higher or macOS 10.15 Catalina or higher**
- **Browser:** Safari 14.1 or another browser, current version.
- **Portability:** laptops (as opposed to desktop computers) strongly recommended
- **Memory:** minimum of 8GB RAM (16GB strongly recommended).
- **Processor Speed:** minimum Intel pentium 2.00 GHz or AMD equivalent
- **Hard Drive/SSD:** 256 GB or larger
- **Wireless:** any card that supports 802.11 n/ac protocols and WPA2 Enterprise



- **Webcam/Microphone:** laptops with built-in webcams/microphones recommended (may use a USB headset or external webcam if supported)

Internet Connection at home:

All students attending from home whether synchronously or asynchronously must have a stable internet connection at home.

STUDENTS' RIGHTS

- Each student has the right to the best education possible where academic and physical excellence are a priority.
- Each student has the right to be treated with respect, dignity and free from harassment regardless of colour, creed, academic standing, or any other discriminatory condition.
- Each student has the right to a learning environment that is caring and supportive and safe.

While every attempt was taken to ensure the comprehensiveness and fairness of these expectations, some of these protocols may be changed due to a development either beyond our control or as an improvement to the system. In such a circumstance parents will be notified of the change in writing and would be expected to help us implement the change. We thank you for your understanding and cooperation in advance.

We have read the “Student Code of Conduct” and will endeavor to fulfill its tenets.

Parent's Signature

Student's Signature

TORONTO IMPERIAL AI USAGE POLICY

At Toronto Imperial, we are committed to maintaining academic integrity and promoting originality in all aspects of learning. With the emergence of Artificial Intelligence (AI) tools and technologies, we acknowledge the potential benefits and challenges they bring to the educational landscape. This AI Usage Policy is designed to provide guidelines for the appropriate use of AI tools by students while upholding the values of honesty and authenticity.

Guidelines for AI Usage:

Disclosure: When using AI tools for assignments, projects, or any academic work, students must clearly indicate the use of AI-generated content. This can be done through a note in the document, indicating the specific tool used, or mentioning it in the submission.

Collaboration: Collaboration with AI tools is allowed to the extent that the AI is used as a resource to aid understanding and learning. However, any collaborative work should still reflect the student's understanding, thoughts, and insights.

Originality: While AI-generated content can provide insights and suggestions, students are expected to demonstrate their own original thinking, analysis, and synthesis of ideas. Simply copying or heavily relying on AI-generated content without meaningful input from the student is not acceptable.

Citing AI-generated content: If specific AI-generated content is used verbatim or paraphrased, proper citations must be provided, just like any other source. This includes citing the tool, the date of use, and any relevant details.

Verification and Validation: Students are encouraged to critically assess and verify AI-generated content. This involves cross-referencing AI-generated information with reputable sources to ensure accuracy and reliability.

Prohibited Practices: The following practices are strictly prohibited:

- Submitting AI-generated content as the sole work without adding any personal insights or analysis.
- Utilizing AI to produce assignments in a way that goes against the assignment's intended purpose (e.g., language learning assignments).
- Sharing AI-generated content with others in a way that undermines academic integrity.

Consequences of Violation:

Violations of the AI Usage Policy will be treated similarly to cases of plagiarism and academic misconduct. Consequences may include academic penalties, such as reduced grades or failure on assignments, as well as potential disciplinary actions as outlined in Toronto Imperial academic integrity policy.



Educational Approach:

Toronto Imperial aims to foster a culture of responsible AI use. We encourage students to embrace AI as a valuable tool that can enhance learning when used ethically and responsibly. We will provide resources, workshops, and guidance to help students understand how to leverage AI effectively while upholding the principles of academic honesty.

By adhering to this AI Usage Policy, students will contribute to maintaining the integrity and credibility of their academic achievements while embracing the possibilities that AI technology offers.

SCHOOL TIMINGS

Times	Mon. – Fri.
All Day	All Courses
All Day	All Courses
All Day	All Courses
All Day	All Courses
All Day	All Courses

IN CLOSING

We hope that this course calendar has served to better acquaint you with the rules and policies of our school. We ask that you emphasize to your child his or her responsibilities while at school. From time to time, you will receive notices from the school. Please ensure that we always have your correct address and telephone number. In addition, if any matter arises, please do not hesitate to call us.



Community Involvement Activity Notification and Completion Form

Safa and Marwa Islamic School

Date submitted: _____ Last Name: _____ First Name: _____
(yyyy-mm-dd)

Date	Hours Completed	Organization	Description of Activity	Supervisor's Name and Phone Number	Supervisor's Signature	Principal's/Designate's Signature (*if required)

Total Hours		<p>I acknowledge that I am responsible for the monitoring and safety of my son/daughter during the completion of these hours.</p> <p style="text-align: right;">_____ Parent/Guardian Signature</p>
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Personal information on this form is collected under the authority of the Education Act and Municipal Freedom of Information and Protection of Privacy Act and will only be used to document completion of community involvement hours.

For Office Use Only	<input type="checkbox"/> Completion has been noted on the student's OST.	<div style="display: flex; justify-content: space-between;"> _____ _____ </div> <div style="display: flex; justify-content: space-between; font-size: small;"> Signature of School Official Date </div>
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APPENDIX C – SUBSTITUTION SHEET

TORONTO IMPERIAL School

Substitution Sheet

Name: _____ OEN: _____

OS K-12 Policy Statement:

To provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

Recommendation:

1. A student along with his/her parent or guardian may request approval for a substitute credit, where the parent or guardian believes that it is in the best interest in meeting the student's needs and/or promote and enhance the student's learning.
2. Whenever possible, the request for substitution should be delayed until the student has had some secondary school experience.
3. A student who is not successful in a compulsory course may:
 - a. Repeat it.
 - b. Choose a course at a more suited level of difficulty.
 - c. Choose a different course from a list of options that fulfils the compulsory credit requirement.

We the parent/guardian request that the compulsory credit in:

(Course Code)

be replaced by a credit in:

(Course Code)

The reason for this request is as follows:

- The student has insufficient experience in this subject
- B the student has experienced considerable difficulty with this subject
- C Other (example...ESL student) _____

(Signature of Student)

(Signature of Parent/Guardian)

(Principal/Vice Principal)

A copy of this application is to be kept in the student's OSR. Each substitution shall be noted on the Ontario Student Transcript (OST).

Original to: OSR

Copy to: Parent or Guardian

Date:

APPENDIX POLICY / RESOURCE DOCUMENTS

Bill 52, Education Statute Law Amendment Act (Learning to Age 18)
cal2.edu.gov.on.ca/Bill52Implementation.pdf

Creating Pathways to Success
www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf

Curriculum Documents
www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

Education Policy and Program Update to April 30, 2010
www.edu.gov.on.ca/eng/policyfunding/Education_Program_2010.pdf

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Independent Learning Centre www.ilc.org

Mathematics Transfer Course, Grade 9, Applied to Academic
<http://www.edu.gov.on.ca/eng/curriculum/secondary/mathtr9curr.pdf>

Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements 2011
www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf

Ontario Student Record Guideline, 2000
www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf

Ontario Student Transcript Manual, 2013
www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf

Policy/Program Memorandum Document Regarding Community Involvement Activities
www.edu.gov.on.ca/extra/eng/ppm/124a.html

Policy/Program Memorandum Document Regarding Prior Learning Assessment and Recognition (PLAR)
www.edu.gov.on.ca/extra/eng/ppm/129.html

Policy/Program Memorandum Document Regarding Secondary School Literacy Graduation Requirement
www.edu.gov.on.ca/extra/eng/ppm/127.html

Transfer Courses, The Ontario Curriculum Grades 10 and 11
<http://www.edu.gov.on.ca/eng/document/curricul/transfere.pdf>