



Toronto
Imperial
School

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Course Calendar

2026-2027

Toronto Imperial School

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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

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	Overall academic and operational leadership of the school; responsible for curriculum oversight, staff management, compliance with education standards, student outcomes, and day-to-day school administration.
Vice-principle	Supports the Principal in academic administration; directly oversees the subject departments listed below, coordinates scheduling, teacher supervision, and course delivery across departments.
Teachers	Specialist with relevant expertise, has work experience and professional education, responsible for reviewing and grading student assignments, providing written feedback on submitted work, offering synchronous support to students upon request 1. Mathematics — MPM2D / MCR3U / MHF4U / MCV4U 2. English — ENL1W / ENG2D / ENG3U / ENG4U / OLC4O 3. Business Studies — BEP2O / BBB4M / BOH4M 4. Social Studies — CHC2D / CHV2O / CGW4U / HSC4M 5. Science — SNC2D / SBI4U / SCH4U / SPH4U 6. Health & Physical Education — PPL2O 7. Guidance & Career Education — GLC2O 8. The Arts — ASM2O
Course developers	Specialists, responsible for developing and updating course content/materials on a contract basis, rather than as direct staff.

SCHOOL YEAR CALENDAR 2026-2027

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
First Day of School	Sep. 1, 2026
Thanksgiving Holiday	Oct. 12, 2026
Winter Holidays	Dec. 21, 2026 Jan. 1, 2027
Exam Week	Jan. 26, 2027
Start of Semester 2	Feb. 1, 2027
Family Day	Feb. 15, 2027
Spring Break	Mar. 8-12, 2027
Good Friday	Mar. 26, 2027
Easter Monday	Mar. 29, 2027
Exam Week	June 23, 2027

2026-2027 SCHOOL YEAR CALENDAR (Secondary)

Semester 1: September 1, 2026 – January 29, 2027 **Semester 2:** February 1st, 2027 – June 28, 2027

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS

The requirements for earning an Ontario Secondary School Diploma (OSSD) depend, in part, on the year in which a student began Grade 9. Toronto Imperial School will determine the graduation requirements applicable to each student based on the student's secondary school entry date, previous educational history, credits granted or transferred, and applicable Ministry of Education requirements.

Students who entered Grade 9 in the 2023–2024 school year or earlier must successfully complete:

- **30 credits**, consisting of **18 compulsory credits and 12 optional credits**;
- the **Ontario Secondary School Literacy Graduation Requirement**;
- a minimum of **40 hours of community involvement activities**; and
- the **online learning graduation requirement**, where applicable under Ministry policy.

Students who entered Grade 9 in the 2024–2025 school year must successfully complete:

- **30 credits**, consisting of **17 compulsory credits and 13 optional credits**;
- the **Ontario Secondary School Literacy Graduation Requirement**;
- a minimum of **40 hours of community involvement activities**; and
- the **online learning graduation requirement**, where applicable under Ministry policy.

Students who entered Grade 9 in the 2025–2026 school year or later must successfully complete:

- **30 credits**, consisting of **17 compulsory credits and 13 optional credits**;
- the **Ontario Secondary School Literacy Graduation Requirement**;
- a minimum of **40 hours of community involvement activities**;
- the **Financial Literacy Graduation Requirement**, subject to the applicable Ministry exemptions and transition provisions described in this Course Calendar; and
- the **online learning graduation requirement**, where applicable under Ministry policy.

If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD.

Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for [group 1, 2 and 3 courses](#) (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.

- You can use the [Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices](#) course to meet the Grade 11 English compulsory credit requirement.
- You can use the [Grade 9 Expressions of First Nations, Métis, and Inuit Cultures](#) course to meet the compulsory credit requirement in the arts.
- **English language learners:** You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- classical studies and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

The following conditions apply to compulsory credit selections from the above 3 groups.

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
- If you have taken [Native languages](#) in place of French as a second language in elementary school, you may use a [Level 1 or 2 Native languages course](#) to meet the compulsory credit requirement for French as a second language.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

The Langue des signes québécoise langue seconde course is only available in French-language schools.

Optional credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.

Financial Literacy Graduation Requirement

Beginning in the **2026–2027 school year**, students who entered Grade 9 in the **2025–2026 school year or later** must successfully complete the **Financial Literacy Graduation Requirement** in order to earn the Ontario Secondary School Diploma (OSSD).

The Financial Literacy Graduation Requirement is completed as part of the compulsory **Grade 10 Career Studies course (GLC2O)**. The requirement consists of financial literacy learning modules and assessment questions developed by TVO and provided to schools for administration. The requirement assesses core financial literacy concepts from the Grades 1 to 9 Ontario curriculum and complements the learning expectations of the Grade 10 Career Studies course.

Students must achieve a mark of at least **70%** on the Financial Literacy Graduation Requirement to successfully satisfy this OSSD graduation requirement.

Students will normally have **two attempts during the Grade 10 Career Studies course** to successfully complete the requirement. The first attempt will normally be administered during the first half of the course. Where a student does not achieve the required 70% on the first attempt, the student will be provided with additional learning resources and appropriate school support before completing a second attempt within the course timeframe.

The result of the Financial Literacy Graduation Requirement contributes **5% of the student's final grade in Grade 10 Career Studies (GLC2O)**. Where a student completes more than one attempt during the course, the **highest attempt mark** will be used in calculating this component of the final GLC2O grade.

Once a student successfully completes the Financial Literacy Graduation Requirement, completion of the requirement will be recorded on the student's **Ontario Student Transcript (OST)**. A student who has already successfully completed the graduation requirement is not required to complete it again, even if the student subsequently repeats the Grade 10 Career Studies course.

Students Who Are Unsuccessful After Two Attempts

Where a student does not successfully complete the Financial Literacy Graduation Requirement after the two opportunities provided during the Grade 10 Career Studies course, Toronto Imperial School will provide additional opportunities and appropriate support to enable the student to satisfy the graduation requirement.

Depending on the student's circumstances and current Ministry requirements, these options may include:

- re-attempting the financial literacy modules outside the Grade 10 Career Studies course under the supervision of a designated school staff member and achieving a mark of at least 70%;
- receiving additional instruction, tutoring, Student Success support, or other appropriate academic assistance before re-attempting the modules;
- completing Ministry-approved/TVO-developed financial literacy learning activities that are recognized as an equivalent means of satisfying the requirement, where available; and
- in extenuating circumstances, including circumstances involving a student who is approaching graduation, consideration of the Ministry's adjudication process for the Financial Literacy Graduation Requirement where the student meets the applicable eligibility requirements.

The school will communicate with the student and, where applicable, the student's parent or guardian regarding unsuccessful attempts, available supports, and appropriate next steps.

Online Administration at Toronto Imperial School

Toronto Imperial School is an **asynchronous online inspected private secondary school**. In accordance with Ministry of Education requirements applicable to inspected private schools, TIS may administer the Financial Literacy Graduation Requirement through **secure online proctoring**.

Students completing GLC2O through TIS will be informed in advance of the date, time, technical requirements, identity-verification procedures, and online-proctoring requirements associated with administration of the Financial Literacy Graduation Requirement.

The school will maintain appropriate procedures to support the **security, integrity, identity verification, and supervision** of the assessment. Any accommodations required by an eligible student will be provided in accordance with applicable Ministry requirements and the student's documented accommodation needs.

Exceptions

Students who successfully completed the compulsory **Grade 10 Career Studies course before the beginning of the 2026–2027 school year** are exempt from the Financial Literacy Graduation Requirement.

Students who enrol in an Ontario secondary school in **Grade 11 or Grade 12 from outside Ontario** are not required to complete the Financial Literacy Graduation Requirement where the Principal grants the student Grade 9 and Grade 10 credits through the Ministry's equivalency process, including the Grade 10 Career Studies credit.

Students who completed a **locally developed Grade 9 Mathematics course** in place of MTH1W before September 2027 may also qualify for the applicable Ministry exception. Beginning with students taking Grade 10 Career Studies in September 2028 and thereafter, this exception no longer applies.

Mature Students

Mature students entering the Ontario secondary school system beginning in the **2028–2029 school year or later** are required to satisfy the Financial Literacy Graduation Requirement in accordance with Ministry policy. Where applicable, a mature student may satisfy the requirement through the **Prior Learning Assessment and Recognition (PLAR) for Mature Students** process.

Responsibility of the School

Toronto Imperial School will identify students to whom the Financial Literacy Graduation Requirement applies and will ensure that eligible students are provided with the required opportunities to complete it. The school will maintain appropriate records of attempts, results, supports, accommodations, and successful completion and will ensure that completion of the requirement is accurately recorded on the student's Ontario Student Transcript.

The Principal is responsible for ensuring that the Financial Literacy Graduation Requirement is administered and documented in accordance with current Ontario Ministry of Education requirements.

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- [1 credit in technological education](#) (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the [STEM-related course group](#)

The following apply to compulsory credit selections.

- You can use the [Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices](#) course to meet the Grade 11 English compulsory credit requirement.
- You can use the [Grade 9 Expressions of First Nations, Métis, and Inuit Cultures](#) course to meet the compulsory credit requirement in the arts.
- You can use a [Level 1 or 2 Native languages course](#) to meet the compulsory credit requirement for French as a second language if you have taken [Native languages](#) in place of French as a second language in elementary school.
- **English language learners:** You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Online Learning Graduation Requirement

Students working toward an Ontario Secondary School Diploma (OSSD) are required to earn a minimum of **two online learning credits** as part of the 30 credits required for the diploma, subject to the exemptions and opt-out provisions established by the Ontario Ministry of Education.

The online learning graduation requirement applies to students who entered Grade 9 in the **2020–2021 school year or later**. Adult learners entering the Ontario secondary school system may also be subject to the requirement in accordance with current Ministry policy.

Credits earned through eligible online learning courses may count toward the online learning graduation requirement where the courses meet Ministry requirements. The two online learning credits may also satisfy compulsory or optional credit requirements toward the OSSD.

Toronto Imperial School is an asynchronous online secondary school. TIS credit courses are delivered asynchronously through the school's Learning Management System (LMS), with teachers providing ongoing instruction, assessment, descriptive feedback, monitoring of student progress, and academic support. Synchronous teacher-student meetings, conferencing, tutoring, oral assessment, or other support may be arranged when required; however, synchronous instruction is not the school's regular course-delivery model.

**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.*

Opting Out of the Online Learning Graduation Requirement

A parent or guardian of a student under the age of 18 may request that the student opt out of the mandatory online learning graduation requirement. A student who is 18 years of age or older may make the request on their own behalf.

An opt-out request must be made in accordance with Ministry requirements and the procedures established by Toronto Imperial School. Where a valid opt-out request has been received, the student will not be required to earn the two online learning credits in order to satisfy the OSSD graduation requirements.

The school will maintain appropriate documentation of the opt-out request in accordance with Ministry and Ontario Student Record requirements.

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 acknowledgment 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

All students working toward an Ontario Secondary School Diploma (OSSD) must successfully complete the provincial secondary school literacy graduation requirement. The purpose of this requirement is to determine whether students have acquired the reading and writing skills that are considered essential for success in secondary school and for continued learning, employment, and participation in society.

Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is developed and administered by the Education Quality and Accountability Office (EQAO). The test assesses the literacy skills students are expected to have acquired by the end of Grade 9, particularly skills in reading and writing. Students normally first attempt the OSSLT in Grade 10 in accordance with the administration schedule established by EQAO.

Students who successfully complete the OSSLT have fulfilled the provincial literacy graduation requirement. Successful completion of the OSSLT is recorded on the student's Ontario Student Transcript (OST). The OSSLT itself is not a credit course and does not receive a percentage course mark.

Students who do not successfully complete the OSSLT will have opportunities to attempt the test again during a subsequent EQAO administration. Once a student has successfully completed the OSSLT, the student may not retake the test.

Ontario Secondary School Literacy Course (OSSLC)

The Ontario Secondary School Literacy Course (OSSLC), course code **OLC4O**, provides an alternative means of satisfying the provincial literacy graduation requirement for eligible students. Successful completion of the OSSLC fulfills the literacy graduation requirement and earns the student one secondary school credit.

The OSSLC focuses on strengthening and demonstrating the reading and writing skills required for graduation. Because the successful completion of the course represents fulfillment of the literacy graduation requirement, students must successfully demonstrate the prescribed course expectations. The expectations of the OSSLC may not be modified.

A credit earned in OLC4O may be used to meet the Grade 11 or Grade 12 compulsory English credit requirement, where permitted under Ministry diploma requirements, or may be used to satisfy the applicable Group 1 compulsory credit requirement. Students intending to use OLC4O for admission to a postsecondary program should verify the admission requirements of the receiving college, university, or other institution, as OLC4O may not satisfy a program's specific Grade 12 English prerequisite.

Credit for the OSSLC may not be granted through the Prior Learning Assessment and Recognition (PLAR) challenge process.

Accommodations

Students with special education needs may receive accommodations when completing the OSSLT or OSSLC where the accommodations are documented in the student's Individual Education Plan (IEP) and are permitted under current Ministry and EQAO requirements. Accommodations are intended to provide students with equitable access to the test or course and may change the manner in which the test is administered, the course is taught, or the student responds. Accommodations do not alter the content of the OSSLT or the curriculum expectations of the OSSLC.

Where accommodations are required, the Principal will ensure that they are considered and arranged in advance in consultation with the student, the student's parent or guardian where applicable, appropriate school personnel, and in accordance with current EQAO and Ministry requirements.

Special Provisions for English Language Learners

English language learners may be eligible for special provisions or supports in accordance with current Ministry and EQAO requirements. The school will consider the student's level of English-language proficiency, educational background, previous programming, and other relevant information when determining the appropriate support and timing for participation in the OSSLT.

Students who have not yet acquired a level of proficiency in English sufficient to participate meaningfully in the OSSLT may be considered for a deferral in accordance with Ministry requirements.

Deferrals

A deferral postpones a student's opportunity to write the OSSLT until a subsequent scheduled administration. A deferral does not constitute an attempt at the test and does not exempt the student from the literacy graduation requirement.

A deferral may be considered where a student is working toward an OSSD but is unable to participate appropriately in the scheduled OSSLT. Circumstances may include, but are not limited to, significant English-language learning needs, special education needs for which participation is not currently appropriate, illness or injury, other documented extenuating circumstances, or situations in which required accommodations cannot be provided in time for the scheduled administration.

Deferrals are considered individually. The Principal will make the decision in consultation with the student, the student's parent or guardian where applicable, and appropriate school staff. Relevant documentation supporting the decision will be retained in the student's Ontario Student Record (OSR), and required information will be entered into the applicable EQAO assessment system. A student who receives a deferral is expected to participate in a future OSSLT administration unless the literacy requirement is subsequently fulfilled through another Ministry-approved pathway.

Exemptions

An exemption from the provincial secondary school literacy graduation requirement may be considered only in accordance with Ministry policy. To qualify for an exemption, a student must have an Individual Education Plan (IEP) containing appropriate documentation and must not be working toward an Ontario Secondary School Diploma.

An exemption is determined individually by the Principal in consultation with the student, the student's parent or guardian where applicable, and appropriate school personnel. Parental consent, or the consent of the adult student where applicable, and Principal approval are required. A student who is working toward an OSSD may not be exempted from the literacy graduation requirement.

Literacy Adjudication

Toronto Imperial School is an inspected private school. Under current Ministry policy, private schools are **not permitted to use the adjudication process to satisfy the Secondary School Literacy Graduation Requirement**. Where an eligible TIS student has not successfully completed the OSSLT and requires an alternative pathway to meet the literacy graduation requirement, the school will make use of the Ontario Secondary School Literacy Course (OLC4O) in accordance with Ministry requirements.

Student Support and Record Keeping

Toronto Imperial School will identify students who require additional literacy support and will provide appropriate instructional assistance, feedback, and opportunities to strengthen the reading and writing skills necessary for successful completion of the literacy requirement. Students and parents or guardians are encouraged to communicate with the school regarding the student's literacy status, upcoming OSSLT opportunities, available supports, and eligibility for OLC4O.

The school will maintain appropriate documentation relating to OSSLT participation, accommodations, special provisions, deferrals, exemptions, and successful completion of the literacy graduation requirement in accordance with Ministry, EQAO, OSR, and OST requirements. Once the literacy graduation requirement has been successfully completed, the appropriate completion status will be recorded on the student's Ontario Student Transcript.

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):

W = Destreamed	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
M: Math HF: Advanced Functions		D P O U C E M	Academic	Advanced Functions, Grade 12
		W	Applied	
			Open	
	1 - Grade 9 2 - Grade 10 3 - Grade 11		University	
	4 - Grade 12		College Workplace	

			University or College	
			Destreamed	

Another example would be ENG4U which expounded 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 four types:

- 1) Academic (D)
- 2) Applied (P)
- 3) Open (O)
- 4) De-streamed (W)

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:

- 1) University Preparation (U)
- 2) University/College Preparation (M)
- 3) College Preparation (C)
- 4) Workplace Preparation (E)
- 5) Open courses (O)

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.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010 provides that a final evaluation for secondary courses is 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.

Students' final grades will also reflect their attendance and participation in class, in recognition of the significant impact these have on achievement. Excused absences will not negatively affect a student's mark.

In Grades 9 and 10, a student's final mark will be based on:

- 65% evaluation conducted throughout the course
- 20% final evaluations
- 15% attendance and participation in the asynchronous learning program

In Grades 11 and 12, a student's final mark will be based on:

- 65% evaluation conducted throughout the course
- 25% final evaluations
- 10% attendance and participation in the asynchronous learning program

Final Evaluation Requirements

Beginning in the **2026–2027 school year**, the composition of the final evaluation is determined by the subject area and grade level in accordance with Ministry of Education requirements. Final evaluations may consist of a **mandatory written examination**, a **culminating task**, or a combination of both, as prescribed for the applicable

subject area.

Toronto Imperial School will ensure that the final evaluation for each course is consistent with the Ministry-prescribed weighting for that subject and grade level. The applicable final evaluation components will also be identified in the individual course outline and course of study.

Grades 9 and 10

Subject/Course Area	Written Final Examination	Culminating Task	Total Final Evaluation
English	20%	—	20%
Mathematics	20%	—	20%
Science	20%	—	20%
Canadian and World Studies	20%	—	20%
Business Studies	10%	10%	20%
The Arts	10%	10%	20%
Health and Physical Education	10%	10%	20%
Other applicable subjects	As prescribed by the Ministry	As prescribed by the Ministry	20%

Grades 11 and 12

Subject/Course Area	Written Final Examination	Culminating Task	Total Final Evaluation
English	25%	—	25%
Mathematics	25%	—	25%
Science	25%	—	25%
Canadian and World Studies	15%	10%	25%
Business Studies	15%	10%	25%
The Arts	10%	15%	25%
Health and Physical Education	10%	15%	25%
Other applicable subjects	As prescribed by the Ministry	As prescribed by the Ministry	25%

Report Cards will be issues and sent as an electronic copy for the 2026-2027 school year. A paper copy of the report card may be issued upon parents' request.

Final Examination

In accordance with Ministry of Education requirements, students may be required to complete a **written final examination** as part of the final evaluation for a secondary school credit course. The weighting and required components of the final evaluation are determined by the grade level and subject area of the course, as outlined in the Assessment and Evaluation section of this Course Calendar.

Toronto Imperial School is an **asynchronous online secondary school**. Where a written final examination is required, the examination will be administered under secure proctored conditions in accordance with the school's Final Examination and Academic Integrity policies.

Toronto Imperial School uses **Integrity Advocate, a third-party online proctoring and identity-verification service**, to support the secure administration of online final examinations. Students completing a proctored online examination are required to comply with the school's identity-verification, examination-security, technology, and academic-integrity procedures. Proctored examination sessions may be recorded and reviewed for the purpose of verifying student identity and maintaining academic integrity, in accordance with the school's applicable privacy and examination procedures.

Where online proctoring is not reasonably available, or where another arrangement is considered appropriate, the

Principal or designated school administrator may authorize an **approved alternative proctoring arrangement**. Any alternative arrangement must be approved by the school in advance and must provide appropriate supervision, student identity verification, examination security, and confirmation that the examination was completed by the registered student without unauthorized assistance.

Students will be informed in advance of the examination date or approved examination window, permitted materials, examination time limit, technical requirements, identity-verification procedures, and other applicable examination conditions.

Where a student requires an accommodation, the school will provide appropriate accommodations based on documented student needs and applicable Ministry requirements. Accommodations will not alter the curriculum expectations being evaluated.

Where technical difficulties, illness, emergency circumstances, or other legitimate and documented circumstances interfere with the completion of an examination, the student must contact the school as soon as reasonably possible. The teacher and/or school administration will review the circumstances and determine appropriate next steps using professional judgment and in accordance with school policy.

Suspected academic misconduct during a final examination will be reviewed in accordance with the school's **Academic Integrity Policy**. A flag or concern identified through an online proctoring system does not, by itself, establish academic misconduct. Relevant evidence will be reviewed by appropriate school personnel before a determination or consequence is made.

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+	
73-76%	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.
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

- **In Grades 9 and 10, a student's final mark will be based on:**
 - **65% classroom work** - 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.

- **20% final evaluations** - will be based on a final evaluation in the form of an examination and performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.
- **15% attendance and participation** - Students' final grades will also reflect their attendance and participation in class, in recognition of the significant impact these have on achievement. Excused absences will not negatively affect a student's mark.

- **In Grades 11 and 12, a student's final mark will be based on:**

- **65% classroom work** - 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.
- **25% final evaluations** - will be based on a final evaluation in the form of an examination and performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.
- **10% attendance and participation** - Students' final grades will also reflect their attendance and participation in class, in recognition of the significant impact these have on achievement. Excused absences will not negatively affect a student's mark.

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 2026-2027 Academic School Year

Reporting	Date
Semester 1 - Midterm Reports Sent	November 13, 2026
Semester 1 - Final Reports Sent	January 22, 2027
Semester 2 - Midterm Reports Sent	April 4, 2027
Semester 2 - Final Reports Sent	June 29, 2027

It is important to note that Toronto Imperial School operates an asynchronous online learning model. Student progress is monitored throughout each course, and teacher provide ongoing assessments, descriptive feedback, and communication regarding student achievement.

Midterm report cards are issued when students reach the school's established mid-course reporting point and sufficient assessment evidence is available to determine a reliable midterm grade. Nevertheless, we do have students in our asynchronous in-take model that batches certain in-takes together (and as such may follow the reporting dates mentioned above – this is true for most students).

Final report cards are issued following successful completion of the course, including all required final evaluation components, and after the student's final grade has been determined and verified. Nevertheless, we do have students in our asynchronous in-take model that batches certain in-takes together (and as such may follow the reporting dates mentioned above – this is true for most students).

For students under 18 years of age, reports and significant concerns regarding achievement or progress will also be communicated to the student's parent or guardian, as appropriate.

**REPORT CARD TEMPLATE
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
	Principles of Mathematics	Academic	MPM2D	1.0
	Science	Academic	SNC2D	1.0
	Canadian History since World War I	Academic	CHC2D	1.0
	Civics and Citizenship	Open	CHV2O	0.5
	Career Studies	Open	GLC2O	0.5
	Health and Physical Education	Open	PPL2O	1.0
	Launching and Leading a Business	Open	BEP2O	1.0
	Media Arts	Open	ASM2O	1.0
Grade 11	English	University	ENG3U	1.0
	Functions	University	MCR3U	1.0
Grade 12	Advanced Functions	University	MHF4U	1.0
	Calculus and Vectors	University	MCV4U	1.0
	English	University	ENG4U	1.0
	International Business	University/College	BBB4M	1.0
	Business Leadership	University/College	BOH4M	1.0
	Canadian and World Issues	University	CGW4U	1.0
	World Cultures	University/College	HSC4M	1.0
	Biology	University	SBI4U	1.0
	Chemistry	University	SCH4U	1.0
	Physics	University	SPH4U	1.0
Others	Ontario Literacy Course	Open	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:

<https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements/secondary-school-courses-and-related-procedures?>

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

ENL1W

English, Grade 9, De-streamed

- Course Title: English, Grade 9, De-streamed
- Course Name: English
- Course Code: ENL1W
- Grade: 9
- Course Type: De-streamed
- Credit Value: 1.0
- Prerequisite: None

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

ENG2D

English, Grade 10, Academic

- Course Title: English, Grade 10, Academic
- Course Name: English
- Course Code: ENG2D
- Grade: 10
- Course Type: Academic
- Credit Value: 1.0
- Prerequisite: ENG1D, ENG1P, ENL1W

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.

Prerequisite: Grade 9 English

MPM2D

Principles of Mathematics, Grade 10, Academic

- Course Title: Principles of Mathematics, Grade 10, Academic
- Course Name: Principles of Mathematics
- Course Code: MPM2D
- Grade: 10
- Course Type: Academic
- Credit Value: 1.0
- Prerequisite: MPM1D, MPM1H, MTH1W

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Grade 9 Mathematics

SNC2D

Science, Grade 10, Academic

- Course Title: Science, Grade 10, Academic
- Course Name: Science
- Course Code: SNC2D
- Grade: 10
- Course Type: Academic
- Credit Value: 1.0
- Prerequisite: SNC1W

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9

CHC2D

Canadian History Since WWI, Grade 10, Academic

- Course Title: Canadian History Since WWI, Grade 10, Academic
- Course Name: Canadian History Since WWI
- Course Code: CHC2D
- Grade: 10

- Course Type: Academic
- Credit Value: 1.0
- Prerequisite: None

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CHV20

Civics and Citizenship, Grade 10, Open

- Course Title: Civics and Citizenship, Grade 10, Open
- Course Name: Civics and Citizenship
- Course Code: CHV20
- Grade: 10
- Course Type: Open
- Credit Value: 0.5
- Prerequisite: None

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

GLC20

Career Studies, Grade 10, Open

- Course Title: Career Studies, Grade 10, Open
- Course Name: Career Studies
- Course Code: GLC20
- Grade: 10
- Course Type: Open
- Credit Value: 0.5
- Prerequisite: None

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

PPL20

Healthy Active Living Education, Grade 10 Open

- Course Title: Healthy Active Living Education, Grade 10, Open
- Course Name: Healthy Active Living Education
- Course Code: PPL20

- Grade: 10
- Course Type: Open
- Credit Value: 1.0
- Prerequisite: None

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

BEP2O

Launching and Leading a Business, Grade 10, Open

- Course Title: Launching and Leading a Business, Grade 10, Open
- Course Name: Launching and Leading a Business
- Course Code: BEP2O
- Grade: 10
- Course Type: Open
- Credit Value: 1.0
- Prerequisite: None

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

ASM2O

Media Arts, Grade 10, Open

- Course Title: Media Arts, Grade 10, Open
- Course Name: Media Arts
- Course Code: ASM2O
- Grade: 10
- Course Type: Open
- Credit Value: 1.0
- Prerequisite: None

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

Grade 11

ENG3U

English, Grade 11, University

- Course Title: English, Grade 11, University Preparation
- Course Name: English
- Course Code: ENG3U
- Grade: 11
- Course Type: University Preparation
- Credit Value: 1.0
- Prerequisite: ENG2D

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

MCR3U

- Functions, Grade 11, University Preparation
- Course Title: Functions, Grade 11, University Preparation
- Course Name: Functions
- Course Code: MCR3U
- Grade: 11
- Course Type: University Preparation
- Credit Value: 1.0
- Prerequisite: MPD2D

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

MHF4U

Advanced Functions, Grade 12, University Preparation

- Course Title: Advanced Functions, Grade 12, University Preparation
- Course Name: Advanced Functions
- Course Code: MHF4U
- Grade: 12
- Course Type: University Preparation
- Credit Value: 1.0
- Prerequisite: MCR3U, or MCT4C

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

MCV4U

Calculus and Vectors, Grade 12, University Preparation

- Course Title: Calculus and Vectors, Grade 12, University Preparation
- Course Name: Calculus and Vectors
- Course Code: MCV4U
- Grade: 12
- Course Type: University Preparation
- Credit Value: 1.0
- Prerequisite: MHF4U (may be taken concurrently)

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 modelling 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: Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MC)

ENG4U

English, Grade 12, University Preparation

- Course Title: English, Grade 12, University Preparation
- Course Name: English
- Course Code: ENG4U
- Grade: 12
- Course Type: University Preparation
- Credit Value: 1.0
- Prerequisite: ENG3U, or NBE3U

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

BBB4M

International Business Fundamentals, Grade 12, University/College Preparation

- Course Title: International Business Fundamentals, Grade 12, University/College Preparation
- Course Name: International Business Fundamentals
- Course Code: BBB4M
- Grade: 12
- Course Type: University/College Preparation
- Credit Value: 1.0
- Prerequisite: None

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

BOH4M

Business Leadership, Grade 12, University/College

- Course Title: Business Leadership, Grade 12, University/College
- Course Name: Launching and Leading a Business
- Course Code: BOH4M
- Grade: 12
- Course Type: University/College Preparation
- Credit Value: 1.0
- Prerequisite: None

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

CGW4U

World Issues: A Geographic Analysis, Grade 12, University Preparation

- Course Title: World Issues: A Geographic Analysis, Grade 12, University Preparation
- Course Name: World Issues: A Geographic Analysis
- Course Code: CGW4U
- Grade: 12
- Course Type: University Preparation
- Credit Value: 1.0

Prerequisite: Any university (U) or university/college (M) preparation course in social sciences and humanities, English, or Canadian and world studies.

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

HSC4M

World Cultures, Grade 12, University/College

- Course Title: World Cultures, Grade 12, University/College
- Course Name: World Cultures
- Course Code: HSC4M
- Grade: 12
- Course Type: University/College
- Credit Value: 1.0
- Prerequisite: None

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

SBI4U

Biology, Grade 12, University Preparation

- Course Title: Biology, Grade 12, University Preparation
- Course Name: Biology
- Course Code: SBI4U
- Grade: 12
- Course Type: University Preparation
- Credit Value: 1.0
- Prerequisite: SBI3U

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: Biology, Grade 11, University Preparation

SCH4U

Chemistry, Grade 12, University Preparation

- Course Title: Chemistry, Grade 12, University Preparation
- Course Name: Chemistry
- Course Code: SCH4U

- Grade: 12
- Course Type: University Preparation
- Credit Value: 1.0
- Prerequisite: SCH3U

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: Chemistry, Grade 11, University Preparation

SPH4U

Physics, Grade 12, University Preparation

- Course Title: Physics, Grade 12, University Preparation
- Course Name: Physics
- Course Code: SPH4U
- Grade: 12
- Course Type: University Preparation
- Credit Value: 1.0
- Prerequisite: SPH3U

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: Physics, 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 thrive 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.a_spx	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, engagement, and participation are important to student achievement and the successful completion of Ontario secondary school credit courses. Toronto Imperial School is an asynchronous online secondary school. Students complete planned learning activities through the school's Learning Management System (LMS) according to established course schedules and timelines. Synchronous teacher support, conferencing, tutoring, or assessment may be arranged when required; however, synchronous attendance is not the regular method through which TIS courses are delivered.

1. Students are expected to participate consistently in their asynchronous courses. Attendance and participation are demonstrated through meaningful engagement with the course rather than physical presence in a classroom or attendance at regularly scheduled live lessons.
2. Students are expected to log into the LMS regularly throughout each week. As a general school expectation, students should access their active course(s) at least four times per week, unless an alternate schedule has been approved by the teacher or school administration.
3. A login alone does not constitute sufficient attendance or participation. The school will consider evidence of meaningful engagement, which may include:
 - accessing and completing assigned lessons and planned learning activities;
 - completing online and offline course activities;
 - submitting assignments, assessments, reflections, discussion activities, or other required work;
 - demonstrating appropriate progress through course units;
 - communicating with the teacher;
 - responding to teacher feedback or requests for contact;
 - participating in required oral assessments, conferences, or other teacher-student interactions;
 - completing student learning logs where required; and
 - other electronic evidence of participation recorded within the LMS.
4. Teachers will monitor student activity and progress through the LMS on an ongoing basis. Records may include login activity, lesson completion, assignment submissions, course progress, teacher-student communications, assessment records, and other evidence of participation in planned learning.
5. Students are expected to follow the course completion schedule established at registration and to maintain reasonable progress through the course. Students must complete the planned learning activities required for the course and demonstrate achievement of the curriculum expectations.
6. Each full-credit course at Toronto Imperial School includes a minimum of 110 hours of planned learning activities. Student participation in these planned learning activities may include online and offline activities, teacher interaction, assessment and evaluation activities, course assignments, instructional content, and other learning experiences identified in the course outline and LMS.
7. Students who are not regularly engaging with their course or who fall significantly behind their established course schedule will be contacted by their teacher. The teacher will identify the concern, communicate expectations, and provide appropriate support to help the student resume satisfactory progress.
8. Where limited participation continues, the teacher will document intervention efforts and may arrange a synchronous meeting, telephone call, or other conference with the student. For students under 18, the parent or guardian may also be contacted where appropriate.
9. If a student continues to demonstrate insufficient engagement after teacher intervention, the matter will be referred to the Vice-Principal and/or Principal. The school may establish an improvement plan, revised completion schedule, additional academic support, or other appropriate intervention.
10. Before any decision is made to withdraw a student from a course because of prolonged non-participation, the Principal will review the circumstances. Consideration will be given to documented illness, disability-related accommodation needs, family emergencies, technological disruptions, international circumstances, or other legitimate and extenuating factors.
11. Students are expected to notify their teacher or the school as soon as reasonably possible when circumstances prevent them from participating in their course for an extended period. Where appropriate, a revised learning schedule or reasonable accommodation may be developed.
12. Synchronous teacher support does not normally constitute mandatory daily or weekly attendance. Teachers may arrange

synchronous video conferences, oral assessments, tutoring, office hours, progress meetings, or other support where necessary. If a specific synchronous meeting is required for assessment, academic intervention, identity verification, or another legitimate course requirement, the student will be provided with reasonable advance notice.

13. A student will not be penalized merely for being unable to attend an optional synchronous support session. Where a required synchronous interaction cannot be attended for a legitimate reason, the teacher will consider an alternative time or appropriate alternative method of obtaining the necessary evidence.
14. Beginning in the 2026–2027 school year, attendance and participation form part of the final course grade in accordance with Ministry of Education requirements.
 - In Grades 9 and 10, attendance and participation account for 15% of the final grade.
 - In Grades 11 and 12, attendance and participation account for 10% of the final grade.
15. For Toronto Imperial School's asynchronous courses, the attendance and participation component will be based on documented evidence of meaningful course engagement. Evidence may include regular participation in planned learning activities, appropriate course progress, engagement with teacher feedback, timely communication, completion of required course activities, and other documented indicators of participation established by the school.
16. The attendance and participation component will not be based solely on the number of LMS logins or the amount of time a student remains logged into the LMS. Teachers will consider the quality and consistency of the student's participation using documented evidence collected throughout the course.
17. Excused absences or approved periods of non-participation will not negatively affect the student's attendance and participation mark. The school will consider documented medical circumstances, disability-related needs, family emergencies, approved accommodations, significant technical difficulties, and other legitimate circumstances when determining whether an absence or interruption in participation is excused.
18. Attendance and participation records will be maintained by teachers and the school as part of the evidence supporting course completion and credit integrity. These records may be reviewed by the Principal and may be made available to the Ministry of Education during a private school inspection.
19. Students are responsible for maintaining regular communication with their teachers, completing the required planned learning activities, monitoring their course progress, and requesting assistance when needed. Parents and guardians are encouraged to communicate with the school if they have concerns regarding a student's participation, progress, or ability to complete the course.
20. Toronto Imperial School will use attendance and participation procedures consistently across its online credit courses while recognizing individual student circumstances and exercising professional judgment in accordance with Ministry of Education requirements.

In addition to maintaining regular and meaningful engagement in their asynchronous courses, students are expected to keep up with assigned learning activities, assessments, and established course timelines. Students who miss assignment due dates, demonstrate insufficient course engagement, or fall significantly behind their established course schedule will be contacted by their teacher. Appropriate interventions, including teacher-student meetings or synchronous support sessions, may be arranged as necessary to support the student in returning to satisfactory progress. Where appropriate, parents or guardians of students under 18 will be informed of ongoing concerns regarding late or missing submissions, insufficient engagement, or lack of course progress.

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.

*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.
- Where academic misconduct is established following a review of the available evidence, consequences will be determined in accordance with the school's Academic Integrity Policy and may include a mark of zero on the affected work. The teacher and/or school administration will consider the nature and circumstances of the incident, the student's grade level and maturity, previous incidents where relevant, and other appropriate factors when determining the consequence.
- Where there is a concern regarding the authenticity or authorship of submitted work, the student may be required to participate in an oral conference, complete a supplementary assessment, explain the process used to produce the work, or provide other evidence of learning. A concern or automated flag alone does not establish academic misconduct; the available evidence will be reviewed before a determination is made.
- The school will maintain appropriate records of academic-integrity incidents and interventions in accordance with school procedures. Where documentation is required to be retained in the Ontario Student Record (OSR), the school will do so in accordance with applicable OSR requirements.
- 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.

AI Usage

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 offer

LATE AND MISSED ASSIGNMENTS

Students are responsible for completing and submitting assignments, assessments, and other required course work according to the timelines established by their teacher and the school. Because Toronto Imperial School operates an **asynchronous online learning model**, students are expected to manage their time responsibly, maintain regular course progress, monitor established deadlines, and communicate with their teacher when circumstances interfere with their ability to complete work on time. Unless otherwise determined by the teacher, students should normally submit overdue work within two days of the original deadline or contact the teacher to request an alternative arrangement.

Where a student anticipates difficulty meeting an established deadline, the student should communicate with the teacher as early as reasonably possible. Where appropriate, the teacher may establish a revised deadline or other reasonable arrangement, taking into consideration the circumstances of the student, the nature of the assessment, course-completion requirements, and the need to obtain sufficient evidence of achievement.

Where work is submitted late or remains incomplete, the teacher will use professional judgment and appropriate

interventions. These may include:

- communicating with the student regarding the missed deadline;
 - establishing a revised submission date;
 - providing additional academic support or clarification;
 - contacting the parent or guardian of a student under 18, where appropriate;
 - arranging a teacher-student conference or synchronous support meeting;
 - requiring completion of the missing work or another appropriate opportunity to demonstrate achievement;
- and
- applying an appropriate consequence where warranted and consistent with school policy.

Where a student repeatedly fails to submit required work despite appropriate interventions and opportunities, the teacher will refer the matter to the Vice-Principal and/or Principal. The school will consider the student's circumstances and the available evidence of achievement when determining appropriate next steps.

A mark of zero **may be used where appropriate**, particularly where a student has failed to provide required evidence of achievement after reasonable opportunities, interventions, and communication have been provided. A zero will not be applied automatically solely because an assignment has passed an initial submission deadline.

Legitimate circumstances such as illness, documented emergencies, disability-related needs, significant technological difficulties, or other extenuating circumstances will be considered when determining appropriate timelines and consequences.

MISSED EVALUATIONS (TERM OR FINAL)

Evaluations provide important evidence of student achievement of the curriculum expectations. Students are therefore expected to complete all required **tests, presentations, oral assessments, culminating activities, final examinations, and other evaluations** according to the dates, deadlines, or approved assessment windows established by the teacher and Toronto Imperial School.

As Toronto Imperial School operates an **asynchronous online learning model**, students are not required to attend regularly scheduled synchronous classes. However, certain assessment and evaluation activities may require a student to participate at a **scheduled date and time** or within an established assessment window. These may include proctored final examinations, oral assessments, presentations, teacher-student conferences for assessment purposes, identity-verification procedures, or other evaluations for which scheduled participation is necessary.

Teachers will provide students with reasonable advance notice of scheduled evaluations wherever practicable. Students who know in advance that they will be unable to participate in a scheduled evaluation must communicate with their teacher as early as reasonably possible and request an alternative arrangement. Approval of an alternative date, time, or assessment arrangement will be determined by the teacher and/or school administration, as appropriate.

Students are required to complete final examinations and other required final evaluation components according to the date, time, or approved examination window established by the school. Personal appointments, travel, holidays, employment, and other foreseeable commitments should normally be arranged so that they do not interfere with required final evaluations.

Where **illness, emergency circumstances, significant technical difficulties, accommodation-related needs, or other legitimate and documented circumstances** prevent a student from completing a required evaluation, the student must contact the teacher or school as soon as reasonably possible. The circumstances will be reviewed and, where appropriate, an alternative assessment date, examination session, or other suitable arrangement may be authorized.

Students are expected to attempt and complete **all required components of the final evaluation**. Where a student fails to complete a required evaluation or component and does not provide an accepted reason, or fails to participate in an authorized alternative arrangement despite reasonable communication and opportunity, the teacher and/or school administration will determine the appropriate consequence using professional judgment and in accordance with the school's assessment and evaluation policies.

A mark of zero **may be assigned to an incomplete or missed evaluation component where appropriate**, particularly where the student has failed to provide the required evidence of achievement despite reasonable opportunities and communication. A mark of zero will **not be assigned automatically solely because the student**

missed the originally scheduled date or time without consideration of the circumstances.

Where insufficient evidence of achievement is available because a student has not completed required evaluations, the student's final grade and/or ability to successfully earn the credit may be affected.

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.

SAFE SCHOOLS AND ONLINE STUDENT SAFETY

Toronto Imperial School is committed to providing a safe, inclusive, respectful, and supportive online learning environment in which all members of the school community are treated with dignity and respect. As an asynchronous online secondary school, TIS recognizes that student safety and appropriate conduct extend to the school's Learning Management System (LMS), electronic communications, online meetings, school-approved digital platforms, and other technology used in connection with school programs and activities.

Students are expected to conduct themselves in accordance with the **Toronto Imperial School Student Code of Conduct**, school policies, and applicable provincial requirements. Behaviour that negatively affects the safety, dignity, well-being, or learning of another member of the school community may be addressed by the school whether it occurs through the LMS, email, messaging, video conferencing, social media, or another electronic environment where there is an identifiable connection to the school or its learning environment.

Prohibited conduct includes, but is not limited to:

- bullying and cyberbullying;
- harassment, discrimination, intimidation, or threatening behaviour;
- hate-related or discriminatory comments, images, messages, or other content;
- threats of violence or conduct that creates a reasonable concern for the safety of a student, staff member, or other member of the school community;
- sexual harassment or other inappropriate sexual conduct;
- unauthorized recording, photographing, copying, distribution, or sharing of another person's image, voice, personal information, school communication, or online interaction;
- impersonating another student or individual, sharing login credentials, or gaining unauthorized access to another person's school account;
- intentionally interfering with the school's LMS, online assessments, communications, or other digital systems;
- distributing harmful, threatening, discriminatory, obscene, or otherwise inappropriate digital material through school-related platforms; and
- retaliation against a person who reports a safety concern or participates in a school investigation.

Students who experience, witness, or become aware of bullying, cyberbullying, harassment, threats, discrimination, or another safety concern connected with Toronto Imperial School are encouraged to report the matter promptly to a **teacher, Vice-Principal, Principal, or other designated school staff member**. Parents and guardians may also contact the school to report concerns involving a student.

Reports will be reviewed by the school and addressed according to the nature and seriousness of the concern. Where appropriate, the Principal or designate may gather relevant information, communicate with the individuals involved, preserve available electronic evidence, provide appropriate supports, and determine whether further investigation or action is required. Students will be provided with an appropriate opportunity to respond to allegations concerning their conduct.

Responses to inappropriate conduct will take into consideration the individual circumstances of the student, the nature and seriousness of the behaviour, its impact on the school community, previous incidents where relevant, and any other factors that the Principal is required or permitted to consider. School responses may include counselling or educational interventions, communication with parents or guardians where appropriate, restrictions on access to particular school technologies or activities, restorative or corrective measures, progressive discipline, suspension or other consequences where authorized and appropriate.

Where the school becomes aware of circumstances that may present an **immediate or significant risk to the safety of a student or another person**, the Principal or designate will take reasonable steps to respond to the concern and may contact the student's parent or guardian, emergency services, police, child protection authorities, or other appropriate agencies where required or permitted by law.

Toronto Imperial School will make reasonable efforts to protect the privacy of students involved in a safety report or investigation. Information will be shared only as reasonably necessary for the school to investigate and respond to the matter, provide appropriate supports, maintain school safety, or meet applicable legal or regulatory obligations.

Students and parents/guardians may contact the school administration for further information regarding the school's **Safe Schools Policy, Student Code of Conduct, bullying and cyberbullying procedures, reporting processes, and available student supports**.

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

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. 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

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

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.

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
☐ the student has experienced considerable difficulty with this subject
☐ 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 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

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