

Trinity International School

BSID #887123

School Course Calendar 2025-2026

Course Calendar – 2023/2024

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1. Introduction

Trinity International School publishes school Course Calendar annually and provides students and parents with detailed and up-to-date information on secondary school diploma requirements, programs, and courses available at Trinity International School. The information provided in the course calendar will assist students and parents with their educational planning needs.

Policy and Program Requirements set out by the Ontario Ministry of Education can be obtained here:

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

2. “Trinity International School” as a School

Importance and Value of Completing Secondary Education

Trinity International School constantly reminds parents and students on the importance and value of completing a secondary education. Our teachers and staff at Trinity International School are fully committed to develop and fulfill the potential capabilities of every student to achieve a successful outcome from the secondary school education through a complete development of emotional, psychological, and social aspects of every student.

Provincial Requirements to remain in secondary School

Trinity International School reminds parents and students that as per the current Ontario Ministry of Education policies, students are required to attend a secondary school until the student turn the age of eighteen or obtain an Ontario Secondary School Diploma (OSSD).

Goals and Philosophy

Trinity International School will continue to enhance educational enrichment of its students for them to be active learners, independent thinkers, effective communicators, and multifaceted citizens.

We Believe that

- All individual students have the capability and competence to learn.
- Students can play a vital role in changing the future world.
- High expectations are appropriate for all students. It is essential to treat all individuals with dignity and respect.
- Access to educational opportunity should be equitable.
- Safe, healthy, clean environments enhance working and learning.
- Learning is a personal, lifelong experience.
- Schools, parents, and the community are partners in education.

Values

To achieve our goals, we strive to

- establish policies and quality standards, so that our students will have a clear understanding of their expectations regarding, academic achievement, character development, student behavior, personal development, and individual goal setting.
- challenge ourselves to continually improve quality of courses and teaching, while conforming to Ministry standards.
- promote high quality academic work in students by providing guidelines, regular positive feedback, and encouragement to continually improve.
- motivate students to be life-long learners
- encourage students to be active and successful participants in their respective communities.
- use each other's strengths, and utilize constructive feedback, to enhance the quality of our teaching.

School organization: the school's terms and reporting periods

At Trinity International School the semesters are divided into three (3) semesters: Fall, winter, Spring, and two (2) semesters in the Summer.

Term	Duration	Grades	Reporting Period
Fall	Sep - Nov	9-12	November
Winter	Dec - Mar	9-12	March
Spring	Apr - Jun	9-12	June
Summer July	Jul	9-12	August
Summer August	Aug	9-12	September

Notes:

1-The school operates on a continuous intake basis. As such, courses may be offered and scheduled according to student registration dates and enrolment demand.

2-Class hours and the weekly schedule have been established; however, they may be adjusted depending on student enrolment.

At Trinity International School, the principles and policies outlined in "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools –First Edition, covering Grades 1 to 12 -2010" apply to assessment, evaluation and reporting methods in all subjects. At Trinity International School, report cards are issued following the Ministry of Education procedures and two report cards are issued for every semester course.

3. Ontario Secondary School Diploma Requirements

The academic program and the courses at the Trinity International School are based on the requirements of the Ontario Ministry of Education for completion of the Ontario Secondary School Diploma (OSSD).

The Ontario Secondary School Diploma (OSSD) requires the completion of 30 credits, including 18 compulsory credits and 12 optional credits. In addition, students must complete 40 hours of community involvement activities and fulfill the provincial literacy requirement. Also, online graduation requirements must be fulfilled or option-out by the parents.

If you started Grade 9 in or before Fall 2023

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits
- from the 30 credits, two credits must be taken online. See page 43, Online Learning Graduation Requirement (PPM 167).
- students must meet the provincial secondary school literacy requirement.
- students must complete 40 hours of community involvement activities.

Ontario Secondary School Diploma (OSSD) Requirement

- **Earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits.**

English	4 credits (1 per grade)
French as a second language	1
Mathematics	3 (1 in grade 11 or 12)
Science	2
Canadian Geography	1
Canadian History	1
Arts (Dance, Drama, Media, Music, Visual Arts)	1
Health and Physical Education	1
Civics	0.5
Career Studies	0.5
*3 other Compulsory credits (G1,2&3)	
Total compulsory credits	18
Optional Credits	12
Total credits required	30

- Complete 40 hours community involvement activities.
 - Fulfill the provincial secondary school literacy requirement.
 - from the 30 credits, two credits must be taken online. See page 43, Online Learning Graduation Requirement (PPM 167).

***3 other Compulsory Credits (Groups 1, 2, and 3)**

Students must earn **three additional compulsory credits**, one from each of the following groups:

- **Group 1:** English (additional), French as a Second Language, Native/classical/international languages, social sciences and humanities, Canadian and world studies, guidance and career education, or cooperative education.
- **Group 2:** Health and physical education, the arts, business studies, French as a Second Language, or cooperative education.
- **Group 3:** Grade 11 or 12 science, technological education, computer studies, French as a Second Language, or cooperative education.

Restrictions:

- A maximum of **3 ESL/ELD credits** may count toward the 4 compulsory English credits; the fourth must be a Grade 12 English credit.
- A maximum of **2 French as a Second Language credits** may count as compulsory credits (one from Group 1 and one from Group 2 or 3).
- A maximum of **2 cooperative education credits** may count as compulsory credits.

All credit courses leading to the Ontario Secondary School Diploma (OSSD) are based on Ontario Ministry of Education curriculum expectations and are designed to prepare students for postsecondary education, including college and university pathways.

If you started Grade 9 in or After Fall 2024

Starting with the cohort of students entering Grade 9 in September 2024, students will be required to earn at least one credit from the Grade 9 or 10 courses in the **Technological Education curriculum**

- students must earn a minimum of 30 credits, including 17 compulsory credits and 13 optional credits
- from the 30 credits, two credits must be taken online. See page 43, Online Learning Graduation Requirement (PPM 167).
- students must meet the provincial secondary school literacy requirement.
- students must complete 40 hours of community involvement activities.

Ontario Secondary School Diploma (OSSD) Requirement

- **Earn a minimum of 30 credits, including 17 compulsory credits and 13 optional credits.**

English	4 credits (1 per grade)
French as a second language	1
Mathematics	3 (1 in grade 11 or 12)
Science	2
Canadian Geography	1
Canadian History	1
Arts (Dance, Drama, Media, Music, Visual Arts)	1
Health and Physical Education	1
Civics	0.5
Career Studies	0.5
Technological Education (grade 9 or 10)	1.0
STEM Group: STEM-Related course Group: you must complete 1 from the following group:	1.0

- 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)

Total compulsory credits	17
Optional Credits	13
Total credits required	30

- Complete 40 hours community involvement activities.
 - Fulfill the provincial secondary school literacy requirement.
 - from the 30 credits, two credits must be taken online. See page 43, Online Learning Graduation Requirement (PPM 167).

Adult Learners

The online learning graduation requirement also applies to adult learners who entered the Ontario secondary school system in the **2023–2024 school year or later**.

Adult learners who entered the system prior to the 2023–2024 school year are not subject to this requirement.

COVID-19 Credit Recognition

Students who were in Grade 9 during the 2020–2021 school year and completed a credit through mandatory remote learning during the province-wide school closures may count **one (1) credit** toward the two required online learning credits.

Exemptions (Opting Out)

Students may opt out of the online learning graduation requirement under the following conditions:

- Students who are **18 years of age or older** may submit their own opt-out request.
- Students who are **16 or 17 years of age and have withdrawn from parental control** may submit their own opt-out request.
- For all other students, a **parent or guardian** must submit the opt-out request on the student's behalf.

The opt-out form is available through the school administration.

Students who opt out may choose to opt back in later date.

Ontario Secondary School Certificate (OSSC)

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

Compulsory Credits (total of 7)

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

Optional Credits (total of 7)

- 7 credits selected by the student from available courses.

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. Trinity International School does not offer the Certificate of Accomplishment.

Types of Courses

The types of courses available in the secondary school program are described below.

- In Grades 9 and 10, three types of courses are offered: *academic courses*, *applied courses*, and *open courses*. *Academic courses* emphasize theory and abstract problems. *Applied courses* focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades. Open courses are designed to prepare students for further study in a subject, and to enrich their education generally.
- In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include: *university preparation courses*, developed in close collaboration with universities; *university/college preparation courses*, developed in close collaboration with both universities and colleges; *college preparation courses*, developed in close collaboration with colleges; and *workplace preparation courses*, developed in close collaboration with representatives from a variety of workplaces. Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society.

Community Involvement Activities

As a part of the OSSD requirements, students must complete a minimum of 40 hours of community involvement Activities. The requirement is to be completed outside students' regular instructional hours and these activities may be completed at any time during the students' years in the secondary school program.

The purpose of the student community involvement requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a form supplied by the school. Community service guidelines and forms are available upon request through our main office. Documentation of volunteer hours and approval will be kept in the student's OSR.

Students under the age of eighteen should plan their activities in consultation with their parent(s)/guardian(s). The activity must fall within the guiding principles that are listed by the school as given in the ministry guidelines. Students must complete the Student Community Involvement Activity Form Part A: Notification of Planned Activity and submit it to the office. A Principal's signature is required if the activity is not on the school's list of eligible activities. Students are to complete their planned activity and should have the Student Community Involvement Activity Form Part B: Completion of Community Involvement Activity signed by the community supervisor. These steps should be repeated until the forty-hour requirement has been fulfilled. Students must submit their completed Student Community Involvement Activity Form to the office for update of records.

Eligible Activities

The following list provides examples of community involvement activities that, if within the intent and spirit of the applicable guidelines and ethical standards, are suitable for selection:

- **Fundraising** – includes campaigning and assisting with the organization of events for the benefit of the community.
- **Sports/recreation** – includes helping to organize sport tournaments, sporting events, and summer games or volunteering.
- **Community Events** – includes helping to organize winter carnivals, parades, and summer fairs
- **Community Projects** – includes participating in organized food drives, or support services for community groups
- **Environmental Projects** – includes participating in community clean-up, flower/tree planting, recycling, and general beautification projects, and activities.
- **Volunteer Work with Seniors** – includes assisting in a seniors' residence, e.g. – serving snacks, helping with activities, or participating in visiting and reading programs
- **Youth Programs** – includes volunteer assistance in the operation of youth programs such as Scouts, Guides, recreation center activities, breakfast programs, March Break programs, Leaders-in-Training, summer playground activities, and camps
- **Office/Clerical Work** – includes volunteer activity in reception, computer work, and mailing for individuals or groups providing charitable or general community benefit
- **Activities for Individuals** – includes any volunteer activity that assists someone who requires the assistance with shopping, tutoring, light snow removal (no use of snowblower), housekeeping, writing letters or transcribing, or involves hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy
- **School Community Service** – may include service within the school community that provides benefit to others that takes place outside the regular school day. These activities must be approved at a local level by the school Principal in advance of the commencement of the activity.

Ineligible Activities

The Ministry of Education and Training (Policy/Program Memorandum No.124A – April 27, 1999) has developed a list of activities that may not be chosen as community involvement activities and that are therefore 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., co-operative 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" period impermissible.
- 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, substances under the Occupational Health and Safety Act.
- requires the knowledge of a trades person whose trade is regulated by the provincial government.
- involves banking or the handling of securities, or the handling of jeweler, works of art, antiques, or other valuables.
- consists of duties performed in the home (i.e., daily chores) or personal recreational activities.
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

Roles & Responsibilities

Parents/Guardians

Parents/guardians should help when their child selects the community involvement activities. If parents have any questions or concerns regarding community activities, they are encouraged to communicate with the community sponsor and the school Principal. If the student is under the age of eighteen years, the parent/guardian must sign the Part A: Notification of Planned Community Involvement Activity Form and the Part B: Completion of Community Involvement Activity Form.

Students

In consultation with their parents, students will select an appropriate activity for the community involvement from the school's list of eligible activities. If the student wishes to be involved in an activity which is not on the school's list of approved activities, the student must obtain written permission from the principal prior to beginning the activity, provided that the activity is not on the ministries list of ineligible activities. The student is responsible for the completion of the Student Community Involvement Activity Form Part A: Notification of Planned Community Involvement Activity and Part B: Completion of Community Involvement Activity Form within the time frame given by the school.

Community Sponsors

The community involvement by secondary school students will develop strong ties between students and their community through 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 vital that students can accomplish their community involvement requirement in a safe and secured environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the Student Community Involvement Activity Form, Part B.

Principal

Principal is responsible for providing information about the community involvement requirement to parents, students, and community sponsors, as well as supplying students with the appropriate forms for documentation. Upon completion of the required forty hours of community involvement, and submission of the documentation, the principal will decide if the student has met the community involvement requirement and, if so, record it as completed on the student's official transcript.

Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation.

If a student does not complete the test successfully, the school will provide remedial assistance to help the student to improve skills so that they may be better prepared to retake the literacy test. Once a student has successfully completed the literacy test, he or she may not retake the test. Successful completion of the test is recorded on the OST.

OSSLT Deferrals If a student is working toward an OSSD but either has not yet acquired a level of proficiency in English advanced enough to complete the OSSLT successfully or is unable to write the test because of illness, injury or other extenuating circumstances, the principal may grant a deferral for the current year in accordance with the EQAO deferral policy. The student will need to complete the OSSLT or the OSSLC successfully to earn an OSSD

Ontario Secondary School Literacy Course

The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the Provincial Secondary School Literacy Test with intensive support in achieving the required reading and writing competencies and with an alternative means of demonstrating their literacy skills. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Eligibility Requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

Granting of the OSSD

Ontario Secondary School Diploma will be granted to students who successfully complete all the necessary requirements by the Minister of Education of the Province of Ontario, on the recommendation of the Principal at Trinity International School.

The principal will submit the necessary report to the Ontario Ministry of Education once an Ontario Secondary School Diploma is issued to a student who has successfully completed all the OSSD requirements.

3. Courses offered in the school

The Ontario Ministry of Education designates three course types for Grades 9 and 10: **Academic, Applied, and Open**. For Grades 11 and 12, five course types are designated: **University Preparation, University/College Preparation, College Preparation, Workplace Preparation, and Open**.

The school primarily offers courses in the **Academic, Open, College preparation, University Preparation, and University/College Preparation** streams.

No approved Locally Developed courses, Distance, Specialized or Special Education programs are offered at Trinity International School.

Independent Study

At the discretion of the principal, opportunities may be provided for exceptionally motivated and high achieving students to earn course credits through supervised Independent Study. For each such credit, the student must arrange for a supervising teacher, who will undertake responsibility for providing a proper course outline, assigning components of the course, suggesting available resources, evaluating, and assessing the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for an equivalent classroom course. Documentation of independent study hours and faculty approval will be kept in the student's OSR. Upon successful completion (with a mark of at least 70%) of a course through independent study, the principal will record his or her standing on the OST.

Trinity International School does not offer independent study.

Definition of a Credit

A credit is granted in recognition of the successful completion 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.

Course Changes

Students in Grade 11 and above must take full disclosure regulations into consideration. A list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained will be recorded on the OST. A student must withdraw within 5 instructional days of the issuance of the first report card to avoid recording the credit in the OST. (See below under "Full Disclosure").

Full Disclosure

Withdrawal/drop course

Ministry of Education regulations stipulate that if a student withdraws from a Grade 11 or 12 Course within 5 instructional days following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after 5 instructional days following the issue of the first report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column, and the student's mark at the time of withdrawal is recorded in the "Mark" column.

Repeating a course:

Students who repeat a course for which they have already earned a credit will receive only one credit. The highest mark earned between the two attempts will be recorded and used as the final grade for that course.

Definition of courses offered

All courses from Grade 9-12 are identified and recorded on the Ontario Student Transcript by the Ministry of Education course codes.

Grades 9-10 Courses:

The first three characters of the Common Course Codes are assigned by the Ministry and represent the discipline, the subject, and the course. The fourth character represents the grade level, and the fifth represents the course type. Grades from 9 through 12 are designated as 1, 2, 3 and 4 (1 being grade 9, 2 grade 10, 3 grade 11, and 4 grade 12). D indicates academic course type, W indicates De-streamed courses, P indicates Applied courses and O open course type (used for non-academic courses).

Examples for courses codes from grade 9-12

Grades 9-10 Courses:

Course codes indicate the subject, the grade and the level of difficulty.

D = Academic

P = Applied

W=De-Stream

O= Open

For Example:

SNC 2D is read as:

SNC = Science

1= grade 10

D= Academic stream

AVI 20 is read as:

AVI = Visual Arts

2 = Grade 10

O = Open stream

Grades 11-12 Courses:

Course codes indicate the subject, the grade and the level of difficulty.

U = University Preparation for 11 and 12 courses

C = College Preparation courses

M=University/College Preparation.

O= Open Courses

E = Workplace

For Example:

MCV4U is read as:

MCV = Calculus and Vectors

4 = Grade 12

U = University Preparation

Trinity International School offers courses for Grades 11 and 12 at the University Preparation levels, leading to university entrance, also offers other courses levels (C, M, O) as required.

All the courses offered at Trinity International School have been developed in compliance with the requirements of the Ontario Ministry of Education and Training.

Detailed **Course Outlines** (outlining planned units, expectations, teaching strategies and assessment) are available on the school MLS Moodle system.

Courses offered at Trinity International School in 2023/2024 (97 courses)

Grade 9 (14)	Grade 10 (16)
AVI10-BEM10-CGC1W-ENL1W-FSF1D-FSF1P-PPL10- MTH1W- SNC1W – GLS10-HFN10-TIJ10	AVI20-ASM20-BEP20-CHC2D-CHV20-GLC20-ENG2D-HFN20-FSF2D-PPL20-ICD20-MPM2D- MFM2P-SNC2D -TGJ20-TEJ20
Grade 11 (22)	Grade 12 (33)
AVI3M-ASM3M-BAF3M-CLU3M-ENG3U-ENG3C-EPS3O-PPL3O-PPZ3C-HSP3U-HFC3M-ICS3U-MCR3U- MBF3C- MCF3M-SBI3U-SCH3U-SPH3U-SBI3C- TGJ3M- TEJ3M- GPP3O	AVI4M-ASM4M-BAT4M-BBB4M-BOH4M-CIA4U-CHI4U-ENG4U-ENG4C-CGW4U-CLN4U-EWC4U-OLC4O-HSC4M- HFA4U-HHS4U-HSB4U-HZT4U-ICS4U-MHF4U-MCV4U-MDM4U- MAP4C-MCT4C – PPL4O-SBI4U - SPH4U – SCH4U-SCH4C-SPH4C-TGJ4M- TEJ4M – IDC4O- PSK4U
Classical Studies and International Languages Courses (9)	
Simplified Chinese: LKBBD-LKBCU-LKBDU Arabic: LYABD-LYACU-LYADU Farsi: LYFBD-LYFCU-LYFDU	
ESL Courses (5)	
ESLAO-ESLBO-ESLCO-ESLDO-ESLEO	

Access to Course Outlines and Ontario Curriculum

Any person who is interested to learn about secondary education in Ontario can find policies set by the Ministry of education: Ontario Schools - Policy and Program Requirements, 2016 (OS)

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

Students and parents will be able to get outlines of courses of study at Trinity International School by contacting the office. They are also available to the public from the Ministry of Education's website at

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

Trinity International School does not conduct any experiential learning programs.

* **Experiential learning programs** are programs that allow students to learn through direct experience rather than only through classroom instruction (listening, reading,...etc.)

Prerequisite Courses

The Ministry curriculum guidelines identify specific prerequisites for all Grades 11 and 12 courses, and no courses apart from these may be identified as prerequisites. If a parent or an adult student request that a prerequisite be waived, the principal will determine whether the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make the decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer from or designated by the ministry to review the matter. The decision made by this supervisory officer shall be final.

Changing Course Types

In most cases, a student may enroll in a different type of course in each subject in Grade 10 than the type 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. If the students have not done so, they may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

Policies and Procedure for Waiving Prerequisites

A course is designated as a prerequisite only if it provides essential background for the successful understanding of the subsequent course. Prerequisites are maintained to ensure students have achieved the academic ability to take the target courses. In case of students who came from a different educational background and system of education, the school will consider waive the prerequisites of certain courses to accommodate the learning ability of individual students. It is the student's responsibility to make sure that he/she complete the prerequisite course or apply to the principal to have it waived before he/she is permitted to take the selected university preparation credit course.

The student must initiate in written form the procedure for waiving prerequisite by either submitting a letter of request or *the Application Form for Waiving Prerequisite(s)* to the school Principal stating the reasons for such a request or an application. The letter must indicate which course prerequisites are intended for consideration. The student also must present in the letter his or her educational background and work experience if applicable, which would substantiate that he or she is ready and capable of taking the intended courses. In some cases, the student may have to provide the principal with supportive documents. The student's academic transcript(s) and diploma(s) as well as course descriptions from all institutions he/she has previously attended will be studied very carefully. The curricula of all the courses intended as waived prerequisites shall be compared to the equivalent OSSD credit courses to determine whether they contain the same expectations of the skills and knowledge to be granted

credit equivalencies. The principal will review the student's request and all the supporting documentation and, in consultation with the course instructors to arrive on a decision. The decision of the principal is final and can be reverted only if the student brings in new information proving that he/she is ready and capable of taking those courses. Within one week after filing a written request, the student will receive an official letter informing him/her whether approval was granted and, in case of the positive outcome, the student will be allowed to register in the courses of his or her intention. Documentation for each waived prerequisite course will be included in each student's OSR.

List of courses with prerequisites

The course descriptions for courses including course codes and prerequisites are included as described by Ministry of Education, Ontario. Our academic guidance counselor will assist students and parents in selecting courses to lead students on the right path of their post-secondary education.

The Course lists.

Grade 9 Courses:

ENL1W - English, Grade 9, De-Streamed

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.

Prerequisite: None

MTH1W - Mathematics, Grade 9, De-Streamed

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None

SNC1W – Science Grade 9, De-Streamed

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Prerequisite: None

Building the Entrepreneurial Mindset, Grade 9, Open (BEM10)

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking. Prerequisite: None

Learning Strategies 1: Skills for Success in Secondary School, (GLS10) Grade 9, Open

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Prerequisite: None

Issues in Canadian Geography, Grade 9 Academic CGC1W

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

Visual Arts, Grade 9, Open (AVI10)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and

styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

PPL10 - Healthy Active Living Education, Grade 9, Open

This course equips students with 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.

Prerequisite: None

Food & Nutrition, Grade 9, Open (HFN10)

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

Core French, Grade 9, Academic (FSF1D)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Core French, Grade 9, Applied (FSF1P)

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Exploring Technologies, Grade 9, Open (TIJ1O)

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

Prerequisite: None

Grade 10 Courses

AVI2O-Visual Arts, Grade 10, Open

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

ASM2O-Media Arts, Grade 10 Open

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.

Prerequisite: None

BEP2O – Launching and Leading a Business, Grade 10, Open

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.

Prerequisite: None

CHC2D - Canadian History since World War I, Grade 10, Academic

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.

Prerequisite: None

Note: This course description reflects the revisions that have been made to the history courses as part of Ontario's curriculum strategy in response to the Truth and Reconciliation Commission's Calls to Action numbers 62 and 63.

CHV20 - Civics and Citizenship, Grade 10 Open

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, 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.

Prerequisite: None

GLC20 - Career Studies, Grade 10, Open

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

ENG2D – English, Grade 10, Academic

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 analyze 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: English, Grade 9, Academic or Applied

MPM2D - Principles of Mathematics, Grade 10, Academic

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: Principles of Mathematics, Grade 9, Academic or Applied

MF2P-Foundations of Mathematics, Grade 10, Applied

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Grade 9 Mathematics, DE-streamed (2021), or Grade 9 Foundation of Mathematics, Applied (2005)

SNC2D- Science, Grade 10, Academic

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 Academic

ICT2O-Digital Technology and Innovations in the changing world, Grade 10, Open

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific, and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial

intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

Prerequisite: None

HFN2O - Food & Nutrition, Grade 10, Open

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

FSF2D-Core French, Grade 10, Academic

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied

PPL2O - Healthy Active Living Education, Grade 10, Open

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. The possible focus courses for Grade 10, along with their corresponding course codes, are as follows: • Healthy Living and Personal and Fitness Activities – PAF2O • Healthy Living and Large-Group Activities – PAL2O • Healthy Living and Individual and Small-Group Activities – PAI2O • Healthy Living and Aquatic Activities – PAQ2O • Healthy Living and Rhythm and Movement Activities – PAR2O • Healthy Living and Outdoor Activities – PAD2O Prerequisite: None

Communications Technology, Grade 10, Open (TGJ2O)

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio, and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos,

working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

Computer Technology, Grade 10, Open (TEJ2O)

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

Prerequisite: None

Grade 11 Courses

ENG3U - English, Grade 11, University Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life.

Students will analyze 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

ENG3C - English, Grade 11 College Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: Grade 10 English, Applied

EPS30 - Presentation and Speaking Skills, Grade 11, Open

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations

for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

Prerequisite: Grade 10 English, Academic or Applied

ICS3U - Introduction to Computer Science, Grade 11, University Preparation

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

Communications Technology, Grade 11, Open (TGJ3M)

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues and will explore college and university programs and career opportunities in the various communications technology fields.

Prerequisite: None

Computer Engineering Technology, Grade 11, Open (TEJ3M)

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None

MCR3U - Functions, Grade 11, University preparation

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

MBF3C- Foundations for College Mathematics, Grade 11, College Preparation (MBF3C)

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Foundations of Mathematics, Grade 10, Applied

MCF3M - Functions and Applications, Grade 11, University/College Preparation

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

SBI3U - Biology, Grade 11, University Preparation

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Grade 10 Science, Academic

SBI3C - Biology, Grade 11, College Preparation

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in

the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Science, Grade 10, Academic or Applied

SCH3U -Chemistry, Grade 11, University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reaction on society and the environment.

Prerequisite: Grade 10 Science, Academic

SPH3U - Physics, Grade 11, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Grade 10 Science, Academic

AVI3M- Visual Arts, Grade 11, University/College Preparation

This course provides students with opportunities to further develop their skills and knowledge in visual arts. Students will explore a range of subject matter through studio activities and will consolidate their practical skills. Students will also analyze art works and study aspects of Western art history, as well as art forms from Canada and other parts of the world.

Prerequisite: Visual Arts, Grade 9 or 10, Open

ASM3M - Media Arts, Grade 11 University/College Preparation

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyze the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

Prerequisite: Media Arts, Grade 10, Open

BAF3M- Financial Accounting Fundamentals, Grade 11, University/College Preparation

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

Prerequisite: None

CLU3M - Understanding Canadian Law, Grade 11, University/college Preparation

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite/Co-requisite: Canadian History since World War I, Grade 10, Academic or Applied

HSP3U- Introduction to Anthropology, Psychology, and Sociology, Grade 11 University Preparation

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

HFC3M- Food & Culture, Grade 11 University/College Preparation

This course focuses on the flavors, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Prerequisite: None

PPL3O - Healthy Active Living Education, Grade 11, Open

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.

Prerequisite: None

GPP30 – Leadership and Peer Support, Grade 11, Open

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

Prerequisite: None

Grade 12 Courses

BOH4M- Business Leadership: Management Fundamentals, Grade 12, University/College Preparation

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

BBB4M - International Business Fundamentals, Grade 12, University/College Preparation

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

BAT4M - Financial Accounting Principles, Grade 12, University/College Preparation

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

HHS4U - Families in Canada, Grade 12 University Preparation

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

HFA4U - Nutrition and Health, Grade 12, (University Preparation)

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

HSB4U - Challenge and Change in Society, Grade 12 University Preparation

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behavior and their impact on society. Students will critically analyse how and why cultural, social, and behavioral patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

HSC4M – World Culture, Grade 12 University/College Preparation

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

HZT4U - Philosophy: Questions and Theories, Grade 12 University Preparation

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

CIA4U - Analyzing Current Economic Issues, Grade 12, University Preparation

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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

CGW4U - World Issues: A Geographic Analysis, Grade 12, University Preparation

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 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

CHI4U – Canada: History, Identity, and Culture, Grade 12, University Preparation

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and

identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

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

CLN4U - Canadian & International Law, Grade 12, University Preparation

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

ENG4U -English, Grade 12, University Preparation

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

ENG4C - English, Grade 12 College Preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. Prerequisite: Grade 11 English, College Preparation

EWC4U - The Writer's Craft, Grade 12, University Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: Grade 11 English, University Preparation

OLC40 - Ontario Secondary School Literacy Course, Grade 12, Open

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Prerequisite: Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course.

(Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

ICS4U – Computer Science, Grade 12, University

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

Prerequisite: ICS3U, Introduction to Computer Science, Grade 11, University

TGJ4M - Communications Technology, Grade 12, University /College Preparation

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: Communications Technology, Grade 11, University/College Preparation

TEJ4M - Computer Engineering Technology, Grade 12, University /College Preparation

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues and will explore postsecondary pathways leading to careers in computer technology.

Prerequisite: Computer Engineering Technology, Grade 11, University/College Preparation

MHF4U - Advanced Functions, Grade 12, University

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

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

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

MDM4U - Mathematics of Data Management, Grade 12, University

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

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

MCT4C - Mathematics for College Technology, Grade 12 College

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

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

MAP4C - Foundations for College Mathematics, Grade 12, College

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation.

SBI4U - Biology, Grade 12, University

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

refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Grade 11 Biology, University Preparation

SCH4U - Chemistry, Grade 12, University

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

Prerequisite: Grade 11 Chemistry, University Preparation

SCH4C - Chemistry, Grade 12 College Preparation

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: Grade 10 Science, Academic or Applied

SPH4U - Physics, Grade 12, University

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

Prerequisite: Grade 11 Physics, University Preparation

SPH4C - Physics, Grade 12 College Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy

transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite: Grade 10 Science, Academic or Applied

ASM4M - Media Arts, Grade 12 University/College

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values. Prerequisite: Media Arts, Grade 11, University/College Preparation

AVI4M– Visual Arts, Grade 12, University/College

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: Visual Arts, Grade 11, University/College Preparation

PPL40 - Healthy Active Living Education, Grade 12, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. 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.

Prerequisite: None

PSK4U – Introductory Kinesiology, Grade 12, University Preparation

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

IDC40 - Interdisciplinary Studies, Grade 12, Open

This course emphasizes the development of practical skills and knowledge to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research into contemporary issues, real-life situations, and careers, students will apply the principles and skills derived from the complementary subjects and disciplines studied, evaluate the reliability of information, and examine how information technology can be used safely, effectively, and legally. They will also learn how to select strategies to define problems, research alternative solutions, assess their thinking in reaching decisions, and adapt to change as they acquire new knowledge.

Prerequisite: None

English as a Second Language and English Literacy Development Courses

ESLAO –ESL Level 1, Open

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Prerequisite: None

ESLBO – ESL Level 2, Open

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in

conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Prerequisite: ESL Level 1 or equivalent

ESLCO – ESL Level 3, Open

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Prerequisite: ESL Level 2 or equivalent

ESLDO - ESL, Level 4, Open

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

Prerequisite: ESL Level 3 or equivalent

ESLEO - ESL, Level 5, open

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Prerequisite: ESL Level 4 or equivalent

Classical Studies and International Languages

International Languages, Level 1, Academic (LBABD – LDYBD)

Simplified Chinese (LKBBB), Arabic (LYABD) and Persian (Farsi) LYFBD

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning. **Prerequisite:** None

International Languages, Level 2, University (LBACU – LDYCU)

Simplified Chinese (LKBCU), Arabic (LYACU) and Persian (Farsi) LYFCU

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 1, Academic

International Languages, Level 3, University (LBADU – LDYDU)

Simplified Chinese (LKBDU), Arabic (LYADU) And Persian (Farsi) LYFDU

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 2, University Preparation

5. Student Assessment, Evaluation and Achievement

Assessment: The process of gathering information that reflects how well a student is learning the curriculum expectations of a grade or course over time.

Evaluation: The process of integrating assessment information from a variety of sources to determine how well students have achieved curriculum expectations.

Achievement: A student's learning and performance demonstrated at a given time.

Assessment and Evaluation of Student Achievement

As stated in "Growing Success -2010", "the primary purpose of assessment and evaluation is to improve student learning". Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of curriculum expectations in each course."

In accordance with Ministry policy, assessments and evaluations within Trinity International School will be based on the provincial expectations and the achievement levels outlined in the curriculum policy document for each discipline.

- All teachers will use the subject-specific Achievement Charts which provides a reference point for all authentic assessment practices, in the curriculum documents for assessing, evaluating, and reporting student achievement of the curriculum expectations.
- The Achievement Chart categories will be used explicitly as the basis on which teachers record, maintain and report their marks.
- It is neither intended nor expected that all four categories be included in every assessment, or that the weighting of every individual assessment or evaluation be identical to the overall weightings of the course.
- An electronic marks manager program which is compliant and compatible with assessment and evaluation policies and procedures will be used for the recording of marks by Trinity International School teachers.

As part of the authentic assessment and evaluation process, students will be given a variety of opportunities appropriate to their learning expectations and needs to demonstrate what they know and can do. Teachers will select appropriate assessment methods and strategies which will allow them to directly assess, evaluate and track student achievement of the overall and specific expectations of the course related to the four categories of knowledge and skills:

- Knowledge and understanding
- Thinking
- Communication
- Application

Assessment For Learning

Teachers will use "assessment for learning" that will be used to monitor

Students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.

Assessment Of Learning

Teachers will also use "assessment of learning" to summarize learning at a given point in time. This summary issued to make judgments about the quality of student learning based on established criteria, to assign a value to represent that quality, and to support the communication of information about achievement to students themselves, parents, teachers, and others.

Assessment As Learning

Teachers will also use "assessment as learning" by presenting and modeling external, structured opportunities for students to help the use of ongoing self-assessment by students in order to monitor their own learning, which is characterized by students reflecting on their own learning and making adjustments so that they achieve deeper understanding."

Students' Learning Skills

Trinity International School recognizes importance of developing learning skills and work habits of children as stated in the Ministry of Education policy. Teachers will work with students and their parents to ensure that they understand learning skills and work habits and their importance. Students benefit when teachers model the skills and habits and explain how they will be assessed and evaluated.

The development of learning skills and work habits needed to succeed in school and in life begins early in a child's schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for post -secondary education and the world of work.

- Teachers will work with students and their parents /guardians to help them develop the following six learning skills and work habits: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation.
- For each course of study, the teacher shall report on the quality of the learning skills demonstrated by the student in each of the categories identified on the report card (Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation) using the following letter symbols:
 - E- Excellent
 - G- Good
 - S- Satisfactory

- N- Needs Improvement
- Teachers must maintain appropriate documentation to support their assessment and evaluation of a student's Learning Skills.
- Learning skills must be reported for each course in each reporting period using the prescribed letter symbols.
- Learning skills should be communicated to students and parents as essential skills in a manner that highlights their importance as necessary for successful life-long learning and employment.
- Criteria used for the assessment of the achievement of Learning Skills must be specific, clear, and consistent.

Course Evaluation and Grading Policy

Course evaluations will be authentically processed at Trinity International School in accordance with Ministry of Education Policy. Evidence of student achievement for evaluation is collected over time from three different sources: *observations*, *conversations*, and *student products*. The use of multiple sources of evidence increases the reliability and validity of the evaluation of student learning. The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course.

The evaluation of student learning is the responsibility of the teacher and must not include the judgment of the student or of the student's peers.

- For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:
 - ***Seventy per cent of the grade*** will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. Evaluations of units may use a variety of strategies: tests, performance tasks, multi-media presentations, portfolios, and personal communication tasks. They provide opportunities for students to demonstrate their achievement of the Overall and Specific Expectations of the course.
 - ***Thirty per cent of the grade*** (30%) will be based on a final evaluation administered at or towards the end of the course. This evaluation will be 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. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

- The final mark of the end of the course on the report card will be determined by a mathematical calculation. In all courses, seventy percent of the final mark will be based on term evaluations and thirty percent of the final mark will be based on the final evaluation(s).

The evaluation of student learning is the responsibility of the teacher and must not include the judgment of the student or of the student's peers.

Policies and Procedures for Communicating Student Achievement

The relevant teacher will first submit the final grade for a course to the School Office at the end of the first week immediately after the last semester/term. Then the Office must submit to the principal for approval, the final grade report(s) of all the courses currently offered in the semester at student's academic unit (including both hard copy and electronic format) which shall contain students' grades for every graded component of the course, the percentage weighting of each component. Then they are kept in the central filing storage and electronic copies are saved in the computer database of student academic records. The grade reports are to be kept at the School's Office for no less than one year. The final grades of all the courses each student have completed will be recorded in the Provincial Report Card and shall be accessible to the student at the end of each semester.

The information on student achievement gathered through assessment and evaluation will be communicated to students and parents at regular intervals and in a variety of informal and formal ways. In addition, parents will be informed of the policies, procedures, and criteria involved in the assessment and evaluation of student achievement, and of policies concerning students' promotion from one course to the next. Informal communication of student achievement includes ongoing feedback to students based on assessment strategies implemented throughout the course, as well as feedback to parents during parent-teacher conferences and at other appropriate times. The Provincial Report Card is the formal instrument used to communicate student achievement to parents, and the Ontario Student Transcript provides the record of a student's standing about the secondary school diploma requirements.

Determining Report card Grades

The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation) into account before deciding about the grade entered on the report card. Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

- A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.
- A student's provincial report card outlines student achievement based on the Ontario Curriculum documents. It provides information to parents and guardians about their child's academic achievement for each subject or course. This information is shared as a percentage mark which aligns with the achievement chart within the Ontario Curriculum documents.

Reporting Student Achievement

Trinity International School is a semestered school and will use the Provincial Report Card, Grades 9–12, for formal written reports to parents two times a semester. The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. The final report reflects achievement of the overall expectations for the course, as well as development of the learning skills and work habits. On the report cards for the final reporting periods, the achievement recorded on the previous report(s) is also shown, in order to provide parents with an overview of the student's achievement in each course.

A final grade is recorded for each course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course will be determined as follows:

- 70% of the grade will be based on assessments and evaluations conducted throughout the course

- 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course

In all their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement.

The Provincial Report Card, Grades 9–12

Student achievement is communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card documents the student's achievement in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course. At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher (reflecting achievement at level 1 or above). The final grade for each course will be based in part on assessments and evaluations conducted throughout the course, and in part on a final evaluation. The relative weights assigned to these two components are specified in the curriculum policy document on program planning and assessment.

Achievement Levels

The Levels of Achievement are organized into broad categories of knowledge and skills and teachers provide students with detailed descriptions of each level of achievement. 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 levels of achievement are associated with percentage grades and are defined as follows:

80-100% - Level 4:	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard
70-79% - Level 3:	A high level of achievement. Achievement is <i>at</i> the provincial standard
60-69% - Level 2:	A moderate level of achievement. Achievement is <i>below, but approaching</i> the provincial standard
50-59% - Level 1:	A passable level of achievement. Achievement is below the provincial standard
Below 50%:	Insufficient achievement of the curriculum expectations. A credit will not be granted for the course.

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.

A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

The Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. 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 will be recorded on the OST. The OST will include:

- 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 OSS.
- 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.

For students who have withdrawn from a credit course after five instructional days following the issue of the first report card, the mark obtained must be recorded on the OST.

OST Manuel can be reviewed at the ministry website:

<https://files.ontario.ca/edu-ontario-student-transcript-manual-2013-en-2022-01-04.pdf>

Substitution of Compulsory Courses

To allow flexibility in designing a student’s program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students’ needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student’s educational interests are best served by such substitution. If a parent or an adult student request a substitution, the principal will determine whether a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his decision in consultation with the parent or adult student and appropriate school staff. Each substitution will be noted on the student’s Ontario Student Transcript.

Trinity International School offers substitution of compulsory Courses as required and as determined by the principal.

Procedure for waiving pre-requisites

Courses in Grades 10, 11 and 12 may have prerequisites as a requirement for enrolment, as identified in ministry curriculum policy documents. The school must provide parents and students with clear and accurate information on prerequisites. If a parent or an adult student request that a prerequisite be waived, the principal will determine whether the prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

This is determined by a consideration of both a student's prior learning and his or her current level of academic achievement and ability, as well as social and behavioral maturity. This determination is made on a student-by-student basis by the principal and discussed with each student and the parents on enrolment.

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits.

There are two groups of students who are eligible for the PLAR: mature students and regular day school students.

MATURE STUDENTS: a mature student is at least eighteen years of age and is returning to earn a diploma after being out of secondary school for at least one year.

Principals will determine the number of credits, including compulsory credits that a mature student needs to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment. Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the

challenge process; (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the course.

REGULAR DAY SCHOOL STUDENTS: a regular day school student is enrolled in a regular day school program, in an Ontario secondary school, including Provincial schools, Demonstration Schools, the Independent Learning Centre, or inspected private schools. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

The Process

- i. Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning, which includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents to earn credits towards the secondary school diploma. The PLAR process involves two components, viz. “challenge” and “equivalency”. All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.
- ii. **The “equivalency” process** is the process of assessing credentials from other jurisdictions. Equivalency credits are granted for placement only by school principal. The principal will determine the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned for a diploma. Principals will use Appendix 2: Equivalent Diploma Requirements as set out in Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2011.
- iii. **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. The principal can develop and implement policies and procedures related to the challenge process that is consistent with provincial policy. The school can make use of forms from the Ministry of Education entitled “PLAR Challenge for Credit: Cumulative Tracking Record” and “PLAR Challenge for Credit: Interim Tracking Record” to record student results, and an application form and assessment recording form from the same source. These forms the school complete and enter in the student’s Ontario Student Record.
- iv. The principal, who is responsible for granting credits, will:

1. ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and that students who are not adults (under the age of 18) are informed that they need parental approval before applying to challenge for credit
2. ensure that prospective applicants and his or her parents are informed about policies and procedures for the challenge for credit, including the recording of results
3. ensure that every prospective applicant is provided with an application form and materials detailing what is expected in the course
4. evaluate each application in consultation with the student's parents and appropriate school staff to determine whether there is reasonable evidence for success
5. develop formal tests and other assessment strategies
6. conduct the testing
7. evaluate and report on the student's performance
8. ensure that students who do not have suitable documentation owing to extraordinary circumstances will receive counseling concerning the gathering of evidence

The school can follow POLICIES for "Challenge" process:

1. The Challenge Process may not be used as a way for students to improve their mark, having earned a credit, or to obtain credit for a course they have previously failed.
2. Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents.
3. Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.
4. Students must demonstrate to the principal that they would be likely to be successful in the challenge process.
5. Students with music certificates that are accepted for credits in OSS are not required to challenge for credit for appropriate music courses.
6. Students must challenge for credit for an entire course whether it is a full credit or a partial credit course.

Trinity International School offers only "Equivalency" and does not offer "Challenge".

Student Transfers

Students Transferring to Trinity International School from another Ontario Secondary School

Students who transfer from one Ontario secondary school to Trinity International School will have their credits transferred with them, along with information on their progress towards meeting graduation requirements. If a student transfers from a French-language to an English-language secondary school, they must successfully complete at least one compulsory Grade 12 English course to meet graduation requirements.

Students Transferring to Trinity International School from a Non-inspected Private School or a School outside Ontario

Where students who do not have Ontario credits are transferring to Trinity International School from a non-inspected private school or a school outside Ontario, the Principal 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 through PLAR, and the number of compulsory and optional credits still to be earned. Students will have to successfully complete the provincial secondary school literacy test. The principal will determine the number of hours of community involvement activities that the student will have to complete. The principal will note the results of the student assessment in the student's Ontario Student Record (OSR).

Students Who Fail or Who Do Not Complete Courses

Where a student has completed a course within the school year or semester but has not been successful in demonstrating achievement of the curriculum expectations to a passing level, the principal and teaching staff, in consultation with the parents and the student, should determine what procedure or type of program would best enable the student to meet the expectations and earn credit for the course. Arrangements should be made so that one or more of the following options is available to the student:

Where possible, the student will be given an opportunity to apply for an Academic Performance Improvement Program (Credit Recovery) to achieve the expectations in the courses prior to the final evaluation.

The student may decide to repeat the entire course.

With respect to compulsory courses, a student who fails a course or who chooses to withdraw from a course during the school year or the semester (after consultation with parents and school staff) should be informed of the consequences for meeting diploma requirements. The program options available to the student to enable the student to meet the requirements should be outlined, and possible alternative courses identified. The OST policies shall govern the procedures related to the recording of course attempts and withdrawals.

Reach Ahead credits

Students in the Elementary grades may, on the approval of the principal and with the consent of the course teacher, take courses at a Grade 9 level, and on successful completion of such "reach ahead" credits, this achievement will be recorded on the student's final report card, and a "Course Completion Certificate" will be issued, and a copy of it retained in the student's OSR.

Trinity International School does not offer "Reach ahead".

Music Certificates

A maximum of two credits may be awarded towards Ontario Secondary school Diploma (OSSD) to students taking music programs outside the school. Students interested in receiving credit for the external courses should set up an appointment with the Guidance to review the criteria and to determine if a student qualifies for the music credit. Further information regarding the details of the certificates that are accepted are available on the Ministry of Education website, www.edu.gov.on.ca, Ontario Schools, Kindergarten-Grade 12, Policy and Program Requirements, 2011, Appendix 4 Music Certificates Accepted for Credits.

6. Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The following policies and procedures have been developed according to the guidelines of the Ontario Ministry of Education about the establishment, maintenance, use, retention, transfer, and disposal of the OSR.

Establishment of the OSR

When a student enrolls in Trinity International School, an OSR will be established for the students to record their educational progress. If the student is under the age of eighteen, student or student's parent/guardian shall be informed of the purpose and content of the OSR at the time of enrolment. The OSR of the student is an ongoing record and will be transferred if the student transfer to another school in Ontario.

The student's record of courses successfully completed, and credits earned toward the Ontario Diploma is maintained in the Ontario Student Record (OSR). Courses are designated using Ministry of Education codes. An up-to-date OST is kept in student's OSR. If they are under the age of eighteen, student or parents or guardians may check the OSR by appointment with the principal. Any part or parts of student's OSR may be micro recorded or recorded and stored electronically in a manner that permits the printing of a clear and legible reproduction. Original documents must be retained in OSR because it is required by the ministry's guidelines to keep an original signature or initial on a document. Any micro recording, electronic file, reproduction, or facsimile of an OSR is subject to the security and access requirements applicable to the original OSR.

If your OSR folder is lost or inadvertently destroyed, a new OSR folder will be created. Previous information will be obtained from the current office index card and, if applicable, from the card(s) at your previous school(s). A notation will be made in the margin on the front of your new OSR folder that gives the date on which the new folder was created and the reason.

Components of the Ontario Student Record

An OSR will consist of the following components:

- an OSR folder in Form 1A or Form 1
- report cards
- Ontario Student Transcript
- a documentation file, where applicable
- an office index card (at retirement)
- additional information identified as being conducive to the improvement of the instruction of the student

Responsibility for the OSR

At Trinity International School, it is the duty of the principal to:

- establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with the Ministry's guidelines and policies.
- ensure that the materials in the OSR are collected and stored in accordance with the policies in the Ministry's guidelines.
- ensure the security of the OSR.
- ensure that all persons specified by the principal to perform clerical functions with respect to the establishment and maintenance of the OSR are aware of the confidentiality provisions in the Education Act and the relevant freedom of information and protection of privacy legislation.

The Ontario Student Record Folder

The principal will establish an OSR folder, Form 1A for students enrolling in Trinity International School for the first time. The Ontario Student Record folder (OSR) includes Ontario Student Transcript (OST), exact copies of Report Cards and Documentation File, if applicable. The OSR contains information on bibliographical data, schools previously attended, parent's information, special health information, photographs, information on school activities and other information if applicable.

Report Cards

Report Cards are completed by the course instructors at the end of each of reporting period. A Report Card is completed for each student who has been enrolled in the school for more than six weeks within the reporting period. The report card provides a record of the learning skills demonstrated by the student in every course. The 6 identified learning skills and work habits are: (1) Responsibility, (2) Organization, (3) Independent Work, (4) Collaboration, (5) Initiative, (6) Self-regulation. The learning skills and work habits are evaluated using a four-point scale: (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Student Report Card will contain information regarding his or her academic achievements and suggestions on how to improve your performance. If the student has reached the age of 18, he or she can receive the Report Card in person or by mail. Otherwise, the Report Card will be forwarded to the parents.

Trinity International School keeps an electronic format of the Provincial Report Card, Grades 9–12, to facilitate completion and use. However, an exact copy of a completed Report Card will be filed in student's OSR folder as a hard copy.

Documentation File

When a documentation file is required, it will be kept in the OSR folder. A documentation file will be established when the following information is required:

- verification of a custody order
- verification of a change of surname
- a written request to be named by repute
- the statement of decision identification and/or placement, where applicable
- an Individual Education Plan (IEP) for a student receiving special education programs and services
- educational, psychological, and health assessments
- letters of request for a correction to, or a deletion from, the record where the request has not been granted
- other reports and/or information identified in accordance with the school policies

When a report is requested from a professional, paraprofessional, or other relevant person, that person should be advised that the report will be filed in the OSR and will be subject to the access provisions governing the OSR. As with other material included in an OSR, these reports should only be included if, in the Principal's opinion, they are conducive to the improvement of the instruction of the student.

The Office Index Card

The Office Index Card is maintained to provide immediate access to essential student information. It remains at the school throughout the student's enrolment and is not filed in the OSR during this time. The card is added to the OSR only when the student graduates or retired. However, it is not transferred with the OSR if the student moves to another school.

Access to the OSR

Both the Municipal Freedom of Information and Protection of Privacy Act and the Freedom of Information and Protection of Privacy Act prohibit institutions from releasing personal information in their custody or under their control to anyone other than the person to whom the information relates, except in certain circumstances. These circumstances are defined in the legislation, and it is up to the principal to decide whether to grant access to personal information in such circumstances. Trinity International School requires the consent of the parent(s) or adult student for the release of information from the OSR.

Access to Student Information

Student information refers to information related to a student's academic record at the school, as well as to biographical and personal information. By applying for admission to Trinity International School, you accept the school staff to collect pertinent personal information. The collected information issued for the purposes of admission, registration and to assist the school in the academic and financial

administration of its affairs. Trinity International School is committed to taking every reasonable step to protect the confidentiality and privacy of your personal information.

Use and Maintenance of the Ontario Student Record (OSR)

The school will open a new Ontario Student Record to a student who is NOT coming from an Ontario Secondary School. The school will collect the required information and documents for the OSR at the time of Registration of the student. The OSR will be kept in the locked cabinets in the Office. Only the authorized staff member at school and the principal and have the keys to the OSR cabinets. For students who are coming from an Ontario School, the School will request a transfer of the student's OSR from the previous school in registered mail. Acknowledgement will be sent to the previous school upon receipt of the transferred OSR. There will be a designated person who is authorized by the School Principal, for the open use, update, review, maintenance, and disposal of the OSR contents and folders. 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. A written request from the student or parent for such a report is required by the school. The contents of the OSR are reviewed by the School Principal on a regular basis according to the policies established by the Ministry and Trinity International School to ensure they continue to support the student's learning and instructional improvement.

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. If the original OSR is being transferred to a public school or to another private school, it must be transferred by Priority Post or an equivalent delivery method that maintains confidentiality and guarantees prompt delivery. If some or all of the information in the OSR has been micro recorded or stored electronically and if the receiving school is capable of receiving this information in micro recorded form or electronically in such a way that the OSR can be effectively reproduced or viewed, the information may be

transmitted to the receiving school either as a micro recording or by electronic transmission in advance of the paper parts of the OSR.

When Trinity International School is transmitting OSR information electronically or by means of facsimile, the principal must plan to ensure the secure and confidential transfer of the information. Before the Principal transfers an original OSR to another inspected private school, a non-inspected private school in Ontario, the Principal must have received a written request for the information from the receiving school, in which the school agrees to accept responsibility for the OSR and to maintain, retain, transfer, and dispose of the OSR in accordance with the Ministry's guideline; and a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult. An original OSR may not be transferred outside Ontario. Only an exact copy of the OSR may be sent to the Principal of an educational institution outside Ontario after the Principal who is responsible for the OSR has received a written request for the information from the principal of the educational institution outside Ontario; and a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

Retirement of a Student

A student retires from Trinity International School when ceases to be enrolled. A student is not considered to have retired if (a) withdraws for a temporary period with the written consent of the principal, or (b) transfers to another school in Ontario.

When a student retires from school that maintained an OSR for the student, the Principal will give the following to the parent of the student if they are not an adult or to the student if they are an adult: an up-to-date copy of the student's OST, if applicable the information and materials stored in the OSR folder that are not required to be retained under the retention schedule

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, Trinity International School retains any personal information placed in an OSR 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 Trinity International School:

- report cards
- the documentation file, where applicable
- additional information that is identified by the principal as appropriate for retention.

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

- the OSR folder
- the OST
- 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.

Correction or Removal of Information in the OSR

When certain information or material in an OSR folder is determined to be no longer conducive to the improvement of the instruction of the student, the principal will have the information or material removed from the OSR folder. Such information will be given to the parent(s) of a student who is not an adult or to the student if the student is an adult, or it will be destroyed. If the parent(s) or adult student is (are) of the opinion that the information contained in the student's OSR is inaccurately recorded or that it is not conducive to the improvement of the instruction of the student, the parent(s) or adult student may request in writing that the principal correct the alleged inaccuracy or remove the information from the record. If the Principal complies with the request, the material will be corrected or will be removed from the file and destroyed or returned to the parent(s) or the adult student, and no record of the request will be retained in the OSR.

If the Principal refuses to comply with the request, the parent(s) or the adult student may request in writing that the Principal refer the request to a person designated by the Minister of Education who will either (a) require that the principal comply with the request, or (b) hold a hearing, which the principal and the person(s) who made the request will attend. After the hearing, the person designated by the Minister will decide on the matter. This decision will be final and binding. If the person designated by the Minister requires that the principal comply with the request, no record of the request will be retained in the OSR. If the person designated by the Minister denies the request, the original request, including the date on which it was made, and the statement of this final decision will be retained in the documentation file. Freedom of information legislation also permits persons to request that recorded personal information be corrected.

Special Protections for Legal Proceedings

- OSRs must **not disclose information** related to:
 - a) Contraventions under the **Young Offenders Act** or **Part V-A of the Provincial**

Offences Act.

- b) Dispositions of such proceedings.
- If such information exists, the principal must **alter or delete it**.

7. Academic Policies

Trinity International School places a strong emphasis on providing individualized and superior quality education for its students to achieve their academic goals. All our credit courses are based on the Ontario Secondary School curriculum. Students will be able to gain high school credits towards Ontario High School Diploma by completing their course's part time or full-time basis.

Admission Information

When you decide to enroll your child in our programs, we persuade you to meet up with the principal to create an individualized education plan for your child. At your meeting with the principal, we try to identify your child's learning style and academic strengths and develop the best strategy for your child to gain educational goals. Students are advised to bring the completed application form and a copy of the most recent transcript.

For Grade 9 students, Trinity International School requires student to attend an academic assessment, which measures skills of student in math, English reading, writing and comprehension.

Admission of Grade 10, 11 and 12 students are done upon submission of previous academic official transcript.

Trinity International School will inform students about prerequisite requirements of courses, and it is student's responsibility to make sure that you meet prerequisite requirements for courses. Trinity International School will only record course changes when you have initiated the process by following the drop and add procedures. Registration needs to complete the registration forms accurately at the required times, having them approved by the principal, and paying the required application fee. By applying for admission to Trinity International School, student accept the right of the principal to collect pertinent personal information. This information is used for the purposes of admission, registration and to assist the Institute in the academic and financial administration of its affairs. You agree that all documentation that you submit to the school in support of your application for admission becomes the property of School.

“Change of Course” Policy

In-Class Change Course/Refund Policy

For add/remove, deadlines, consult the admission officer. Changing any course should be made on a “Course Change Form” and submitted to the office for approval. The students can change a registered course after the Second Class, the school will allow only one change per semester to change any course with full payment transfer to the other course requested. The student must make-up the hours for the missed classes of the new course, an additional payment will be required to make up the classes.

Online Change Course/Refund Policy

For add/remove, deadlines, consult the admission officer. Changing any course should be made on a “Course Change Form” and submitted to the office for approval. The students have 24 hours from the date of sending the “welcome package” by email to the student to change any course with full payment transfer to the other course requested. No change or refund is allowed after the 24 hours.

Drop/Withdrawal Courses Policy

For add/drop, withdrawal deadlines, consult the Academic Calendar or check your admission officer. Drop & Withdrawal should be made on a course drop/withdrawal form and submitted to the office for approval.

If a student Drops/Withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first report card (Midterm Report Card), the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first report card, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

Notes & Withdrawal Refund Policy

1. **Permission and Approval:** Requests to drop or withdraw from a course require parent/guardian permission (if applicable) and the approval of the principal.
2. **School-Initiated Withdrawal:** The school may drop or withdraw a student at any time for poor attendance, after attempts to communicate with the student and parents/guardians have been unsuccessful. In such cases, **no refund** will be issued.

In-Class Course format Withdrawal Refunds

1. If a student **drops a course before the first class**, a **full refund minus the non-refundable administration fee** will be issued.
2. If a student **drops a course before the third class**, **80% of the course fees** will be refunded. **No refunds** will be issued after the third class.

Online Course format Withdrawal Refunds

Online students may withdraw within 24 hours of the course start date, as indicated in the Welcome Package sent by the school prior to the course. Students who withdraw within this period will receive a full refund, minus the non-refundable administration fee. No refunds will be issued after the 24-hour period.

Student Attendance Policy

In-Class Attendance Policy

Regular attendance at school is critical for all students' learning and achievement of course expectations. Students are expected to report to all classes on time.

1. Students are expected to attend all timetable class
2. Attendance at any examination is compulsory
3. Teachers are responsible to give students the detailed timetable (showing all exam days, deadlines for projects and assignments, and...)
4. Students are advised and required to bring documentary evidence for all significant absences.
5. It is the student responsibility to submit documentary evidence for significant absence. It is the responsibility of the student to keep all original documentation and submit it to the school's office.
6. Suitable types of evidence.
 - i. Medical evidence from a doctor
 - ii. A note from a police officer
 - iii. A note from a hospital
 - iv. Parent to provide a letter of Explanation for "Emergency Situation".

Online Attendance Policy

Our Online school runs asynchronous and, therefore, students are free to log-in and work on their course material at their own pace. Courses are designed to take 110 hours to complete and all course assignments, including the Final Exam must be completed within 3 months from the start of the enrolment. Extension may be granted upon request and may be subject to an extra fee.

Regular attendance at school is critical for the student's learning and achievement of course expectations. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will arrange to contact the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance. A meeting, email, call or online conference, with all stakeholders, will be scheduled as soon as possible to ascertain the cause of the absence of the course.

Students are expected to log in at least 3 times each week, not including scheduled holidays, for the entire duration of their course. If a student fails to login to their course at least once in a single week, then an absence will be recorded on their report card.

Consequences for poor attendance

If a student fails to attend their course and does not participate in the planned online or in-class activities then the student, and the parent(s) of the student, who is under 18 years of age, will be contacted by the school principal. A meeting or online conference, with all stakeholders, will be scheduled as soon as possible to ascertain the cause of the absence of the course.

If the student continues to be absent or has irregular/poor attendance record, The school may drop the student from the course(s) with no **REFUND**, and the student may register at a later date.

Plagiarism/ Academic Ethics Policy

Academic dishonesty (plagiarism, cheating, copying other work) is a serious offense and must have significant consequences. Students must understand that the student work that they complete and submit for evaluation must be their own work and that cheating, and plagiarism will not be condoned.

Consequences for Academic Dishonesty/Plagiarism

Consequences of academic dishonesty may include a reduction of marks up to 100% depending on the severity of the offense.

We respect the professionalism of our teachers and expect them to make decisions that will help students understand their mistakes and motivate them to do better in school.

Students' understanding of the concept of academic dishonesty depends on their age and stage of development. Using the work or ideas of another writer as though they were your own is plagiarism. Students must understand the concept of plagiarism and why it is wrong to plagiarize. When working on assignments, students' progress skills should be monitored and directed along the way to ensure the appropriate use of reference materials and citation.

Student Responsibility

It is the student's responsibility to be honest in all aspects of academic work, to be familiar with the Trinity International School Code of Academic Honesty, and to conform to all practices and guidelines for academic honesty provided in the Student Handbook

Homework and Assignments

Homework is to be completed by the student on their own. It should never be completed or copied in whole or in part from another person, student, or source. While it may be permissible to discuss homework assignments with other students, such discussion is a preliminary stage only, which must be always followed carefully by individual effort, research, and answering. Homework must be completed by the student him/herself independently.

Assignments prepared out of class, including essays, term papers, thesis, lab reports, written responses, creative work, homework, and take-home tests or components of tests, must be completed by the student and be the student's own work; they should never be in part or in whole copied from another person, student, or any other source. The student should never present the words, research, or ideas of another person, student, or source without proper acknowledgement. The student is expected to follow the instructions for preparing and submitting the assignment and adhere to the practices for academic honesty outlined in the school.

Essays

Essays must be completed by the student and be the student's own work. It should never be in part or in whole copied from another person, student, or source, and should never be presenting the words, research or ideas of another person or source without proper acknowledgement. The student is expected to carefully follow instructions for preparing and submitting the essay, and to adhere to the practices of academic honesty.

Thesis/Art Design Portfolio

Thesis/Art Design Portfolios must be completed by the student and be the student's own creative work. They should never be in part or in whole copied from another person, student, or source, and should never be presenting the words, research or ideas of another person or source without proper acknowledgement. The student is expected to carefully follow instructions for preparing and submitting the thesis/art design portfolio, and to adhere to the practices of academic honesty outlined in the Student Handbook.

Class Presentations and Seminars

Any work the student has prepared out of class for presentation in class is presumed to be entirely his own, unless he has made proper acknowledgement of help from another person, student, or source.

Late and Missed Assignments

Late, missed and/or incomplete assignments do impact the students' grade depending on the number of missed assignments, significance of the assignment, and whether the same expectations are re-assigned later. Each individual situation will require different decisions and teacher's professional judgment.

- If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late evaluation. In the case of late or missing evaluations, an "incomplete" will be reported until such time as the teacher determines that the final due date has passed, and the expectation cannot be met. At that point, generally at the end of the course, the mark for the missed evaluation becomes a 0.
- It is the responsibility of the student to clarify and explain to the teacher the reasons for late and missed demonstrations of achievement and undertake
- Actions prescribed by the teacher to provide alternative demonstrations of achievement.
- It is the responsibility of the teacher to assist students with poor Learning skills such as poor time management and organizational skills in the prevention of late and missed assignments, including communication with students and parents on appropriate strategies.
- If a student has missed one or more evaluations, the teacher will review the student's progress and consider: whether the student has demonstrated achievement of the learning expectations on the missed evaluations through other evaluations deemed appropriate by the teacher;

the student's most consistent level of achievement on the completed evaluations with particular emphasis on those which are more recent; the student's motive or reason for the missed evaluations.

- If, in the teacher's professional judgment, the student has demonstrated achievement of the missed expectations through other assessments; the teacher will determine that sufficient evidence has been provided to make a valid evaluation of student achievement. The teacher will determine the student's level of achievement based on this evidence.
- If, in the teacher's professional judgment, the student has not demonstrated achievement of the missed expectations through other evaluations and/or the student's motive or reason for the missed evaluations is unsatisfactory, the teacher will determine that insufficient evidence of achievement has been provided to make a valid evaluation of student performance. The teacher will consider the student's most consistent overall level of achievement on completed evaluations and will use professional judgment to adjust the level and corresponding percentage to reflect the lack of demonstrable evidence of achievement.

Grading

Students will be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. Progress will be monitored on an on-going basis using a variety of assessment tools, including written work, formal testing, weekly quizzes, teacher-student communication, discussion boards, and chat rooms.

Online Classroom Expectations

- Classroom Conduct:

As a classroom community, all members are expected to be respectful of each other. This includes respecting classroom materials, other students' possessions, and always using appropriate language.

- Participating in online courses

Participating in online courses is a privilege. You are expected to behave in an appropriate manner while logged into your virtual campus. Any inappropriate use of language, use of the site facilities for purposes other than course related activities, or malicious actions taken against others through these facilities are not permitted. These violations will be dealt with in a severe manner and may result in suspension or expulsion from online learning. Please remember, your actions within the site can and will be monitored. Any communications on the Internet, whether through email, private chat room, or other methods are not private. Be aware that anything you communicate may be viewed by others. If you don't want it known, do not type it into your computer.

- Homework Policy:

Homework is expected to be completed whenever it is assigned. Success in this course is dependent on keeping up with homework and timely completion of assignments.

- Plagiarism Policy:

It is expected that all students will complete their own work, in their own words. It is commonly believed that plagiarism is only copying and pasting information from the internet, but it includes all the following:

- Copying another student's work (homework, lab reports, papers)
- Taking information from the internet or another source without citing it
- Taking credit for anyone else's work
- Partners may have similar work, but they should not be identical

In the case of plagiarism, a zero (0) may be awarded, home and administration will be contacted. So don't do it!! If you are not sure how to properly cite sources, let me know!

Final Exam Policy

- Students must arrange their final exam at least 10 days in advance.
- All coursework must be completed and submitted before taking the final exam. Please note that any outstanding coursework not submitted prior to the exam will receive a grade of **zero**.
- The **final exam will be two hours** in duration. Students will be allowed to have 10 minutes extra time to scan their answers and upload to the school Moodle system or email to their teacher or school administrator.
- If a student **misses the scheduled final exam** without notifying the school or teacher in advance, and without providing a written or verbal request to reschedule, the student will be considered **absent** and a mark of **zero** will be assigned for the exam.
- If a student misses the exam for a valid reason, as judged by the instructor, or has a documented excuse, they may rewrite the Exam on a date arranged with the instructor. Otherwise, a student who misses the exam without prior permission from the principal will receive a mark of zero. Students may appeal the instructor's decision **to** the principal within **10 business** days of the original date.
- For **asynchronous learners**, the final exam will be supervised via a virtual platform. Students must have their **camera on for the entire two-hour exam** and until the exam is submitted through the school system as directed by the supervising teacher.
- Exams may also be written **on-site at the school** or **supervised by an approved proctor** with prior authorization.

Test Policy

- Students will write **no more than two tests per day**, and tests should generally **not exceed 60 minutes**. Students must **arrive on time**. All instructions will be given at the start of the test/quiz period and will not be repeated. Students will be allowed to have 10

minutes extra time to scan their answers and upload to the school Moodle system or email to their teacher or school administrator.

- If a student misses a test/quiz for a valid reason, as judged by the instructor, or has a documented excuse, they may rewrite the test/quiz on a date arranged with the instructor. Otherwise, a student who misses a test without prior permission from the principal will receive a mark of zero. Students may appeal the instructor's decision to the principal within **10 business** days of the original test/quiz date.
- If a student knows in advance, they will be absent, they must notify the teacher and, if possible, write the test before the scheduled class. For absences due to medical reasons, the test will be scheduled for the next class the student attends. In such cases, the student must submit a written request to the principal along with a medical certificate from a licensed physician or surgeon.
- Other forms of assessment maybe prepared for students, include presentations, projects, problem-solving reports, lab reports, team projects, independent learning assignments, and performance tasks. The weight of each assessment type is outlined in the syllabus provided in the first class.
- **Retaking of Failed course**
Students can retake Courses they have failed up to three times. Each time the subject retake fee will be charged as specified in the tuition and refund policies.

8. Student Services

Trinity International School is staffed with qualified and caring faculty and management personnel to provide you with all the necessary services you need to complete your educational program.

Guidance and Career Planning

Education and career exploration are encouraged for each student. Guidance will facilitate interested students to explore the job market and post-secondary programs, job shadowing opportunities, and community service opportunities.

Trinity International School will assist students with:

- preparing educational goals to match your career plans and future aspirations
- course selection, and giving additional support in the event of academic difficulties

Academic Advice supports and programs.

Trinity International School provides guidance and support for students to succeed education in a variety of ways. Students may make appointments with

the guidance to discuss graduation requirements, community service requirements, university selection, career planning, accommodations plan, and counselling.

Trinity International School will assist you with many aspects of your educational life:

- Organizing extracurricular activities
- Liaison with parents and teachers
- Provide any needed assistance to help improve study habits and academic performance

Supports for English Language Learners

Trinity International School is committed to ensuring a consistent approach to the education of English language learners and will support in meeting the needs of English language learners so that these students can develop a proficiency in English that will enhance their education. Trinity International School understands that most students can read and write in their first language when they arrive in Canada but may have limited English skills. English as a Second Language (ESL) programs help students learn English so they can participate fully in the curriculum and school life with their English-speaking classmates.

Trinity International School provides students who needs English Language support to make the school a safe place where values of equity and inclusion are evident and demonstrated. It also ensures that learning environments reflect the diversity of the learners, so that all students can see themselves represented in their classrooms.

University/College Placement

Staff at Trinity International School will gladly assist you in applying to Canadian universities or colleges, provide you counseling regarding career choices and program selection, and can help your complete application forms and prepare your application package.

9. Code of Conduct

General Expectations

A healthy learning environment can only be created with the willing co-operation of teachers, students, parents, and guests. At The Trinity International School, all members of our community honor the worth of each individual member. The basis of our community is truth and respect.

All members of the community are expected to respect the property of others and of the school itself, and to make appropriate reparation in the event of damage or loss.

We assume that all students and all faculty intend to do their best in each area of school life. We hold the highest expectations for academic and artistic work, behavior, relationships, and care for our school.

Academic Expectations

Students and faculty are expected to be present and punctual for all scheduled classes. All students are expected to come to class well-prepared and with the appropriate materials. All assignments are to be handed in on time and to the highest standards. Written assignments shall be word-processed. Students are responsible for any work they have missed.

Conduct

All members of our community must always conduct themselves in a manner respectful to themselves as well as others. Swearing, obscene or anti-social language, racism, and any form of harassment or bullying, whether verbal or physical, are serious violations which cannot be tolerated. Possession of weapons at school, or at any school related activity, is absolutely forbidden. Both students and staff have the right to learn in a supportive and safe environment.

A. Aggressive Behavior

The school has strict policies towards aggressive and violent behavior. Students demonstrating such behavior may face immediate expulsion from the school. Also, shouting, excessive noise, roughhousing, pushing, and shoving is behavior that is not acceptable and as such will result in consequences.

Any form of harassment or bullying (physical, verbal, or emotional), whether in person or through various forms of electronic communication, is absolutely forbidden and will result in severe consequences including suspension and/or expulsion. Of special note are problems today associated with cyber bullying. Students should be aware that any communication they post on a public forum are statements for which they will be held responsible. Consequences may include suspension and/or expulsion.

B. Controlled substances

Students face expulsion from the school for using, possessing, or trafficking drugs, alcohol, or other controlled substances on the school premises, or during school excursions. Students found trafficking in any controlled substance may also face criminal prosecution. The school may contact the authorities whenever required to keep the school environment safe.

C. Weapons

All weapons and firearms, concealed or otherwise, are strictly prohibited on the school premises. All weapons found will be confiscated and may be turned over to police authorities as evidence in a criminal prosecution.

D. Theft and Vandalism

Theft, willful damage of another's property, and vandalism are all criminal offences. Any student stealing or vandalizing is subject to expulsion from the school, and the student (or parent/guardian) may be held liable for damages.

E. Smoking

Smoking of any kind is prohibited everywhere on the premises.

F. Personal Property

Students are discouraged from bringing personal items of value to school. If brought to school, these items are the sole responsibility of the owner, as the school accepts no responsibility for lost or stolen student's property.

G. Improper Language

All students and faculty deserve the utmost respect. Therefore, any improper language such as rude, profane, or racial comments is strictly forbidden and will be subject to the strictest disciplinary actions warranted by the situation.

H. Religion, Tolerance and Language

The school is nondenominational. The school promotes cultural tolerance and encourages the use of both Official Languages (English and French). English is the language of instruction at the school. Experience has shown that students who are not native speakers of English become fluent in English more quickly if they try to use it all the time. As well, to avoid cliques and rivaling groups from forming within the student body, the school uses English only during all instruction periods and during all extracurricular activities, except those which are foreign language oriented. English is also the language to be used in the hallways and common rooms.

Racism

At Trinity International School, we firmly believe that the racial and ethnos cultural diversity of its community is a source of excellence, enrichment, and strength. We affirm the principle of human rights that every member of our community has a right to equitable treatment without harassment or discrimination on the grounds prohibited by the Ontario Human Rights Code, including race and ethnicity. We are committed to fostering fairness and respect, to creating and maintaining a positive working and learning environment and to promoting anti-racism. Anyone in our community who infringes a right protected by the Ontario Human Rights Code shall be subject to complaint procedures, remedies and sanctions in the Institute's policies, codes, and regulations as they exist from time to time, and to such discipline (including rustication or discharge) as may be appropriate in the circumstances.

****Note: Repeated offences of any of the above will result in expulsion.**

SAFE SCHOOL POLICY

Trinity International School promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers, and staff have the right to be safe and to feel safe in our school. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others and oneself.

Guiding Principles

Students, parents or guardians, teachers and other staff members are expected to adhere to the Code of Conduct at the school.

All members of the school community are to be treated with respect and dignity, especially persons in positions of authority. They are expected to use non-violent means to resolve conflict. Physically aggressive behavior is unacceptable.

The possession, use or threatened use of any object to injure another person is strictly forbidden and will result in immediate expulsion.

Trinity International School has also adopted a zero-tolerance policy towards members of the school community who are in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. At Trinity International School, we all have a responsibility to maintain an environment where conflicts and differences can be addressed in a manner characterized by respect and civility.

Compliance with Fire Safety Regulations

You must know and comply with the Fire Safety Plan. The unauthorized use, abuse, or interference with fire protection equipment, firefighting personnel, or warning devices may result in suspension from the school.

If you discover a fire,

- Leave the fire area closing all doors behind you.
- Activate the building fire alarm system using the nearest fire alarm pull station.
- Evacuate the building using the nearest safe exit. If the nearest exit is impassable, try an alternate exit.
- Call the Fire Department, (911) and give the correct school address
- Obey instructions from the Fire Department personnel

If you hear an Intermittent Fire Alarm Signal (first Stage fire Alarm) The signal indicates a fire alarm has been initiated somewhere in the building. Prepare to

leave the floor area or the building. When it is necessary to leave a floor area and follow the procedures specified for the continuous alarm signal.

If you hear a Continuous Fire Alarm Signal (Second Stage Fire Alarm)

- Evacuate using the nearest exit.
- Call the Fire Department (911) giving the correct school address

Appendix

- Notification of Planned Community Activities (OSS3.1)
- Completion of Community Involvement Activities (OSS3.1.3)
- Compulsory Course Substitution Request Form (OSS3.2)
- Exemption from Prerequisite Course (OSS5.3.3)
- PLAR Challenge Application Form (OSS6.6)—(not offered at Trinity International School)
- School Year Calendar

Notification of Planned Community Activities

Trinity International School

| Student Name | _____

Please provide the information requested below about the community involvement activity in which you plan to participate. Please print neatly.

Activity	Estimated Number of Hours	Estimated Date of Completion	Location and Telephone Number	Supervisor's Name	Principal's Signature

Is the proposed activity on the approved activities? <input type="checkbox"/> Yes <input type="checkbox"/> No If the activity is not on the approved list, you must obtain written approval from the Principal before starting the activity.
<p>.....</p> <p style="text-align: center;">Principal's Signature</p>
<p>.....</p> <p style="text-align: center;">Date</p>

<p>.....</p> <p style="text-align: center;">Student's Signature</p>	<p>.....</p> <p style="text-align: center;">Parent or Guardian Signature</p>
---------------------------------------------------------------------	------------------------------------------------------------------------------

Note: When the portion above is filled in, the student is to bring the form to the school office to have parental approval verified before beginning the activity.
Personal Information on this form is collected under the authority of the Education Act and Municipal Freedom of Information and Protection of Privacy Act, and will only be used to document completion of Community Involvement hours. The information on this form is confidential and access will be limited to those employees who have an administrative need, the student, and parent(s)/guardian(s) of a student who is under eighteen years of age.

Completion of Community Involvement Activities

Trinity International School

Student Name _____

Please submit this form to the school when you have completed 40 hours of community involvement activities or when the principal requested.

Activity	Number of Hours	Date of Completion	Location and Telephone Number	Supervisor's Name
Total				

.....
Student's Signature	Date	Parent or Guardian Signature
Date		

For Office Use Only		
<input type="checkbox"/> Completion recorded	Date:	Signature of School Official:
.....		

Course Substitution Request Form

For: Ontario Secondary School Diploma (OSSD)

Student from:

◆ Student Information

- Student Name:
 - Date of Birth: _____
 - Age: _____
 - Current Grade Level in Ontario Equivalent: _____
 - Date: _____
-

◆ Request for Course Substitution

Original Required Course

Substituted Course

Reason for Substitution:

Policy Reference

According to Ontario Ministry of Education policy, **one compulsory course** (from Groups 1, 2, or 3) may be **substituted** with another course that better supports the student's **strengths and educational goals**. This request is made in accordance with that policy.

Authorization

Principal

Exemption from Prerequisite Course

Trinity International School

In cases where individual students or parents request exemption from a prerequisite course, the Principal of the School will rule on the request.

Student Name

Grade	
Code and Course requested to be exempted	
Reasons for the request to exempt the course	
..... Student Signature Parent/ Guardian Signature
Date	Date

Exemption from the prerequisite granted.	Course Code:
.....	
Reasons for granting exemption.....	
.....	
.....	
..... Principal Signature Date

For Office Use Only		
A copy of this form shall be retained in the Ontario Student Record (OSR)		
<input type="checkbox"/> Exempted recorded	Date:	Signature of School Official:
.....		

A copy of this form shall be retained in the Ontario Student Record (OSR)

Recorded

Signature of School Official:

Date:

Trinity International School School Year Calendar 2025-2026



Ministry of Education

School Year Calendar 2025 - 2026

Legend ► **H** - Statutory Holiday

E - Scheduled Examination Day

P - Professional Activity Day

B - Board Designated Holiday

Half Day

TRINITY INTERNATIONAL SCHOOL

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2025	19		1					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
September 2025	21			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30									
October 2025	21	1			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31							
November 2025	18	1	1	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28											
December 2025	15			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31								
January 2026	19	1					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
February 2026	18	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27											
March 2026	16		1	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
April 2026	20				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30								
May 2026	20							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
June 2026	19	1	2	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30									
July 2026	21		1		1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31							
TOTAL	227	5	6	Note: The 2025-2026 calendar provides for 196 possible school days between September 1, 2025 and June 30, 2026. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																														