



STUDENT HANDBOOK 2016-2017 | 5777

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Welcome to Tiferes Bais Yaakov High School

We look forward to an exciting year of learning, inspiration, spiritual growth, and building and strengthening relationships.

To facilitate entering a new environment, we want to clearly outline what is expected of a Tiferes Bais Yaakov student. Many of the regulations are required by Halacha; many are set by the standards of ethics and Derech Eretz which are incumbent upon בנות ישראל. All of them will help to make your experience at Tiferes Bais Yaakov pleasant and productive, and one of growth in Torah learning and living.

Philosophy

Torah education is a life-long process of moral and spiritual development. Torah education at the secondary level guides and inspires the maturing adolescent to absorb Torah in her life. It must provide her with the information, skills, direction and enthusiasm required for continued study, practice and reflection throughout her life.

דרכו לנער על פי דרכו - it is specifically the נער - youth, not the little child nor the adult, about whom Shlomo HaMelech is concerned. The teenager is indeed a unique individual, having her own "דרכו" i.e. issues, concerns, fears and hopes. Torah - its study and practice - has the ability to address all teens in all areas. If we want to ensure that לא יזקין לא יסור ממנה - that even after she has left our nest, the Chinuch will endure, then we must educate her "על פי דרכו" - in a fashion and with a sensitivity that is consistent with who she is. This demands a multi-faceted curriculum taught by sensitive educators who can communicate with each student and serve as role models for her future growth.

לא הביישן ללמד - one who is shy cannot learn, for the student would be too shy to ask questions. The process of Torah learning historically has been one of question and answer. Consequently אין הקפדן מלמד - one who is short tempered cannot teach, for the teacher would inhibit the student from being inquisitive. By creating an intellectually challenging academic program within an atmosphere of caring, concern and trust, each "נערה" - young lady, will be able to reach her potential and absorb Torah and Yiras Shamayim in a fashion such that לא יסור ממנה - it will have a lasting effect.

Objectives:

- To promote personal growth and excellence for each student as an individual.
- To ensure that each student acquires knowledge and skills to the highest level of her ability.
- To promote a love for and a commitment to dedicated observance, personal growth and lifelong Torah study.
- To promote a love for and a commitment to ארץ ישראל, כלל ישראל and a sense of kinship and unity with Jews throughout the world.
- To prepare students for responsible participation in the Jewish community.
- To develop the student's greatest potential for self-fulfillment through interpersonal outreach and community Chesed.
- To ensure that each student has a positive and healthy self-image as a confident בת ישראל who is proud of her Yiddishkeit.

Curriculum Goals

- The Torah curriculum has three primary goals:
 1. The acquisition of a broad knowledge base in Tanach, Hashkafa, Halacha, and Jewish History
 2. The development of skills in לשון הקודש (Ivrit) and text analysis for Life-long learning;
 3. The inculcation of Yiras Shamayim, Ahavas Torah and Middos Tovos.
- The goal of the General Studies program is to provide our students with challenging intellectual experiences on the highest academic level. The curriculum is consistent with the guidelines set down by the Ontario Ministry of Education.

Tiferes Bais Yaakov is an Orthodox Jewish Secondary School for girls. True Jewish education is a life-long process of moral and spiritual development. Proper Jewish education should guide and inspire the maturing adolescent to absorb Jewish values, traditions and heritage into her life. It must provide her with the information, skills, direction, and enthusiasm required for continued study, practice, and reflection throughout her entire life. Tiferes Bais Yaakov is committed to creating an intellectually challenging, academic program within an atmosphere of caring, concern and trust. This will allow each young lady to maximize her potential, and prepare her to become a contributing member of society.

Tiferes Bais Yaakov has developed a multi-faceted curriculum taught by sensitive educators who can communicate to each student and serve as role models for her future growth. Hand in hand with the Judaic studies is a challenging and rigorous program of courses designed to ensure that each girl will grow to be a responsible citizen of Canada, with the requisite skills and knowledge to pursue any field of higher education after completing high school. As such, our course of study follows the guidelines set forth by the Ministry of Education in Ontario, and is designed to culminate in the attainment of the Ontario Secondary School Diploma (OSSD).

Tiferes Bais Yaakov is an accredited, inspected, private school of the Ontario Ministry of Education and affiliated and funded by UJA Federation of Greater Toronto.

THE SECONDARY SCHOOL PROGRAM IN ONTARIO (OSSD)

The Ontario secondary school program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the twenty-first century. The program will prepare students for further education and work, and will help them to become independent, productive, and responsible members of society.

To prepare students effectively for the challenges that await them, Ontario's schools offer an education program that promotes a high standard of achievement, which provides all students with the learning opportunities and support they need, and that is relevant to society's needs and expectations. Those responsible for education must also be accountable to parents, and to the Ontario community as a whole, for the ways in which they carry out their mandate.

The secondary school program is designed so that students can meet the diploma requirements in four years following Grade 8. Courses are offered in new ways intended to ensure the education is relevant both to students' needs and interests, and to the requirements of postsecondary institutions and employers. In Grades 9 and 10, courses strongly promote the acquisition of essential knowledge and skills by all students, but at the same time allow students to begin to focus on their areas of strength and interest, and to explore various areas of study. In Grades 11 and 12, the program is designed to allow all students to choose courses that are clearly and directly linked to their intended postsecondary destinations.

The graduation requirements emphasize a challenging, high-quality curriculum and the achievement by students of measurable results. In keeping with the emphasis on high standards, students are required to successfully complete the provincial secondary school literacy test in order to graduate. To ensure that students develop awareness of civic responsibility, they must also fulfill a community involvement requirement of 40 hours to qualify for the secondary school diploma.

The secondary school program includes a guidance and career education program designed to encourage and help students to learn about career opportunities and to make informed decisions about the options they will encounter in the course of secondary school and those they will face as they prepare to leave school. A central feature of our school is the development of an enhanced Mechanchos program where all girls spend informal time outside of school creating a connection with the various Mechanchos in the school. Both features are designed to help students set appropriate goals and select courses that will help them achieve these goals.

All students must remain in school until the age of 18 OR until they obtain their OSSD.

■ Some Terms You Should Know

SCHOOL COURSE CALENDAR

Every high school in Ontario distributes an annual course calendar, which describes the courses offered by the school in the coming year. The calendar also provides information on school policies sets out expectations about students' responsibilities, achievement, and attendance; and outlines the school's code of student behaviour.

SEMESTERED AND NON-SEMESTERED SCHOOLS

Semestered schools are schools that offer courses on a half-year basis. Students normally earn four credits in the first semester, from September to January, and another four credits in the second semester, from February to June. Non-semestered schools, such as Tiferes Bais Yaakov, are schools that offer courses on a full-year basis. Students normally earn eight credits during the school year, from September to June.

PREREQUISITE COURSES

These are courses that students are required to take before they can enroll in certain courses in Grades 11 and 12. Prerequisite courses are identified in school course calendars. When choosing courses in Grades 10 and 11, students should be careful to select the prerequisites that will allow them to pursue the courses they want to take in the higher grades.

CREDIT SYSTEM

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 Ministry of Education for courses that have been developed or approved by the ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction.

Students may change a course type with an administrator, teacher and parent approval.

Students in Grade 12 may withdraw from a course if they are enrolled in more than 6 U or M level courses.

COURSE OUTLINES

Course outlines represent in summary form the material from the set of units making up the teacher's course of study, as well as overall considerations relating to a course such as course evaluations.

The principal of the school retains on file up to date copies of the outlines of all courses of study for the courses offered in the school. Parents and students are welcome to view them by appointment in the school.

Ontario Ministry of Education Secondary Curriculum Documents can be found online at:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

TIFERES EDUCATIONAL PLAN (TEP)

Recognizing the needs of exceptional students and designing programs that respond effectively to these needs are important and challenging aspects of program planning for individual students. A TEP must be developed and maintained for exceptional students.

A TEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate special education programs. It also identifies the methods by which the student's progress will be reviewed. Special education programs provided for the student are modified by the results of continuous assessment and evaluation.

Planning should also be done with input from those who can provide information about the student's strengths and needs, about the modifications in curriculum expectations that have worked well for the student in the past. In addition, planning should involve those who will play a role in providing support for the student in the future. This group may include the principal, teachers, social worker, and psychologist/psychiatrist. Parents can provide a unique perspective on their child's personality, development, learning styles, and medical information. They can also reinforce and extend the efforts of the teacher by providing opportunities for practicing and maintaining skills in the home. Therefore, open communication and cooperation between the home and the school are key factors in ensuring exceptional students' progress and success in learning.

COURSE CODES

Each course has a five-character identification code in which the first three characters refer to the subject, the fourth character refers to the grade or level, and the fifth character refers to the type of course. Course codes will be given in the school course calendar for all courses offered by the school.

CODE CHARACTERS	EXPLANATION	EXAMPLE – ENG 1 D I
1st 2nd 3rd	Subject discipline of the course in letters	"ENG" English
4th	Grade level as a number* (<i>see below</i>) "1" grade 9 "3" grade 11 "2" grade 10 "4" grade 12	"1" grade 9 or first year
5th	Type of course as a letter "D" Academic "P" Applied "O" Open	"D" Academic course
6th	Board designated character that indicates credit value or may be used to differentiate between courses with similar codes	"1" 1 credit

FULL DISCLOSURE

The Ministry of Education has legislated that students taking grade 11 and 12 courses are subject to a Full Disclosure Policy. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, dropped, failed, taken at day school, night school or summer school will appear on a student's transcript along with the marks earned in the programme. If a student drops a course 5 days after the Provincial Report Card is sent home, the withdrawal of the course will be indicated on the transcript.

■ Diploma Requirements

In order to earn an Ontario Secondary School Diploma (OSSD), a student entering Grade 9 in the 1999-2000 school year or in subsequent years must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. Students must also complete 40 hours of community involvement activities, and must pass the provincial secondary school literacy test.

The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen postsecondary endeavours.

Please note that Tiferes Bais Yaakov's policy is that any student, who fails any course, (Limudei Kodesh or General Studies) cannot continue on to the next grade, unless she makes up that course over the summer. Tiferes Bais Yaakov will not issue a diploma to any student who has not completed her required course load, including all Limudei Kodesh and the OSSD study requirements.

COMPULSORY CREDITS (TOTAL OF 18):

4 credits	English (<i>1 credit per grade</i>)
1 credit	French (<i>as a second language</i>)
3 credits	Mathematics (<i>at least 1 credit in Grade 11 or 12</i>)
2 credits	Science
1 credit	Canadian History
1 credit	Canadian Geography
1 credit	Arts
1 credit	Health and Physical Education
0.5 credit	Civics
0.5 credit	Career Studies

PLUS:

1 additional credit in English, or a Classical, or an International Language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or *Co-operative Education (2 credit maximum)

1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or *Co-operative Education (2 credit maximum), or French as a Second Language.

1 additional credit in Science (Grade 11 or 12), or Technological Education (Grades 9-12), or *Co-operative Education (2 credit maximum), or Computer Studies, or FSL.

*Tiferes Bais Yaakov does not offer Co-operative Education credits.

OPTIONAL CREDITS (TOTAL OF 12):

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar.

■ Certificate Requirements

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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	English
1 credit	Canadian Geography or Canadian History
1 credit	Mathematics
1 credit	Science
1 credit	Health and Physical Education
1 credit	Arts or Technological Education

OPTIONAL CREDITS (TOTAL OF 7):

7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain adaptive programs, or other kinds of additional training, or who plan to find employment after leaving school.

TIFERES BAIS YAAKOV DOES NOT OFFER COOPERATIVE EDUCATION.

■ GED Requirements

GED testing is for adults who left high school without a diploma. The GED is recognized throughout Canada and the United States. People who take and pass the GED tests earn an Ontario High School Equivalency Certificate.

The GED tests are for someone who wants to receive a high school equivalency certificate, qualify for employment, apply for admission to an educational or training institution or enter an apprenticeship program.

To take the GED tests in Ontario you must be at least 18 years old, have not graduated from high school, have been out of the school system for at least one full year and be a resident of Ontario.

The GED Tests are a set of five tests in the following core high school curriculum areas: Writing, Reading, Mathematics, Social Studies and Science.

■ Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community. The procedures for completing the requirements are outlined in the Community Involvement Manual and log sheet, which are distributed to parents and students.

■ Provincial Secondary School Literacy Requirement

EQAO Ontario Secondary School Literacy Test (OSSLT)

The Ontario Ministry of Education has mandated that the Ontario Secondary School Literacy Test (OSSLT) be given to grade 10 students province-wide to determine if they can successfully demonstrate the reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of grade 9.

The OSSLT is administered annually in the spring and is 2.5 hours in length. The OSSLT is designed, and its implementation is supervised, by the EQAO.

Students with special needs may be permitted accommodations provided they have a Tiferes Education Plan (TEP). Students enrolled in ESL/ELD programs may be permitted special provisions or they may be deferred so that they write the OSSLT once they have a reasonable chance of success. Policies and guidelines regarding accommodations, deferrals, and exemptions are established and provided by EQAO.

Ontario Secondary School Literacy Course (OSSLC)

Students who have written the Ontario Secondary School Literacy Test at least once and have not been successful may take the Ontario Secondary School Literacy Course (OSSLC). Upon successful completion of the course, a student is deemed to have met the literacy requirements necessary to achieve an OSSD.

SUBSTITUTIONS FOR COMPULSORY COURSES

The principal may, under certain circumstances, make substitutions for some compulsory courses for individual students who stand to improve their chances of success as a result of such substitutions. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

To ensure that all students qualify for the Secondary School Diploma, the principal can make up to three course substitutions for compulsory credit courses from the remaining compulsory courses offered by the school. The principal will determine if the substitution should be made in consultation with the parent or adult student. Each substitution will be noted on the student's Ontario Student Transcript.

WAIVING PREREQUISITE COURSES

Courses may have prerequisites as a requirement for enrolment. If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived after consultation with the parent or adult student. At Tiferes Bais Yaakov, we generally do not waive prerequisites for grade 10 and 11 courses.

REQUIREMENTS FOR THE OSSD

In order to earn the OSSD, a student must:

- Earn 18 Compulsory Credits
- Earn 12 Optional Credits
- Complete 40 Hours of Community Involvement Activities
- Successfully complete the Provincial Secondary School Literacy Test

THE ORGANIZATION OF SECONDARY SCHOOL COURSES

STRUCTURE IN GRADES 9 AND 10

Academic, Applied and Essential Courses

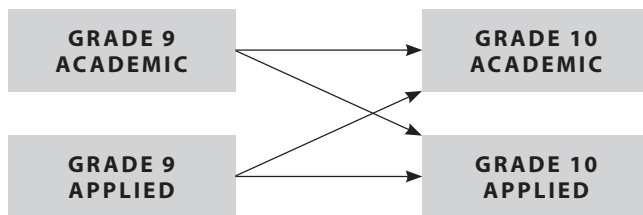
Students in Grade 9 are offered courses from three streams: academic, applied and essential. Students in Grade 10 are offered courses from two streams: academic and applied

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

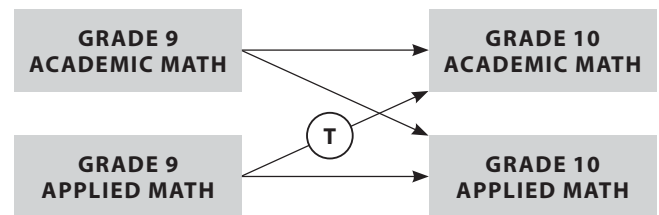
Applied courses focus on the essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

Essential courses focus on essential skills. In Grade 9, because of the emphasis on the essential concepts in both academic and applied courses, students will be prepared for either the academic or applied courses in the same subject in Grade 10 if they are successful in the Grade 9 course. However, Grade 10 Academic and Applied courses will prepare students for Grade 11 courses in accordance with prerequisites as defined in each curriculum policy document. Courses in Grade 11 and 12 may have specific prerequisites outlined in curriculum and assessment policy documents.

ALL COURSES



GRADES 9 & 10 MATH



Ⓣ TRANSFER COURSE

Open Courses in Grades 9 and 10

Open courses in Grades 9 and 10 are courses for all subjects other than those offered as academic and applied. An Open course in a subject has one set of expectations for that subject at the Grades 9 and 10 levels and is appropriate for all students. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and help prepare them for their role in society.

STRUCTURE IN GRADES 11 AND 12

In Grades 11 and 12, students will choose courses from four destination-related streams and from an Open stream. The destination streams are: University, University/College, College, and Work. Courses are designed to meet the entrance requirements of the relevant destination. The selection of courses by students in Grades 11 and 12 are based primarily on students' interests, achievement, career goals, and destinations.

University Preparation Courses

These courses are designed to include the knowledge and skills appropriate to meet the entrance requirements for university programs.

University/College Preparation Courses

These courses are designed to include the knowledge and skills appropriate to meet the entrance requirements to both university and college programs.

College Preparation Courses

These courses are designed to include the knowledge and skills appropriate to meet the entrance requirements for college programs.

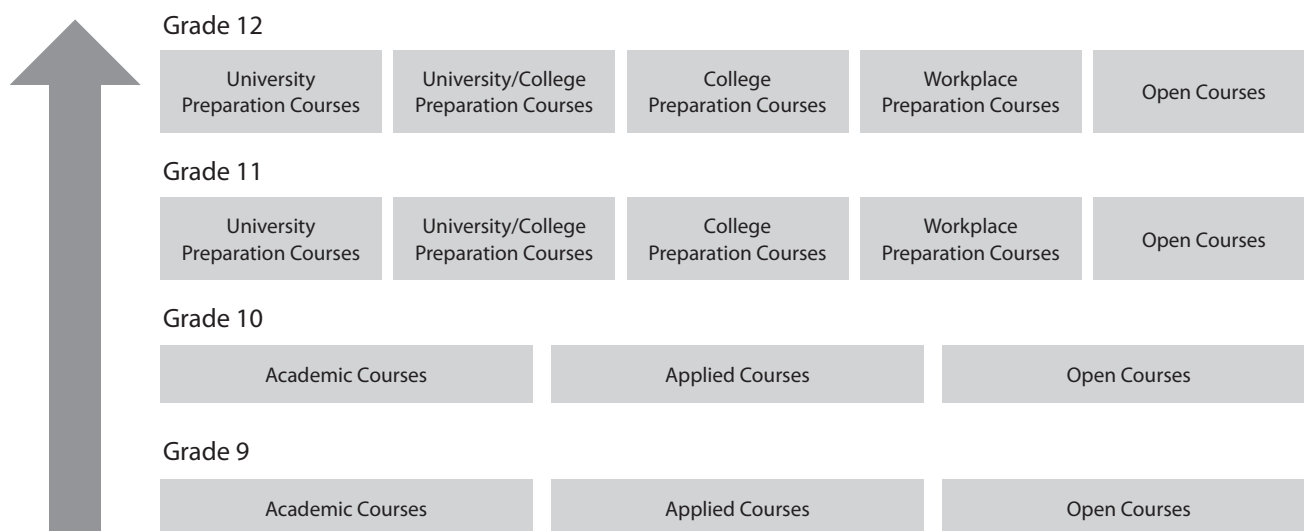
Workplace Preparation Courses

These courses are designed to include the knowledge and skills appropriate to meet employers' expectations for preparation for direct entry to the workplace, and to training and apprenticeship programs.

Open Courses

Open courses in Grades 11 and 12 allow students to broaden their knowledge and skills in relation to a particular subject which may or may not be directly related to their postsecondary goals, but which reflects their interests. These courses are appropriate and valuable for all students and are not destination-based.

THE ORGANIZATION OF COURSES



TRANSFER COURSES

Students wishing to change from one destination stream to another are able to take a transfer course. This requires the consideration of not only the course content for specific destination-related courses, but at the same time, the identification of the specific learning expectations needed to “bridge the gap” between the courses in the two streams. Transfer courses are credit based and qualify as optional credits toward the diploma requirements. Transfer courses are currently not available at Tiferes Bais Yaakov, but any student wishing to take a transfer course will be guided by the Principal to locations in the Public School System where these courses are offered.

The Ministry of Education mandates that a transfer course must be taken if a student wishes to transfer from Grade 9 Applied Math to Grade 10 Academic Math.

COURSE PREREQUISITES

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

SELECTING AND CHANGING COURSES

Students in Grades 10 and 11 select some of their courses for Grades 11 and 12 on the basis of their personal interests, achievement, career goals and destinations. The teacher-advisor and principal are available to consult regarding prerequisites and appropriateness of courses selected by the student.

Students, who have serious reasons for requesting course changes the first week of school, must communicate them in writing to the principal. The “Request to Change Option Form” is completed and signed by both the student and her parents. If granted, the form is signed by the principal and filed in the student’s records.

In special circumstances, the Principal may waive a prerequisite requirement. The “Request to Waive a Prerequisite Form” will be completed and signed by both the student and her parents. If granted, the form is signed by the Principal and filed in the student’s record.

APPROVED LOCALLY DEVELOPED COURSES

Locally developed courses address educational needs not met by provincial curriculum policy documents. The Ministry of Education recognizes courses developed for religious education in inspected private schools provided they meet Ministry standards. Students may earn up to 4 credits in religious education. The courses set high expectations for students, and the course content. Teaching strategies and assessment and evaluation procedures must be consistent with current Ministry Guidelines.

MUSIC CERTIFICATES ACCEPTED FOR CREDITS

The following are the requirements for acceptance of music certificates for credits towards the OSSD.

If a student has the highest level in theory and practical exams, she can get the 3U and 4U credits in Music.

1. A student who has successfully completed the requirements for one of the following may count a maximum of one non-Grade 12 University/College preparation credit (Music-External, Conservatory, AMX3M) towards the OSSD in addition to other non-Grade 12 University/College preparation music credits earned in the school:

- Grade VII Practical and Grade I Rudiments of the Royal Conservatory of Music, Toronto
- Grade VII Practical and Grade III Theory of Conservatory Canada, London
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade VII Practical and Grade V Theory of Trinity College London, England
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England

2. A student who has successfully completed the requirements for one of the following may count a maximum of one Grade 12 University/College preparation credit (Music-External, Conservatory, AMX4M) towards the OSSD in addition to a maximum of one other Grade 12 University/College preparation credit in music earned in the school.

- Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade VI Theory of Conservatory Canada, London
- Collegial II Practical and Collegial II Theory of and conservatory of music in the province of Quebec
- Grade VIII Practical and Grade VI Theory of Trinity College London, England
- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

Notes:

The term ‘practical’ refers to any musical instrument on which performance is examined. It includes voice (singing), but not speech arts.

The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory.

A music credit obtained through a certificate granted by a conservatory of music may not be used to meet any compulsory credit requirement in the arts.

A maximum of two credits may be awarded to students taking music programs outside the school. A student awarded two music credits in this manner may not earn additional music credits in Grades 10 to 12 through the Prior Learning Assessment and Recognition (PLAR) challenge or equivalency process.

AVAILABLE COURSES AND THEIR PREREQUISITES

This information is also available on the school website at www.tiferesbaisyaakov.com

GRADE 9

■ ARTS

AVI10 VISUAL ARTS - OPEN

0.5 CREDITS

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.

■ CANADIAN AND WORLD STUDIES

CGC1D GEOGRAPHY OF CANADA – ACADEMIC

1 CREDIT

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.

CGC1P GEOGRAPHY OF CANADA – APPLIED

1 CREDIT

This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

■ ENGLISH

ENG1D ENGLISH – ACADEMIC

1 CREDIT

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

ENG1P ENGLISH – APPLIED

1 CREDIT

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life.

Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses Grades 11 and 12.

■ FRENCH

FSF1D CORE FRENCH - ACADEMIC

1 CREDIT

This course emphasizes the further development of oral communication, reading, and writing skills. Students will build on and apply their knowledge of French while exploring a variety of themes, such as relationships, social trends, and careers. Thematic readings, which include a selection of short stories, articles, and poems, will serve as stepping stones to oral and written activities.

■ GUIDANCE & CAREER EDUCATION

GLS1O LEARNING STRATEGIES I – OPEN

1 CREDIT

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.

■ HEALTH & PHYSICAL EDUCATION

PPL1O HEALTHY ACTIVE LIVING EDUCATION - OPEN

0.5 CREDITS

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to health and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

■ INTERNATIONAL LANGUAGES

LYIAD HEBREW LANGUAGE – LEVEL 1 - ACADEMIC 1 CREDIT

This course introduces students to language elements they will need to begin to communicate with native speakers. Students will participate in practical activities in which they can apply their knowledge and skills, and will begin to explore careers that require knowledge of the language of study. They will explore aspects of the culture of countries where the language under study is spoken, including social customs, music, and food, by participating in cultural events and activities involving both print and technological resources.

■ MATHEMATICS

MPM1D PRINCIPLES OF MATHEMATICS - ACADEMIC 1 CREDIT

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MF1P FOUNDATION OF MATHEMATICS - APPLIED 1 CREDIT

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MAT1L ESSENTIAL MATHEMATICS - LOCALLY DEVELOPED 1 CREDIT

This course provides students who have experienced significant difficulties in previous Mathematics courses an opportunity to obtain sufficient background skill development to prepare them for Grade 11 and 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

■ RELIGIOUS STUDIES

HRE13 RELIGIOUS STUDIES - LOCALLY DEVELOPED 1 CREDIT

This course provides an appreciation of Jewish thought and practice. The students must possess the ability to access texts in their original Hebrew language. They need to develop the necessary skills for understanding of these materials in terms of the present views of Jewish teachings as well as their literary niceties. The objective is to engender a deeper understanding of Judaism, and through it, an attachment of the student to their heritage. Religious study is basic to implementing the school's mission statement, which is dedicated to "the transmission of Jewish religious and cultural tradition and an appreciation of them." This course includes the study of issues in Judaism and Jewish philosophy, Biblical studies, and Jewish laws of Prayer and Blessings.

■ SCIENCE

SNC1D SCIENCE -ACADEMIC 1 CREDIT

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

SNC1P SCIENCE -APPLIED 1 CREDIT

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

AVAILABLE COURSES AND THEIR PREREQUISITES

GRADE 10

■ ARTS

AVI20 VISUAL ARTS - OPEN 0.5 CREDITS

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.

■ BUSINESS STUDIES

BTT20 INTRODUCTION TO INFORMATION TECHNOLOGY IN BUSINESS - OPEN 1 CREDIT

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

■ CANADIAN AND WORLD STUDIES

CHV20 CIVICS - OPEN 0.5 CREDITS

This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the response of individuals and governments to social, economic, and political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges that have faced and continue to face people in various parts of the world.

■ CANADIAN AND WORLD STUDIES

CHC2D CANADIAN HISTORY SINCE WORLD WAR I ACADEMIC 1 CREDIT

This course explores social, economic, and political developments and events and their impact on the lives of different groups 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 Canadian identity, citizenship, and heritage. 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.

■ ENGLISH

ENG2D ENGLISH - ACADEMIC 1 CREDIT

Prerequisite: English, Grade 9, Academic or Applied

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively.

ENG2P ENGLISH - APPLIED 1 CREDIT

Prerequisite: English, Grade 9, Academic or Applied

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively.

■ GUIDANCE AND CAREER EDUCATION

GLC20 CAREER STUDIES - OPEN 0.5 CREDITS

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.

■ HEALTH AND PHYSICAL EDUCATION

PPL20 HEALTHY ACTIVE LIVING EDUCATION - OPEN 0.5 CREDITS

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to health, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

■ INTERNATIONAL LANGUAGES

LY1BD HEBREW LANGUAGE – LEVEL 2 - ACADEMIC 1 CREDIT

Prerequisite: LY1AD, Hebrew Language, Grade 9, Level I, Academic

This course provides students with opportunities to further develop their oral communication skills in the language of study, increase their confidence in using the language in practical situations, and continue to investigate related career opportunities. Students will be involved in activities that promote the use of the language in real-life situations. They will also continue their exploration of the culture of countries where the language under study is spoken.

Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

■ MATHEMATICS

MFM2P FOUNDATIONS OF MATHEMATICS - APPLIED 1 CREDIT

Prerequisite: Mathematics, Grade 9, Academic or 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.

MPM2D PRINCIPLES OF MATHEMATICS - ACADEMIC 1 CREDIT

*Prerequisite: Mathematics, Grade 9, 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.

■ RELIGIOUS STUDIES

HRE23 RELIGIOUS STUDIES - LOCALLY DEVELOPED 1 CREDIT

This course provides an extensive appreciation of Jewish theology and religious laws. The students have gained access to texts in their original Hebrew language and have developed rudimentary literary skills. The objective in Grade 10 is to further their understanding of Judaism through extensive study of their heritage. Religious study is basic to implementing the school's mission statement, which is dedicated to "the transmission of Jewish religious and cultural tradition and an appreciation of them." In this grade students are given more sophisticated tools of grammar, medieval philosophic works and intensive training in Jewish biblical analysis. This course includes the study of issues in Judaism and Jewish Philosophy, advanced biblical studies, and Jewish laws of food and Kashrus.

■ SCIENCE

SNC2D ACADEMIC 1 CREDIT

Prerequisite: Science, Grade 9, Academic or Applied

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.

SNC2P ACADEMIC 1 CREDIT

Prerequisite: Science, Grade 9, Academic or Applied

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

*The prerequisite for Academic Math (MPM2D) if the student has attained the Grade 9 Applied Math credit (MFM1P) is the Math Transfer Course (MPM1H).

AVAILABLE COURSES AND THEIR PREREQUISITES

GRADE 11

■ ARTS

AVI3M VISUAL ARTS UNIVERSITY/COLLEGE PREPARATION 1 CREDIT

Prerequisite: Visual Arts, Grade 9 or 10

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, and information design).

■ ENGLISH

ENG3U ENGLISH UNIVERSITY PREPARATION 1 CREDIT

Prerequisite: English, Grade 10, Academic

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.

EPS30 PRESENTATION SKILLS 1 CREDIT

Prerequisite: English, Grade 10, Academic or Applied

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.

■ HEALTH AND PHYSICAL EDUCATION

PPL3O HEALTHY ACTIVE LIVING EDUCATION - OPEN 0.5 CREDIT

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practise goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, mental health, and personal safety.

■ BUSINESS STUDIES

BTA30 INFORMATION & COMMUNICATION TECHNOLOGY: THE DIGITAL ENVIRONMENT 1 CREDIT

Prerequisite: None

This course prepares students for the digital environment. Using a hands-on approach, students will further develop information and communication technology skills through the use of common business software applications. The concept and operation of e-business will be explored, and students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.

■ MATHEMATICS

MBF3C FOUNDATIONS FOR COLLEGE MATHEMATICS COLLEGE PREPARATION 1 CREDIT

Prerequisite: Foundations of Mathematics, Grade 10, Applied

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, analysing, 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.

MCR3U FUNCTIONS UNIVERSITY PREPARATION ACADEMIC 1 CREDIT

Prerequisite: Principles of Mathematics, Grade 10

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.

MCF3M FUNCTIONS AND APPLICATIONS 1 CREDIT
UNIVERSITY PREPARATION - ACADEMIC

Prerequisite: Principles of Mathematics, Grade 10

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.

INTERNATIONAL LANGUAGES

LYICU HEBREW LANGUAGE – LEVEL 3 1 CREDIT
UNIVERSITY PREPARATION

Prerequisite: LYIBD, Grade 10, Level II, Academic

This course offers students opportunities to further develop their knowledge of the international language and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write with clarity and accuracy. Students will also enhance their thinking skills through the critical study of literature, and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources.

RELIGIOUS STUDIES

HRE33 RELIGIOUS STUDIES 1 CREDIT
LOCALLY DEVELOPED

This course provides a deeper understanding of Judaism, and through it, an attachment of the student to their heritage through a thorough study of biblical analysis, legal codes and rituals, historical inquiry, philosophical appreciation and ethical studies. This course will teach students to appreciate and partake in the history, culture, rituals and traditions of Jewish life. Religious study is basic to implementing the school's mission statement, which is dedicated to "the transmission of Jewish religious and cultural tradition and an appreciation of them." This course includes the study of Judaism and Jewish philosophy, advanced Biblical studies, Jewish laws of food and Kashrus, and the introduction to Jewish History.

SCIENCE

SBI3U BIOLOGY 1 CREDIT
UNIVERSITY PREPARATION

Prerequisite: Science, Grade 10, Academic

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.

SBI3C BIOLOGY 1 CREDIT
A COLLEGE PREPARATION

Prerequisite: Science, Grade 10, Academic or Applied

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.

SCH3U CHEMISTRY 1 CREDIT
UNIVERSITY PREPARATION

Prerequisite: Science, Grade 10, Academic

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 reactions on society and the environment.

SPH3U PHYSICS 1 CREDIT
UNIVERSITY PREPARATION

Prerequisite: Science, Grade 10, Academic

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.

SOCIAL SCIENCES & HUMANITIES

HHG4M ISSUES IN HUMAN GROWTH & DEV. 1 CREDIT
UNIVERSITY/ COLLEGE PREPARATION

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

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

AVAILABLE COURSES AND THEIR PREREQUISITES

GRADE 12

■ ARTS

AVI4M VISUAL ARTS 1 CREDIT **UNIVERSITY/COLLEGE PREPARATION**

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.

■ CANADIAN & WORLD STUDIES

CLN4U CANADIAN AND INTERNATIONAL LAW 1 CREDIT **UNIVERSITY PREPARATION**

Prerequisite: Any University or University/College Preparation course in Canadian and World Studies, English, or Social Science and Humanities

This course focuses on the major events and issues in world history from 1900 to the present. Students will investigate the causes and effects of global and regional conflicts and the responses of individuals and governments to social, economic, and political changes. Students will use critical-thinking and communication skills to formulate and test points of view, draw conclusions, and present their findings about the challenges that have faced and continue to face people in various parts of the world.

■ ENGLISH

ENG4U ENGLISH 1 CREDIT **UNIVERSITY PREPARATION**

Prerequisite: English, Grade 11, 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 analyze 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 particular 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.

EWC4U THE WRITER'S CRAFT 1 CREDIT **UNIVERSITY PREPARATION**

Prerequisite: English, Grade 11, University Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze 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.

■ HEALTH & PHYSICAL EDUCATION

PPL4O HEALTHY ACTIVE LIVING EDUCATION 0.5 CREDIT **OPEN**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

■ INTERNATIONAL LANGUAGES

LYIDU HEBREW LANGUAGE LEVEL 4 1 CREDIT **UNIVERSITY PREPARATION**

Prerequisite: LYICU, Hebrew Language, Level III, Grade 11, University Preparation

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

■ MATHEMATICS

MHF4U ADVANCED FUNCTIONS 1 CREDIT **UNIVERSITY PREPARATION**

Prerequisite: Functions and Relations, Grade 11 University Preparation, or Functions Grade 11, University/college Preparation

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.

MDM4U DATA MANAGEMENT **1 CREDIT**
Preparation, or Functions and Applications, Grade 11, University/College Preparation

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

MCV4U CALCULUS & VECTORS **1 CREDIT**
UNIVERSITY PREPARATION

Prerequisite: Functions and Relations, Grade 11 University Preparation, or Functions Grade 11, University/college Preparation

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

■ RELIGIOUS STUDIES

HRE43 RELIGION AND CULTURE **1 CREDIT**
UNIVERSITY/COLLEGE PREPARATION

This course is directed toward the clear identification of religious moral principles and the concrete application of these principles in the lives of students. The course proceeds from foundational beliefs rooted in scripture to an exploration of the principles that shape religious life. In the Family Life Education strand, students explore a variety of topics related to the themes of personhood and interpersonal relationships. Special attention is given to the interaction between religion and culture. The modern world is characterized by a multiplicity of values, philosophies, and ideologies. In a democratic, pluralistic society, these concepts may creatively reinforce one another or they may compete with and contradict one another. Religious moral life involves following religious teachings, believing in God's continuing involvement in human affairs, and striving to build exemplary homes and communities. This course is intended to prepare the senior student for this lifelong task.

■ SCIENCE

SB14U BIOLOGY UNIVERSITY PREPARATION **1 CREDIT**

Prerequisite: Biology Grade 11, University Preparation

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.

SCH4U CHEMISTRY **1 CREDIT**
UNIVERSITY PREPARATION

Prerequisite: Chemistry, Grade 11, University Preparation

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.

SPH4U PHYSICS **1 CREDIT**
UNIVERSITY PREPARATION

Prerequisite: Physics, Grade 11, University Preparation

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.

■ SOCIAL SCIENCES & HUMANITIES

HFA4M THE FOOD & NUTRITION SCIENCES **1 CREDIT**
UNIVERSITY/COLLEGE PREPARATION

Prerequisite: Any university or university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

This course examines various nutritional, psychological, social, cultural, and global factors that influence people's food choices and customs. Students will learn about current Canadian and worldwide issues related to food, frameworks for making appropriate dietary choices, and food-preparation techniques. This course also refines students' skills used in researching and investigating issues related to food and nutrition.

■ BUSINESS STUDIES

BOH4M BUSINESS LEADERSHIP **1 CREDIT**

Prerequisite: None

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

ASSESSMENT AND EVALUATION

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

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback to guide their efforts towards improvement. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality.

Assessment and evaluation are based on provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. Teachers are provided with materials, including samples of student work (exemplars) that assist them in their assessment of student achievement.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- Address both what students learn and how well they learn;
- Are based on the Categories of Knowledge and Understanding, Thinking and Inquiry, Communication and Application; as well as the achievement level descriptions in the achievement chart for each discipline, as given in the secondary curriculum policy documents.
- Are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- Are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- Are fair to all students;
- Accommodate the needs of students who are learning the language of instruction;
- Accommodate or modify assessments where indicated in a Tiferes Educational Plan;
- Ensure that each student is given clear instructions for improvement;
- Promote students' ability to assess their own learning and to set specific goals;
- Include the use of samples of students' work that provide evidence of their achievement;
- Are communicated clearly to students and parents at the beginning of each course and at other appropriate points throughout the course.

THE OFFICIAL SCHOOL POLICY

The Assessment and Evaluation Policy at Tiferes Bais Yaakov is based on the Ontario Ministry of Education policy document, Growing Success. Marks are determined using the 4 levels (and appropriate mark conversions) of the Achievement Chart for each subject area.

Final course marks will be calculated using 70% from course work and 30% from the course culminating task (an exam, a performance task, or a combination of the two given toward the end of the school year).

The 70% from course work will be determined from an overall evaluation of a student's performance on a number of varied tasks throughout the year. These tasks will provide students with opportunities to demonstrate their learning in a variety of ways (tests, presentations, essays, etc.) and will address all the Achievement Chart Categories (Knowledge and Understanding, Thinking and Inquiry, Communication and Application).

When appropriate, and consistent with Ministry policy, the 70% mark will reflect a student's most consistent level of achievement throughout the year, with more emphasis paid to more recent performance. The teacher's professional judgment will also factor into determining the final mark in this section.

Levels of achievement of the curriculum expectations are described in the achievement charts that appear in the secondary curriculum policy documents. The charts are organized into broad categories of knowledge and skills and provide detailed descriptions of each level of achievement. While they are broad in scope and general in nature, the achievement levels provide a reference point for all assessment practice. The broad categories of knowledge and skills are: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application/Making Connections. Assessment and Evaluation of all four categories must be done for all courses, and while many assessment tasks may only focus on 1 or 2 of the categories, major tasks should incorporate as many of the categories as possible. The relative emphasis of each category varies among the disciplines.

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 above the provincial standard.

70-79% – Level 3: A high level of achievement. Achievement is at the provincial standard.

60-69% – Level 2: A moderate level of achievement. Achievement is below, but approaching, 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. The student will not receive a credit 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.

TYPES OF ASSESSMENT AND EVALUATION

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Terms such as diagnostic, formative, and summative, which are used to identify the nature of assessment, have recently been supplemented with the phrases assessment for learning, assessment as learning, and assessment of learning.

The essential distinction is that assessment for learning is used in making decisions that affect teaching and learning in the short term future, whereas assessment of learning is used to record and report what has been learned in the past. In short, the nature of assessment is determined by what the information is to be used for.

ASSESSMENT FOR LEARNING

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there”

The information gathered:

- Is used by teachers and students to determine what students already know and can do with respect to the knowledge and skills identified in the overall and specific expectations, so teachers can plan instruction and assessment that are differentiated and personalized and work with students to set appropriate learning goals.
- Is used by teachers 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 AS LEARNING

“Assessment as learning focuses on the explicit fostering of students’ capacity over time to be their own best assessors, but teachers need to start by presenting and modeling external, structured opportunities for students to assess themselves.”

The information gathered:

- Is used by students to provide feedback to other students (peer assessment), monitor their own progress towards achieving their learning goals (self-assessment), make adjustments in their learning approaches, reflect on their learning, and set individual goals for learning.

ASSESSMENT OF LEARNING

“Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students’ futures.”

The information gathered:

- Is used by the teacher to summarize learning at a given point in time. This summary is used to make judgments about quality of student learning on the basis of 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.

Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning. All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students’ achievement of the overall expectations. Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence helps increase the reliability and validates the evaluation of student learning.

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.

The information on student achievement gathered through assessment and evaluation is communicated to students and parents at regular intervals and in a variety of informal and formal ways. In addition, parents are 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 progress reports. The Provincial Report Card, Grades 9-12, is the formal instrument used to communicate student achievement to parents, and the Ontario Student Transcript provides the record of a student's standing with regard to the secondary school diploma requirements.

■ Report Cards:

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, 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 or examination. The relative weights assigned to these components are 70% for assessment and evaluation, and 30% for the final evaluation or examination.

■ The Ontario Student Record (OSR) and Access:

The Ontario Student Record is the official school record for a student. Every Private Inspected Ontario school keeps an OSR for each student enrolled at the school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may make arrangements with the school to examine the contents of the OSR. These records are protected by the Education Act and the Municipal Freedom of Information and Protection of Privacy Act.

■ Prior Learning Assessment and Recognition (PLAR):

The PLAR process involves two components: "challenge" and "equivalency." The course comparison information is for use in the PLAR "equivalency" process; the process for assessing credentials from other jurisdictions.

PLAR CREDIT EQUIVALENCY FOR REGULAR DAY SCHOOL STUDENTS

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

Determining equivalency involves the assessment of credentials from other jurisdictions. The process and approval form will be filed in the OSR.

■ Prior Learning Assessment and Recognition (PLAR)

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

The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

■ Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. 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.

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning.

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

■ Ontario Student Transcript (OST):

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates.

In Grades 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no entry will be made on the transcript.

The Ministry of Education has a policy of full disclosure for Grades 11 and 12. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Courses completed, dropped or failed will appear on the OST along with the marks earned in the program. If a student withdraws from a Grade 11 or 12 course before a specified time, the withdrawal will not be recorded. Full disclosure applies to both semestered and non-semestered schools.

A student's fulfillment of the requirements for the Ontario Secondary School Literacy Test, as well as confirmation that the student has completed the community involvement requirement, is also included in the OST.

■ Alternative Ways to Earning Credits

INDEPENDENT LEARNING CENTRE

Tiferes Bais Yaakov has a contract with the ILC. Our students have the ability to take courses through the ILC which are not offered in our school. Tiferes Bais Yaakov has a reciprocal agreement with the ILC whereby we grant the credit earned through ILC on our Ontario School Transcript. Upon completion of two units of study, the student receives a midterm grade which the ILC transfers to TBY. Upon successful completion of the entire course and final exam the ILC transfers the grade to TBY and our school grants the credit.

SUMMER SCHOOL COURSE CREDITS

Tiferes Bais Yaakov students may take Summer School Courses in their catchment area home school or Ministry approved Private School. The student is required to receive approval from TBY administration prior to enrolling in the summer school course. Upon successful completion of the summer school course, the summer school transfers the grade to TBY and our school grants the credit.

■ TTI Testing Site:

Testing and Training International is a comprehensive degree program that helps Orthodox Jewish students earn a Bachelor's or Master's Degree consistent with their religious background. Credits are earned by taking standardized proficiency exams in Limudei Kodesh or secular subjects.

■ Advanced Placement (AP) Testing Site

■ Guidance and Career Education:

All Grade 10 students are required to take a half-credit course in Career Studies in order to graduate. The course includes visits to the high school by guest speakers and representatives from colleges and universities, and visits to workplaces. Workshops on career opportunities, arranged by the school, provide students with career information.

Tiferes Bais Yaakov has guidance and student services staff to provide students with detailed information about various careers, and the course selections that will prepare them for entry into those careers.

■ School Resources:

Two special education coordinators are available to support students needing assistance in time management and organization of schoolwork. Their duties also include liaising with teachers and parents, and referrals for tutoring when necessary.

Our special needs policy includes early identification procedures and assessment and intervention protocols. Diagnostic assessments are carried out in the classroom at the beginning of the school year and on an ongoing basis. Subject based TEP's (Tiferes Education Plans) are used to identify strengths and weaknesses and to implement appropriate accommodations and modifications. Psycho-educational assessments, previous report cards, entrance exams and meetings with parents and students are used.

Classroom resources include SMART Boards, audio-visual equipment and computers to enhance the learning experience.

■ Student Council and Extracurricular Activities:

An integral part of any multi-faceted educational system is the component of student government. By giving the students an opportunity to elect their own governing body, and then conferring on that body various responsibilities, many crucial skills and values are imparted. The students as a whole come to appreciate the power and responsibility of the democratic process, and it forces on them a certain level of maturity.

At Tiferes Bais Yaakov, there is a very active and well-organized student council. The President is a student in Grade 12 and the Vice-president is a student from Grade 11. There is a Treasurer who is responsible for all finances, a Head of Community Services, a Head of Decorations and Décor, and a Special Activities Coordinator. A full complement of extracurricular activities are organized by the students themselves, thus teaching them organizational skills, responsibility, and promoting an atmosphere of unity and camaraderie among the students in all grades. Among the various programs that take place throughout the year are special Shabbaton weekends, treasure hunts, snow tubing, colour war, field trips, guest lecturers, and visits to hospitals and senior citizen residences around the time of all Jewish holidays.

By involving the students themselves in the planning and executing of these programs, we teach them valuable lessons and increase school spirit, which is vital for a healthy learning atmosphere.

ROLES AND RESPONSIBILITIES OF STUDENTS

All members of the Tiferes Bais Yaakov school community are expected to contribute toward the goal of creating a safe school environment. The objective is to develop a school community committed to:

- Responsible behaviour
- Mutual respect
- Concern for others
- Cooperation with others
- Personal excellence

Students have the right to an education, but with this right comes personal responsibility. Students have a responsibility to know and to respect the rules and regulations of the school. At the beginning of each school year, students are given a printed copy of the Tiferes Bais Yaakov Parent and Student Handbook. The handbook assists parents, students, and school staff in maintaining order and discipline in the school, and assists the students in developing self-discipline and responsibility while accepting both the responsibility and consequences for their behaviour.

■ Student Responsibilities:

- Attend all classes daily, and be punctual in attendance.
- Come to class prepared, and have appropriate working materials.
- Be respectful of all individuals and property.
- Conduct herself in a safe and responsible manner.
- Be responsible for her work and behaviour.
- Abide by the rules and regulations of the school and each classroom teacher.
- Choose appropriate dress and use proper language.

■ Attendance and Punctuality:

The school calendar indicates the days that school is in session and the days when the school is closed and classes are not held. The primary responsibility for student attendance rests with both parents and students. Absence from classes for any reason is detrimental to the learning process. Regular and punctual attendance allow for effective teaching and learning of the subject matter, as well as group interactive and cooperative learning, and is the most effective means of assuring academic growth. Tiferes Bais Yaakov students are expected to be in class every day and to attend every class that is scheduled. Cutting classes, whether in Limudei Kodesh or General Studies will not be tolerated.

To earn a credit towards the Ontario Secondary School Diploma, the Ministry of Education requires that a student receive 110 hours of scheduled instruction per subject. A student who does not meet these criteria may jeopardize her attainment of an OSSD. Attendance policies are made available to all students at the beginning of the school year

In Practical Terms... Excused and unexcused absences:

A note from a doctor, a phone call or an email from the parents to the Attendance office must support an excused absence by 5:30 PM. that school day. An excused absence is any absence for which the parents/guardians have given an explanation. A detailed message including the student's name and the reason for the absence must be left on either the Attendance office's voicemail (ext 250) or email (attendance@tiferesbaisyaakov.com). A call without a reason for a student's absence will be considered an unexcused absence (skip). ***Please remember that if a parent does not call or email by 5:30 PM (at the end of that school day), the classes missed will be counted as skips, regardless of the nature of the absence.***

Please Note:

1. Any email excusing a student must come **exclusively** from the email addresses on file for the parents/guardians in the school, and must only be emailed to the Attendance office at attendance@tiferesbaisyaakov.com. This is to ensure that there will be no confusion as to who sent what email when and to whom. ***Most of all, we appreciate honesty and straightforwardness about all matters related to attendance.***

2. Once a student has arrived to school she must be present to all classes. If a student, while at school chooses to miss a class, (excluding a prior arranged appointment with parental consent) she **CANNOT** ask her parent/guardian to excuse her from that missed class during the school day.

IN ALL CASES, THE STUDENT IS RESPONSIBLE FOR ALL WORK MISSED AND ALL DEADLINES.

■ Arriving To School And Lateness During the Day:

Arrival to school after 8:30 a.m. is considered a late unless the Vice Principal excuses the late.

Parents are not required to call in for a student arriving late for first period. Please note that when a student arrives after first period is over, all classes missed will be considered a skip unless the parent/guardian has called or emailed the attendance administration. Please be reminded that unless a reason is given for the missed classes even though the parent called, a skip will be issued for all classes missed.

LATENESS DURING THE DAY: It is a student's responsibility to report promptly to class. A student who arrives to class 2 minutes after the bell has rung will be marked late. If a student is late because a staff member held her back, she should request a late slip from the teacher that caused her lateness. It is the responsibility of the student to hand the late slip to the secretary, be it a note from a staff member or a doctor's note. As in previous years, arriving LATE to class the period immediately after lunch, will result in a double-late. If a student is late to class 4 times during a week without a valid excuse or a note from a teacher, she will have to serve a detention at 7:30 a.m. Sunday morning. It is the student's responsibility to report to the Vice Principal that day to discuss her lateness. If the Vice Principal is not available, then students MUST sign the "Attendance Sign-Up Sheet" located outside of her office. The Vice Principal will then contact students to discuss any attendance issue.

DETENTIONS AND SUSPENSIONS: Detentions will occur every Sunday at 7:30 a.m, unless otherwise notified. If a student feels that a detention was unwarranted, or she is unable to attend detention that Sunday for a valid reason, she must see the Vice Principal by Friday to discuss the matter. Otherwise it is assumed she will attend the detention. If a student cannot attend a detention due to illness, she must inform the school by Motzei Shabbos to prevent a teacher coming in on Sunday for no reason. It is expected that each girl who receives a detention will make the appropriate arrangements to ensure her attendance, no matter where she lives. No excuses will be accepted for a missed detention other than illness. All missed detentions will be doubled.

The following will result in a detention:

- 4 lates a week
- Wearing the incorrect uniform 4 times per month
- Leaving the building at any time without signing out.
- Behavioural issues - at the discretion of the administration

Any student who receives 4 detentions will be suspended for one day and will not be allowed back until her parents come to school for a meeting. It is at the discretion of the Administration as to whether the suspension will be an in-school or out-of school suspension.

SKIPS: The following are considered a skip:

- A student does not show up to class at all
- A student leaves the class for an extended period of time
- An absence without parent excusal

If any one of the above occurs, the student must discuss the matter with the Vice Principal that day if she feels she has a valid excuse. ***Three unexcused skips a semester will result in a 1-day suspension and a parent meeting will be arranged.*** All missed work/tests are the responsibility of the student. ***Three suspensions during the school year will result in expulsion from the school.***

LEAVING THE SCHOOL BUILDING - NEW PROTOCOL: Besides the exceptions listed below, for security reasons, ***no student will be allowed to leave the school grounds during school hours WITHOUT FIRST RECEIVING PERMISSION from the principal, program coordinator, OR WITHOUT THE SCHOOL FIRST RECEIVING A PHONE CALL OR EMAIL FROM HER PARENT/GUARDIAN.*** Leaving school grounds without the appropriate permission will result in a ***1-day suspension and a parent meeting.***

- Going out for Lunch:
 - Girls in Grades 9 & 10 are permitted to leave the building during lunch 6 times per month.
 - Girls in Grade 11 are permitted to leave the building for lunch 6 times per month plus every Thursday.
 - Girls in grade 12 are permitted to leave the building for lunch every day and during spares.

All girls leaving the building at any time, even when excused by a parent, must sign out in the office and sign in upon returning. It is critical that the school knows when someone is not in the building, in case of emergency, ו"ח. Any student leaving the building without signing out will receive an immediate detention, and will lose all lunch privileges for that month.

MISSING A CLASS FOR A SCHOOL ACTIVITY: Students who are involved in school activities must have completed program passes submitted to the office by end of the school day. If a signature is needed, and the Vice Principal is not available, as a last resort students are to drop the program pass into the Vice Principal's "Emergency Drop Off" box for her approval by the end of the day.

■ Cell Phones

It is school policy that no student under any circumstances may use a cell phone in school to make or receive calls or text. During school hours the office is always open, and in an emergency, parents may reach their daughters through the office. If you feel that your daughter must carry a cell phone, the phone must be turned off and kept in her locker during school hours. Any cell phone found during school hours will be confiscated. It will be at the vice principal's discretion as to when and under what conditions the cell phone will be returned.

In addition, all I-pods, mp3 players and any other devices are not allowed during class under any circumstances unless approved by the teacher. The above policy regarding the return of cell phones applies to all other devices confiscated.

■ Late Assignment Policy

Students are responsible not only for their behavior in the classroom and the school, but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Please be aware that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Tiferes Bais Yaakov has implemented a universal policy to deal with late and missed assignments.

- If an assignment is handed in after the due date established by the teacher, 2% will be deducted from the mark per school day up to the ultimate deadline established by the teacher.
- If the teacher is not in school on the day the student is handing in the assignment, the assignment must be placed in the teacher's box, dated and signed by the secretary.
- Note: Exceptions may be made if a doctor's note is presented

■ Missed Test Policy

There will be a 2% deduction, starting on the day the test was administered, for any test missed (this includes even those students that present a doctors note).

2% will be deducted every day thereafter until the test is taken (on the date of teachers advisement) or until the first Sunday after the test was administered after which the student can no longer take the test. Any extenuating circumstances will be under the discretion of the administration.

No student will be excused from a final exam unless there is an extreme emergency. If a make-up exam must be scheduled, the student will be required to defray the cost.

DRESS CODE

One of the hallmarks of a Jewish Women is her modesty of dress. A בת ישראל must always conduct herself with a degree of dignity, which should be reflected not only in her general conduct, but also in her style of dress in and out of school. We expect the students of Tiferes Bais Yaakov to reflect the highest standards of modesty at all times **in and out of school**.

Tops should not be clingy or tight fitting, and the sleeves must extend below the elbow at all times. **Necklines should be appropriate and hug the neck at the base.** Only the top button on shirts may be left open, and only if the collarbone will not be exposed. No V-necks or boat necks of any sort are to be worn without a layer underneath. Skirts must be long enough so that the knees are covered even when sitting, and should not be clingy or tight fitting. Slits are unacceptable. Students must have their legs covered at all times.

In general, cosmetics and hairstyles should not be ostentatious, but rather subtle. In school, cosmetics and nail polish must be soft and natural looking and will be subject to the discretion of the administration. Multi-coloured, streaked or ombre hair is not permitted. As well, excessive jewellery is not acceptable and multiple ear piercings are not permitted. Hats may not be worn in school. Accessories must be within the realm of *tznius*, subject to the discretion of faculty and administration.

SCHOOL UNIFORM

The Tiferes Bais Yaakov uniform consists of the black uniform skirt, the blue uniform shirt, the grey uniform sweater or vest and/or black uniform sweatshirt and solid coloured black tights. The skirt must be the proper length, and the shirt must be properly buttoned up at all times.

- A black or white t-shirt may be worn underneath the uniform blouse. No other colour t-shirt may be worn. **Please note that even if a student is wearing a t-shirt, the uniform blouse must be buttoned up properly at all times!**
- The blue uniform blouse may be worn as is, or with the sweater, vest or sweatshirt and need not be tucked in.
- The blouse must be properly buttoned up.
- The uniform sweater or sweatshirt may not be worn without the blue uniform blouse, and no other sweaters or jackets are allowed in school.
- Every student is required to own a school sweater. The sweatshirt is optional.
- The skirts must be of a proper length that the knees are well covered at all times – whether standing, sitting, or running.
- Slippers, crocs and sandals are not acceptable footwear.
- Leggings with short ankle socks or with knee socks are not permitted in school. Knee socks are not permitted in school. Students wearing leggings with ankle socks or knee socks or wearing just knee socks will be required to purchase tights from the school.

Adherence to the school uniform policy will be strictly enforced. ***Under no circumstances will a girl be allowed to attend school if she is not wearing the correct uniform.*** To avoid the unpleasantness of your daughter being sent home or being asked to rent a uniform from school, every student will be required to purchase a minimum of 2 shirts and 2 skirts. (The excuse of uniforms being in the laundry is unacceptable and will not be tolerated.) Any uniform that has been rented from the school and not returned by the following morning will be billed to the parents.

Four uniform infractions of any kind in one month will result in a detention.

Rosh Chodesh is traditionally a Yom Tov for women, and therefore students are excused from wearing the uniform shirt, provided that the shirt they choose conforms with the acceptable dress code. Clothing should be consistent with the spirit of Rosh Chodesh, therefore, shirts or sweatshirts with logos across the front or back are not permitted to be worn.

*A Jewish girl or women should be distinguished by her dress and carriage. Students should avoid clothing that is questionable or borderline. We educate our students to be sensitive to Tznius in the broadest sense. A student whose dress or grooming in school is not consistent with these sensitivities may be asked to change. A girl who wears inappropriate dress in public, and continues this practice after due attempts at discussion and then proper warning, will be asked to leave the school. **In all such cases, the discretion of the Administration will be followed.***

Torah Education is a partnership of parents and the school. The communication of tznius standards will be done in the most respectful manner possible. In return we expect parents to ensure that their daughter complies with the aforementioned dress code in and out of school.

ADDITIONAL SCHOOL WIDE POLICIES

■ Nutrition Information

All food brought into the school must be COR or COR approved Hechsherim, and all dairy products must be Cholov Yisrael. This includes anything brought into the school for lunches, snacks, a school or class function, Shabbatons and any school or class functions that takes place outside the school as well – be it at a staff member’s house or at a restaurant or any other venue.

Anything baked by students is under the strict supervision of Rabbi Feigenbaum.

On occasions when the school is used for Simchas within the community, the only approved caterer is Jacob’s Catering, which is under COR supervision.

To encourage healthy learners our students are encouraged to bring nutritious meals and snacks to school, within the Kashrus Policy outlined above. For healthy eating, students and parents are encouraged to visit Canada’s Food Guide website: http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/track-suivi/table_female-femme_age14-18-eng.php. This guide includes a section of suggestions of healthy meals and snacks specifically for 14–18 year old girls.

In the event of a violation of Kashrus Policy, Rabbi Feigenbaum will be responsible for deciding upon the appropriate method of reconciling any violation.

■ Ill-Student Policy

This policy is in place to ensure the proper care for the student child, as well as to ensure that no other students/staff become ill as a result of contact with an unwell child.

In cases where a student may be contagious, or be suspected of having a communicable condition, the student must immediately be taken into the school office, away from others. Parents/guardians are to be contacted immediately to make arrangements to pick up their daughter and visit the doctor /or go home as appropriate.

On occasion, a student may come down to the office and request pain relief medication in the form of Advil or Tylenol. No medication is dispensed unless a staff member has contacted the student’s parent/guardian, and been given verbal consent. Once the student is given the medication, a form is completed, which states information regarding who gave permission to whom for what dosage of medication, including the date and time the medication was taken.

In situations where a student is not feeling well, they will be offered an opportunity to use the office phone to contact their parent/guardian to make arrangements to go home. Office staff may make this call if the student is not able to do so.

While waiting to be picked up the student will be allowed to remain in the office, under the supervision of the office staff, in one of the following offices: Vice-Principal General Studies, Principal General Studies, or Executive Director.

In situations where a student is contagious, administration may request a medical note prior to allowing the student to return to school, verifying that they are no longer contagious.

■ Administering and Storing of Meds

Students are able to store their own medications and administer them on their own. In the event of a student requiring medication during the school day, students must use the school locker phone, or the main office phone to call home and ask their parent/guardian to speak with the office staff to gain permission to dispense medication such as Advil, or Tylenol. Upon receiving parental approval the medication is dispensed and recorded on a medical form which is located in the first aid kit. This form includes name of student, name of medication, time of dispensing of medication, and acknowledgement of parent/guardian consent.

■ Field Trip Policy and Procedures

During all school trips the safety and well-being of our students and staff is paramount. The Field Trip Permission Form is signed by all parents early in the school year to ensure that all students have parent /guardian permission to leave the school. Students may not participate in field trips without parent /guardian permission.

Parents/guardians are sent out emails on an ongoing basis advising them of upcoming field trips, and requirements for what students must bring.

There is always staff supervision for school field trips. In general, school buses are used for transporting students, and all students travel on the school buses used.

■ Emergency Closure Policy

The following information is distributed to parents/guardians in the event of an emergency.

Snow Days: In the event of a snow day, an announcement will be made on the radio (Stations 680 News, or News Talk 1010) for the "Jewish Day Schools affiliated with the UJA Federation".

PLEASE NOTE: Schools will not be named individually.

In the event of any other school emergency closing, all parents/guardians are able to be contacted via email correspondences, outlining the specific details of the particular situation.

מדות ודרך ארץ

STANDARDS FOR APPROPRIATE BEHAVIOUR

מצוות בין אדם לחבירו, כבוד התורה, proper middos – דרך ארץ קדמה לתורה, are a prerequisite for Torah study and growth. The conduct of a Tiferes Bais Yaakov student in and out of school should be a reflection of her inner sensitivity and concern for others.

BEHAVIOUR IN THE CLASSROOM:

Students should be prepared to start learning at the beginning of a class. It is assumed that students will be respectful to all their teachers at all times and follow teachers' directions.

BEHAVIOUR AMONG STUDENTS:

דעלך סני לחברך לא תעביד – do not do to others that which is disliked by yourself. It is assumed that students will be respectful to all their peers at all times. Speak to one another with respect, show interest in what your friend has to say, acknowledge the unique qualities of your friend, and be considerate of your friend's feelings.

INTEGRITY AND HONESTY:

The Torah commands: מדבר שקר תרחק – You must distance yourself from falsehood. The Tiferes Bais Yaakov student is expected to conduct herself with integrity and honesty at all times – in and out of school. One may never lie or deceive another for personal gain – no matter how small the profit.

Cheating and dishonesty have no place in a Torah setting, where positive relationships and honesty are cherished. Any form of plagiarism (copying printed material or information without citation), cheating on tests or quizzes, projects or papers, may result in disciplinary probation, loss of candidacy for school positions and/or involvement in extra curricular activities.

ACADEMIC DISHONESTY POLICY

Academic Dishonesty refers to cheating or breaking the rules in relation to assessment and evaluation in a school setting. Examples include but are not limited to:

- Copying another student's homework or test answers;
- Completing work for another student or providing answers to assignments;
- Using unauthorized notes or digital devices during a test or exam.

Plagiarizing is a form of academic dishonesty that is defined as "the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work." (Growing Success 2010 p.151)

Some examples are:

- Submitting an assignment in one's own name – in part or whole – that was written or created by someone else, including a fellow student;
- Quoting or paraphrasing material without citing sources;
- Copying and pasting from the internet, copying written materials or other media;
- Not using quotation marks and citing sources in-text or in a footnote.

To avoid instances of plagiarism, students are expected to:

- (a) Seek clarification from teachers about actions that constitute plagiarism;
- (b) Seek remediation when their research skills are deficient;
- (c) Understand the penalties for academic dishonesty and plagiarism; and
- (d) Ensure that all their work is original and that they cite sources accurately and consistently.

(Academic Dishonesty, Toronto District School Board, 2011)

CONSEQUENCES FOR ACADEMIC DISHONESTY

If a student fails to cite a source but uses quotation marks, or cites the source but leaves out the quotation marks, the teacher will indicate this on the student's work.

If a teacher suspects that a student has plagiarized work and submitted it as her own, please follow these steps:

1. Keep the original assignment or a copy of the assignment.
2. Document the details.
3. Consult with one of the administration regarding the consequence.

Consequences will be decided on an individual basis and may include a mark of zero for the assignment or test, the opportunity to redo the assignment while receiving only partial credit, or the completion of a written report or letter about the ethical issues surrounding academic dishonesty. A repeated pattern of academic dishonesty may result in more serious consequences such as suspension.

קדושים תהיו

T.V. viewing, movie going, inappropriate videos and inappropriate use of the Internet are detrimental to *Yiras Shomayim* and Torah behaviour. Teachers will point out in class that clear *issurim* are involved, and the general spirit and mood that emanate from these activities are antithetical to the spirit and ideals of Torah. We expect parents to share in the responsibility of maintaining the standards of קדושים תהיו on a practical level.

Boys and girls going out together, whether in small or large groups, is contrary to Torah principles and is thus prohibited to any student of Tiferes Bais Yaakov. Similarly, co-educational activities, co-educational youth groups and co-educational camps are not permitted, whether as a camper or counselor. Fundraising walks and marathons, notwithstanding the importance of the cause, are not allowed if they are co-ed.

*The precept of Kedoshim Tihyu is especially imperative in today's society. Any student who violates this prohibition and continues this practice after due attempts at discussion and then proper warning, will be asked to leave the school. **In all such cases, the discretion of the Administration will be followed.***

A Tiferes Bais Yaakov student will be expected to strive to fulfill the lofty and beautiful ideal embodied in the command of Kedoshim Tihyu. Rabbi S.R. Hirsh says that kedusha, "does not consist of neglecting, curtailing ... or doing away with any of one's powers or natural tendencies. No single one of the powers or tendencies which are given to Man is either good or bad in itself ... They are all given to him for beneficial purposes to accomplish G-d's Will on earth. The Divine Torah gives them a positive aim and a negative limit." The above rules are merely the "negative limits" whose purpose is to assist her to mature into a proud member of "גוי קדוש" - a nation that utilizes all its talents and G-d-given resources to sanctify the beautiful world our Creator has given us.

By working together, Tiferes Bais Yaakov can produce a צנועה בת ישראל who has a confident sense of self, and will אי"ה contribute invaluable to the future of כלל ישראל.

■ Expectation

Every student who begins a secondary school during or after the 1999-2000 school year must complete a minimum of 40 hours of community involvement activities as one of the requirements of an Ontario Secondary School Diploma (OSSD). Early completion of the 40 hours Community Involvement Activity is strongly recommended.

Purpose:

- To encourage students to develop awareness and understanding of civic responsibility.
- To increase awareness of the role they can play and gain satisfaction from the contribution they can make in supporting and strengthening their communities.
- To develop a positive image and a greater sense of identity within the community.

■ General Information:

Students may complete the requirement at any time starting in Grade 9 and finishing before graduation. Students may complete one activity of 40 hours or several activities, which may add up to a 40-hour time commitment. The requirement must be completed outside of scheduled class time.

- During the lunch hour
- In the evening
- During the summer
- On the weekends
- During school holidays

Students under the age of 18 years should plan and select their activities in consult with their parents.

■ Tracking and Documentation:

Students will identify and document their community involvement on the Community Involvement Activity Forms. Students must provide signature confirming what activities they are participating in, who their supervisors are and verification of completed activities. When completed (with all signatures) the student will present the report to the school. The total number of hours completed each year will be documented on the report card.

Personal Information contained on these forms is collected pursuant to Section 29.2 of the Municipal Freedom of Information and Protection of Privacy Act and will be used for the purposes of the Community Involvement Requirement.

■ Approved Community Involvement Activities

These activities are non-paid and out of class time, and not part of a course requirement. This list contains examples of acceptable activities. Other activities not on this list may be eligible. Check the Ineligible Activities List.

A: HELP YOUR NEIGHBOURS

- Provide service to seniors or to others who have difficulty leaving their homes-raking, shovelling (no snow blowers), shopping (students should not drive vehicles for this purpose), visiting, reading, meal preparation
- Assist a neighbour with child care-take child to park, watch child while parent prepares dinner
- Tutor younger students-read, take to library, help with homework

B: HELP YOUR COMMUNITY

- Volunteer at a seniors' home/centre-visit read, play cards or board games, take seniors for walks, crafts, serve snacks
- Help organize local community events-food drives/banks, winter carnival, summer fair
- Take part in environmental initiatives-cleaning and recycling operations, community cleanup, planting trees and flower beds (students should not use power tools-lawn mowers, hedge trimmers, wood chippers etc.)
- Get involved in charitable activities-walk-a-thons, flower sales, canvassing for organizations, gala events, gift wrapping
- Sports/recreation: coaching, special Olympics, leisure buddy, summer games, pool assistant
- Volunteer in leadership role with community groups-youth groups, membership alone is not eligible.
- Service through Shuls, religious babysitting, youth activities, children's programs, special events, clerical tasks
- Committees: advisory board, neighbourhood associations, regional associations, student trustee
- Children/youth: drop in centres, breakfast programs, after-school programs, leader-in-training, summer playgrounds and camps, child care centres
- Office/clerical: reception, computer work, mailings, newsletters, pamphlet delivery
- Animals: animal care, horseback riding program
- Arts/culture: galleries, playing music, library, museums and heritage sites
- Recreational activities designed for those with special needs

C: HELP YOUR SCHOOL OR OTHER SCHOOLS

- Help with sports teams-run skills drills, assist coach
- Help in the library-shelving books, tidying up, changing bulletin boards
- Tutor other students-help with homework, review difficult concepts
- Assist students with special needs-peer buddy
- Assist with planning of arts or athletic events-do publicity, set up for track meets, sell tickets, attend coat check and offer technical support
- Facilitate school events and activities such as parent information nights, meet and greet visitors, give guided tours, serve refreshments
- Grade 9 welcome, school arts show, sports meets, drama festival, fundraiser, food drive, science fair
- Special events as authorized by the principal
- Assist with environmental activities-encourage recycling, work on grounds (students should not use power tools)
- Participate in charitable initiatives-food drives, holiday drives for toys or food
- Sit on school councils, committees-school governance, be a peer mentor/mediator

■ Ineligible Activities

Student activities are not to displace paid workers.

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

- Is a requirement of a class or course in which the student is enrolled (e.g., Co-operative Education, any portion of a course, job shadowing, work experience)
- Takes place during the time allotted for instructional program on a school day. However, an activity that takes place during a student's lunch breaks or "spare" periods is permissible.
- Takes place in a logging or mining environment, if the student is under sixteen years of age
- Takes place in a factory, if the student is under fifteen years of age
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult
- Would normally be performed for wages by a person in the workplace (students are not to replace paid workers and be paid themselves)
- Involves the operation of a vehicle, power tools, or scaffolding
- Involves the administration of any type or form of medication or medical procedure to other persons
- Involves handling of substances classified as "designated substances" under the Occupational Health and Safety Act
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government
- Involves banking or handling of securities, or the handling of jewelry, works of art, antiques, or other valuables
- Consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities
- Involves the activities for a court-ordered program (e.g., community service program for young offenders, probationary program)
- Involves simple membership in a school or community club
- Is part of a Community Service Day during regular scheduled class time

If a student proposes to undertake an activity that is not on the list of approved activities, the principal will determine whether the student's proposed activity is acceptable. If the activity is acceptable, the principal must keep a copy of the approval on file. (The principal is not required to give approval of activities that are on the list of approved activities.)

■ Roles and Responsibilities of Students / Parents / Guardians

The ministry policy memo 124A stresses the major role that students/parents/guardians must play in this initiative.

Before beginning any Community Involvement activity:

1. The student will select an activity or activities from the list of approved activities, OR, if the activity is not on the list of approved activities, the student will have to obtain written approval from the principal.
2. It is important to select appropriate activities that will provide for the student's safety and well-being. Parent / Guardian involvement is crucial in ensuring that activities take into account the following:
 - Health and Safety
 - Harassment
 - Hazardous materials or substances
 - Activities that require a police check
 - Location of activity
 - Age appropriateness
3. A student under the age of eighteen must complete a Notification of Planned Community Involvement form in consultation with his or her parents / guardians, and must also have one parent sign the form. The student will sign the form and submit it to the principal or to another school contact as designated by the principal.
4. When the activity is completed the student must fill out the Completion of Community Involvement Activities form.
5. The student must submit the form to the principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the principal. This form must be signed by the sponsor of each activity and student's parent(s) / guardian (if student is under 18).
6. When accepting a placement the student should consider the following:
 - Show up ready to work on time
 - Dress correctly for the agreed duties
 - Act professionally
 - Be respectful of others
 - Listen to instructions
 - Do the job to the best of your ability and ask for directions if unsure call and notify your superior prior to the scheduled activity if you are sick or cannot come to work
 - Maintain confidentiality
 - Work safely
 - It is advised that students aim for completion before their final year

■ Roles and Responsibilities of Secondary School Principals

Principals are required to provide information about the community involvement requirements to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including the list of approved activities. If a proposed activity is not on the list, the Principal will decide whether or not it is acceptable.

After a student completes the 40 hours of community involvement and submits all documentation to the school, the principal will decide whether the student has met the community involvement requirement, and if so, will record it as completed on the student's official transcript.

The number of completed hours of community service will be documented annually on the student's report card.

■ Roles and Responsibilities of Community Sponsors

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



85 STORMONT AVENUE TORONTO, ONTARIO M5N 2C3
TELEPHONE 416 785-4044 FACSIMILE 416 785-4046
TIFERESBAISYAAKOV.COM