



Toronto International College Collège International de Toronto

School Course Calendar

2011-2012

The main purpose of the school course calendar is to provide students and their parents with detailed, accurate, and up-to-date information about the requirements of the Ontario Secondary School Diploma (OSSD), the program and the courses, the academic policies and the services offered by Toronto international College so that they can become fully informed. It is available to students and their parents upon request.

Table of Contents

1. TIC’s Overall Goals and Philosophy.....	03
2. Two Options of Pathways to University Placement.....	03
o 2.1. Pathway to University: Option One	03
o 2.2. Pathway to University: Option Two	03
o Appendix A - Two Options of Pathways to University Placement.....	40
3. The Ontario Secondary School Diploma Requirement and Related Procedures.....	04
o 3.1. Requirements for the Ontario Secondary School Diploma.....	04
o 3.1.1. Compulsory Credits.....	04
o 3.1.2. Optional Credits	05
o 3.1.3. Requirement and Procedure of Community Involvement.....	05
▪ 3.1.3.1. List of Eligible Activities	05
▪ 3.1.3.2. List of Ineligible Activities.....	06
▪ 3.1.3.3. Roles, Responsibilities and Procedures for Administering and Recording of the Community Involvement Activities.....	06
▪ 3.1.3.3.1. Roles and Responsibilities of the Principal.....	07
▪ 3.1.3.3.2. Roles and Responsibilities of Students.....	07
▪ 3.1.3.3.3. Roles and Responsibilities of Parents/Guardian.....	07
▪ 3.1.3.3.4. Roles and Responsibilities of Sponsors in the Community.....	07
▪ Appendix B – Forms.....	41-42
▪ Form 1: Notification of Planned Community Involvement.....	41
▪ Form 2: Completion of Community Involvement Activities	42
o 3.1.4. Provincial Secondary School Literacy Test.....	08
o 3.2. Granting of the Ontario Secondary School Diploma	08
4. The Organization of Courses at Toronto International College.....	08
o 4.1. The Credit System.....	08
o 4.2. University Preparation Courses.....	08
o 4.3. List of University Preparation Courses Offered and/or Currently Offered at TIC with Codes and Prerequisite(s).....	09
o 4.4. Prerequisite Courses.....	10
o 4.5. Policies and Procedures for Waiving Prerequisites.....	10
o Appendix C – Application Form For Waiving Prerequisite	43
5. Assessment and Evaluation of Student Achievement.....	11
o 5.1. Definitions and Policies of Assessment and Evaluation.....	11
o 5.2. Achievement Levels.....	12
o 5.3. Grading Policy.....	13
o 5.4. Policies and Procedures for Communicating Student Achievement.....	13
o 5.4.1 The Provincial Report Card.....	13
o 5.4.2 The Ontario Student Transcript.....	14
o 5.5. Attendance.....	14
o 5.6. Policies and Procedure for Prior Learning Assessment and Recognition (PLAR).....	15
o Appendix D - Prior Learning Assessment and Recognition	44
o 5.7 Student Transfers.....	17
o 5.7.1 Procedures for Students Transferring to TIC from Another Ontario Secondary School.....	17
o 5.7.2 Procedures for Students Transferring to TIC from a Non-inspected Private School or a School Outside Ontario.....	17
o 5.8. Procedures for Students Who Fail or Who Do Not Complete Courses.....	17
6. Ontario Student Record (OSR).....	18
o 6.1. Establishment of the OSR.....	18
o 6.2. Responsibility for the OSR	18
o 6.3. Components of the OSR.....	19
o 6.4. The Ontario Student Record Folder.....	19
o 6.5. Report Cards.....	19
o 6.6. Ontario Student Transcripts (OST).....	19
o 6.7. Documentation File.....	20
o 6.8. The Office Index Card.....	20
o 6.9. Access to the OSR.....	20
o 6.10. Access to Student Information	21
o 6.11. Use and Maintenance of the OSR	21
o 6.12. Transfer of the OSR	21

○	6.13. Retirement of a Student	22
○	6.14. Retention, Storage, and Destruction of Information in the OSR.....	22
○	6.15. Correction or Removal of Information in the OSR.....	23
○	6.16. Change of Surname.....	23
7.	Academic Policies.....	24
○	7.1. Course Registration.....	24
○	7.2. Change of Courses.....	25
○	7.3. Add/Drop Courses.....	25
○	7.4. Program Postponement.....	26
○	7.5. Tests and Quizzes.....	26
○	7.6. Retaking of Failed Subjects.....	27
○	7.7. Academic Dishonesty in Examinations and Tests.....	27
○	7.8. Examinations.....	27
○	7.9. Homework and Assignments.....	27
○	7.10. Academic Honesty.....	28
8.	Student Services.....	31
○	8.1. Airport Reception.....	31
○	8.2. Orientation.....	31
○	8.3. Accommodation/Housing Service.....	31
○	8.4. University Placement.....	32
○	8.5. Student Visa/Authorization Application Support Services.....	32
○	8.6. Extra Curricular Activities.....	33
○	8.7. Other Services.....	33
○	8.8. Functions of Staff Positions.....	34
9.	Students' Code of Conduct.....	36
○	9.1. General Guidelines.....	36
○	9.2. Illegal Drugs, Smoking, and Alcoholic Beverages.....	36
○	9.3. Possession of Firearms and Weapons.....	37
○	9.4. Racism.....	37
○	9.5. Sexual Harassment	37
○	9.6. Compliance with Fire Safety Regulations.....	38
○	9.7. Obligations of Students.....	38
○	9.8. Physical Aggression.....	39
○	9.9. The School Property.....	39
○	9.10. Reinforcement of the Code of Conduct.....	39
○	9.11. Mandatory Consequences.....	39

Appendix

Appendix A - Two Options of Pathways to University Placement

Appendix B - Forms

Form 1: Notification of Planned Community Involvement

Form 2: Completion of Community Involvement Activities

Appendix C - Application for Waiving Pre-requisite

Appendix D - Prior Learning Assessment and Recognition

1. The Overall Goals and Philosophy of Toronto International College

Since its inception, Toronto International College has adopted the following mission statement and college motto which reflects its overall goals and philosophy:

Mission Statement

The mission of Toronto International College is to seek promising students from around the world and to educate them, through rigorous discipline and learning experience, to develop their full intellectual, moral, and human potential. We are dedicated to the cultivation of world citizens with competence, conscience, and compassion to lead and serve in every sphere of the global society.

College Motto

The College seal illustrates the words of the College motto: *Excellentia per studium*. This Latin phrase can be translated into English as: Excellence through Study.

2. Two Options of Pathways to Universities

At the present time, all of its students are currently registered in the OSSD university preparation courses, Toronto International College offers Grade 11 and 12 University Preparation Courses. To accommodate different needs derived from different situations of its clientele, Toronto International College provides its students with two options of pathways to university placement:

2.1. Pathways to University: Option One

Option One is more tailored to those students who have already earned an equivalent of the Ontario Secondary School Diploma and have been granted 24 OSSD equivalent credits by the Principal and must earn extra 6 university preparation course credits to qualify for admission into Canadian universities. TIC will only require students with such satisfactory credentials to complete 6 OSSD Grade 12 university preparation course credits in accordance with the admission requirements of Canadian universities. For the students whose education goals are university placements in the Arts and Commerce Stream, Grade 12 English (university preparation), Grade 12 Advanced Functions (university preparation), and Grade 12 Calculus and Vector (university preparation), Analyzing Current Economic Issues (Grade 12 university preparation courses), are compulsory. Those students who intend to be admitted into university programs in the Science and Engineering Stream must complete Grade 12 English (university preparation), Grade 12 Advanced Functions (university preparation), and Grade 12 Calculus and Vector (university preparation), Grade 12 Chemistry (university preparation), Grade 12 Biology (university preparation) and Grade 12 Physics (university preparation).

Students who have chosen Option One of pathway to university are NOT required to take the Ontario Provincial Secondary School Literacy Test. NOR will they have to complete the mandatory Community Involvement Activities. Consequently they will NOT be granted an Ontario Secondary School Diploma. In most cases, students enrolled in this option will have to satisfy the English Proficiency requirement set up by each university they wish to be admitted into.

2.2. Pathways to University: Option Two

Option Two is designed for those students who are admitted into Toronto International College with an educational goal to earn an Ontario Secondary School Diploma and then to be placed in a university

undergraduate degree program. Students who are enrolled in Option Two of the programs at TIC must satisfy the requirements of Ontario Secondary School Diploma and follow the related procedures to obtain the OSSD and to be admissible to a university degree program in Canada.

Students will be provided with a clear description of the two options in plain English. They will then be assigned to one of the above two options by their counselor as soon as they are registered with TIC in accordance with the Ontario Ministry of Education Guidelines and their educational qualifications.

Students will be informed about the OSSD requirements, including the Ontario Provincial Secondary School Literacy Test and the community involvement as soon as they are registered with TIC. The procedures for completing the requirements will be outlined in TIC's school course calendar, and further information will be provided by the Principal during the students' respective program.

For a sample copy of the description of the two options, please see *Appendix A*

3. The Ontario Secondary School Diploma Requirements and Related Procedures

3.1. The Requirements for the Ontario Secondary School Diploma

To earn an Ontario Secondary School Diploma (OSSD), a student enrolled at Toronto International College must:

- earn 18 compulsory credits;
- earn 12 optional credits;
- complete 40 hours of community involvement activities;
- successfully complete the Provincial Secondary School Literacy Test.

1. Compulsory Credits (total of 18)

The following list constitutes a breakdown of the 18 compulsory credits students must earn in order to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- .5 credit in civics
- .5 credit in career studies.

plus:

- 1 additional credit in English, or a third language, *or* social sciences and the humanities, *or* Canadian and world studies
- 1 additional credit in health and physical education, *or* the arts, *or* business studies
- 1 additional credit in science (Grade 11 or 12) *or* technological education (Grades 9–12)

3.1.2. 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.

3.1.3. Requirement of 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 Grades 11 and 12.

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. It will provide opportunities for students to learn about the contributions they can make to the community.

Students will be informed about the community involvement requirement when they are first registered with TIC. The procedures for completing the requirement will be outlined in TIC's course calendar, and further information will be provided by the Principal's Office or the Registrar's Office when students enter Grade 11 or 12.

Students, in collaboration with their parents/guardians or counselor, will decide how they will complete the community involvement requirement. They may use their annual education plan to identify possible activities they might undertake.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside students' normal instructional hours, that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the Principal's Office by the student. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents/guardian, and a signed acknowledgement by the person (or a representative of the organization) involved. The Principal or any school officer he/she designates will decide whether the student has met the requirements of the Ministry.

3.1.3.1. List of Eligible Community Involvement Activities

The activities listed below are approved by the Toronto International College for the completion of the community involvement requirement in accordance with the guidelines of the Ontario Ministry of Education.

- Special school events as authorized by the Principal
- Animal Care
- Arts/Culture (galleries, playing music, library, museums and heritage sites)

- Children/Youth (drop-in centres, breakfast programs, after school programs, summer playgrounds and camps, child care centres)
- Clubs and Youth Organizations
- Committees (neighbourhood associations, regional associations)
- Community Events
- Community Projects (food banks, support services for seniors)
- Environmental Projects (community clean-up, flower/tree planting, recycling program)
- Fundraising (canvassing, walk-a-thons, gift wrapping, gala events, flower sales)
- Office/Clerical (reception, computer work, mailings, newsletters, pamphlet delivery)
- Sports (coaching, Special Olympics, pool assistant)
- Senior's Residence (serving snacks, helping with crafts, pottering, visiting, reading)

3.1.3.2. List of Ineligible Activities

The Ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

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

3.1.3.3. Roles, Responsibilities and Procedure for Administering and Recording of the Community Involvement Activities

3.1.3.3.1. Roles and Responsibilities of the Principal

The Principal is responsible for the implementation of community involvement activities at the Toronto International College. He/She assumes ultimate responsibilities for establishing a procedure

for approval and recording of community involvement activities and retaining appropriate documentation to attest the completion of those eligible activities by the participated students.

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

3.1.3.3.2. Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the Toronto International College's list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the Ministry's list of ineligible activities. If the activity is not on TIC's list of approved activities, the student must obtain written approval from the Principal before commencing the activity.

Before beginning any activity, students will provide the Principal with a completed "**Notification of Planned Community Involvement Activities**" Form (Appendix B, Form 1) indicating the activity or activities that they plan to do. This form must be signed by the student and by his or her parent or guardian if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "**Completion of Community Involvement Activities**" Form (Appendix B, Form 2) must be completed by the student, the student's parent/guardian (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the Principal upon completion of the 40 hours or at appropriate intervals determined by the Principal.

3.1.3.3.3. Roles and Responsibilities of Parents/Guardian

Parents/Guardians should provide assistance to their child in the selection of their community involvement activities. Parents/Guardians are also encouraged to communicate with the community sponsor and the TIC Principal if they have any questions or concerns. A parent/guardian must sign the "**Notification of Planned Community Involvement Activities**" form (Appendix B Form 1) and "**Completion of Community Involvement Activities**" form (Appendix B Form 2), if the student is under the age of eighteen years.

3.1.3.3.4. Roles and Responsibilities of Sponsors in the Community

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.

3.1.4. The Provincial Secondary School Literacy Test

The Ontario Ministry of Education establishes the Ontario Secondary School Literacy Test (OSSLT) as one of the requirements for granting an Ontario Secondary School Diploma (OSSD). Students who have been eligible to write the OSSLT and who have been unsuccessful are eligible to take the Ontario Secondary School Literacy Course to meet this requirement. This arrangement will be made by the Principal upon the receipt of the OSSLT results.

All students at TIC who are not high school graduates are required to complete the test or course successfully in order to earn their OSSD.

If a student is working toward an OSSD but either has not yet acquired a level of proficiency in English advanced enough to complete the OSSLT successfully or is unable to write the test because of illness, injury or other extenuating circumstances, the principal may grant a deferral in accordance with the Ministry of Education's deferral policy.

3.2. Granting of the Ontario Secondary School Diploma

On the recommendation of the TIC Principal, the Minister of Education of the Province of Ontario grants the Ontario Secondary School Diploma at any time during the year to students who have successfully completed all the necessary requirements.

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

4. The Organization of Courses at Toronto International College

4.1. The 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 the Principal on behalf of the Minister 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 and activities and/or activities outside of school, for example fieldtrips related to the course objectives.

4.2. University Preparation Courses

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

development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

Given the nature of the educational goals of its clientele, TIC only offers Grade 11 and 12 University Preparation Courses for the 2011-2012 Academic Year. All of these courses have been developed by the Ministry to provide students with the knowledge and skills they need to satisfy the entrance requirements for university undergraduate degree programs.

4.3. List of University Preparation Courses Offered and/or Currently Offered at TIC with Codes and Prerequisite(s)

Canadian and World Studies

Course code	Course Title	Pre-requisite(s)
CHC2D	Grade 10 Canadian History	None
CIA4U	Analysing Current Economic Issues, Grade 12, University Preparation	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
CHI4U	Canada: History, Identity, and Culture	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
CGW4U	Canadian and World Issues: A Geographic Analysis	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

English

Course code	Course Title	Pre-requisite(s)
ENG2D	English, Grade 10, Academic	English, Grade 9, Academic
ENG3U	English, Grade 11, University Preparation	English, Grade 10, Academic
ENG4U	English, Grade 12, University Preparation	English, Grade 11, University Preparation

Mathematics

Course code	Course Title	Pre-requisite(s)
MCR3U	Functions Grade 11, University Preparation	Principles of Mathematics, Grade 10, Academic
MHF4U	Advanced Functions Grade 12, University Preparation	Functions and Relations, Grade 11, University Preparation, or Functions, Grade 11, University/College Preparation
MCV4U	Calculus and Vectors, Grade 12, University Preparation	Functions and Relations, Grade 11, University Preparation, or Advanced Functions, Grade 12 University Preparation

MDM4U	Mathematics of Data Management, Grade 12, University Preparation	Functions and Relations, Grade 11, University Preparation, or Functions, Grade 11, University/College Preparation
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Sciences

Course code	Course Title	Pre-requisite(s)
SPH3U	Physics, Grade 11, University Preparation	Science, Grade 10, Academic
SCH3U	Chemistry, Grade 11, University Preparation	Science, Grade 10, Academic
SBI3U	Biology, Grade 11, University Preparation	Science, Grade 10, Academic
SPH4U	Physics Grade 12, University Preparation	Physics, Grade 11, University Preparation, or any science course Grade 11 University/College Preparation
SCH4U	Chemistry, Grade 12, University Preparation	Chemistry, Grade 11, University Preparation, or any science course Grade 11 University Preparation
SBI4U	Biology, Grade 12, University Preparation	Chemistry, Grade 11, University Preparation, or any science course Grade 11 University Preparation

4.4. Prerequisite Courses

The Ministry curriculum guidelines identify specific prerequisites for all Grades 11 and 12 courses, and no courses apart from these may be identified as prerequisites. If a parent or an adult student requests that a prerequisite be waived, the Principal will determine whether or not the prerequisite should be waived. The Principal may also initiate consideration of whether a prerequisite should be waived. The Principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the Principal, the parent or adult student may ask the appropriate supervisory officer from or designated by the ministry to review the matter. The decision made by this supervisory officer shall be final.

4.5. Policies and Procedure for Waiving Prerequisites

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

The student has to initiate in written form the procedure for waiving prerequisite by either submitting a letter of request or *the Application Form for Waiving Prerequisite(s) (Appendix D)* to the school Principal stating the reasons for such a request or an application. The letter must indicate which course prerequisites are intended for consideration. The student also has to present in the letter his or her educational background and work experience if applicable, which would substantiate that he or she is ready and capable of taking the intended courses. In some cases, the student may have to provide the Principal with supportive documents.

At TIC, a comparative curriculum study framework has been developed in consultation with internationally recognized educational specialist and professional organizations. The student's academic transcript(s) and diploma(s) as well as course descriptions from all institutions he/she has previously attended will be studied very carefully. The curricula of all the courses intended as waived prerequisites shall be compared to the equivalent OSSD credit courses to determine whether they contain the same expectations of the skills and knowledge in order to be granted credit equivalencies.

The Principal will review the student's request and all the supporting documentation and, in consultation with the course instructors to arrive on a decision. The decision of the Principal is final and can be reverted only if the student brings in new information proving that he/she is ready and capable of taking those courses.

Within one week after filing a written request, the student will receive an official letter informing him/her whether approval was granted and, in case of the positive outcome, the student will be allowed to register in the courses of his or her intention.

Documentation for each waived prerequisite course will be included in each student's OSR.

5. Assessment and Evaluation of Student Achievement

TIC's assessment, evaluation, and reporting system is based on the new Ontario curriculum policies. It aims to set high standards of achievement for all students and promotes consistency in teaching and learning.

5.1. Definitions and Policies of Assessment and Evaluation

In accordance with the *Growing Success* document issued by the Ontario Ministry of Education, 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 student learning is seen as both "assessment *for* learning" and "assessment *of* 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.

The primary purpose of TIC's assessment and evaluation system is to improve student learning. Through the well-designed assessment and evaluation, instructors at TIC can be able to gather information to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. They can also adapt their curriculum and instructional approaches to students' needs and assess the overall effectiveness of programs and classroom practices.

Both assessment and evaluation methods are used in TIC's system of attesting and reporting the students' achievements. Assessment is a method and process for teachers to gather information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) to accurately reflect how well a student is achieving the curriculum expectations in a course. As part of assessment, instructors provide students with descriptive feedback that guides their efforts towards improvement. While assessment is more of a qualitative approach, evaluation focuses more on formatted testing of students' academic performance. It is a process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. The value assigned will be in the form of a percentage grade.

Assessment and evaluation methods at TIC are based on the Ontario provincial curriculum expectations and the achievement levels outlined in the curriculum policy document for each discipline.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers at TIC are required to use assessment and evaluation strategies that conform to the following criteria based on the seven fundamental principals from the *Growing Success* document:

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

5.2. Achievement Levels

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

The broad categories of knowledge and skills are: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application/Making Connections. (The names of the categories may vary slightly from one discipline to another, reflecting differences in the nature of the disciplines).

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

- 80-100% - Level 4:** Identifies achievement that *surpasses* the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.*
- 70-79% - Level 3:** Represents achievement *at* the provincial standard. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.
- 60-69% - Level 2:** Represents achievement that is *below, but approaching* the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

50-59% - Level 1: Represents achievement that falls much *below* the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.

Below 50%: Insufficient achievement of the curriculum expectations. A credit will not be granted for the course.

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

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

5.3. Grading Policy

The assessment and evaluation strategies and methods teachers apply at TIC will vary according to the curriculum expectations of each discipline and the assessment needs of each course.

Teachers at TIC are required to announce the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) in the course outline of each subject and make it available to students in writing, within the first two weeks of class. As an inseparable part of the course outline, all curriculum expectations and the assessment and evaluation strategies and methods should be written in concise, plain and accurate English.

The final course-end evaluation shall constitute thirty per cent (30%) of the final grade for each credit course. Course work such as written assignments, tests and quizzes, independent study unit, major essay, formal presentations, etc., shall account for seventy percent (70%). All forms of course work and evaluation must assess and evaluate students' achievement of the curriculum expectations of each course.

5.4. Policies and Procedures for Communicating Student Achievement

The final grade for a course must be submitted by the relevant teacher first to the Registrar's Office at the end of the first week immediately after the last semester/term. Then it is the responsibility of the Registrar to submit to the Principal's Office the final grade report(s) of all the courses currently offered in the semester at his/her academic unit (including both hard copy and electronic format) which shall contain students' grades for every graded component of the course, the percentage weighting of each component. The Registrar will present the final grade report(s) to the Principal for approval signature before he/she keeps the hardcopies away in the central filing storage and saving the electronic copies in the computer database of student academic records. The grade reports are to be kept at the Registrar's Office for no less than one year. The final grades of all the courses each student has completed will be recorded in the Provincial Report Card and shall be accessible to the student at the end of each semester.

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

5.4.1 The Provincial Report Card

At TIC, student achievement is communicated formally to students and parents by means of the Provincial Report Card. The report card documents the student's achievement in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course.

At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher (reflecting achievement at level 1 or above). The final grade for each course will be based in part on assessments and evaluations conducted throughout the course, and in part on a final evaluation. The relative weights assigned to these two components are specified in the Ministry's curriculum policy document as follows: assessments and evaluations conducted throughout the course accounts for seven percent (70%); final evaluation constitutes thirty percent (30%).

5.4.2 The Ontario Student Transcript

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement.

At TIC, the credits that a student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST. This record will include all the credits gained by the student using any of the means described in the Ministry's policy documents. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses;
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course);
- identification of any course that has been substituted for one that is a diploma requirement;
- confirmation that the student has completed the community involvement requirement;
- the student's final result on the provincial secondary school literacy test;
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course;

In addition to recording the number of credits earned, TIC may indicate on a student's transcript that the student has taken a specialized program or a program in a specialized school. Students taking, for example, a program in one of the arts or in technological education or in a language may thus be given recognition on their OST for their participation in such a program.

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

A student's parents, or students who are adults (eighteen years of age or older), may request that the Principal identify by means of a special indicator those Grade 11 or 12 marks that, due to extraordinary circumstances prevailing at the time they were awarded, are not considered to be a true reflection of the student's ability and/or performance. If a parent or an adult student requests that a special indicator be added, the Principal will determine whether or not it should be added. The Principal may also initiate consideration of whether a special indicator should be added. The Principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of

the Principal, the parent or adult student may ask the appropriate supervisory officer from the Ministry to review the matter. The decision of the supervisory officer shall be final.

5.5. Attendance

Regular attendance at school is critical for the student's learning and achievement of course expectations. To encourage regular attendance by students, TIC ensures that students and their parents are informed about the school's policy on attendance through the school's course calendar.

Where, in the Principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance.

Student Attendance is recorded daily by the teacher at the beginning of each class. The class name list is generated according to course registration record. At the end of the class, teachers put the hardcopy attendance record in the folder on the receptionist's counter. Within the same day, teachers should enter the attendance data into the central attendance management system.

Punctuality and regular attendance are encouraged. For students who come to class 15 minutes or more after the starting time will be recorded as late. Late students have to obtain a late permission slip from the attendance officer before being admitted to the class. The attendance officer will advise the student on how to improve on punctuality.

Students who are absent with an advanced notice and a proof of an acceptable reason will not be penalized. For absence without a reason, the hours will be deducted toward the credit required hours.

On the day of the student's absence, the attendance officer will phone the student's home and/or mobile phone. Reminder message will be given at the first contact. A written warning will be issued on an absence of three consecutive days without a reason. An absence of five consecutive days without a reason will be recorded as voluntary withdrawal from a course.

Student Attendance Records are stored electronically in the school's central computerized data management system and the data are locked and changes cannot be made unless approved by the Principal and the Registrar.

However, in no way should attendance constitute part of a student's assessment and evaluation or his/her final grade in a course which should only be based on the student's achievement of the curriculum expectations.

5.6. Policies and Procedure for Prior Learning Assessment and Recognition (PLAR)

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

The PLAR process developed by TIC in compliance with the Ministry policy involves two components: "challenge" and equivalency. The "challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70 per cent of the final mark)

and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. Determining equivalency involves the assessment of credentials from other jurisdictions.

For students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to TIC from non-inspected private schools or schools outside Ontario.

PLAR procedures are available to exceptional students. Assessment strategies are adapted for this group in keeping with their special needs. 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.

The challenge and equivalency procedures are also available to mature students – that is, students who are eighteen years of age or over (i.e., adults) who are returning to school to earn a diploma after being out of high school for at least one year – but requirements concerning application of these procedures differ for this group because of their broader life experience. The Principal will determine the number of credits, including compulsory credits that a mature student needs in order to meet diploma credit requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the Principal following individual assessment. Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the course. Mature students will earn a minimum of 4 Grade 11 and 12 credits by taking the course at TIC, through independent/private study. Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the Ontario Secondary School Diploma.

Mature students working towards the OSSD must also satisfy the diploma requirements with regard to the provincial secondary school literacy test. The Principal will determine the number of hours of community involvement activities that a mature student will have to complete.

The student who wishes to have his/her prior learning experience be assessed and evaluated to earn equivalent credits towards O.S.S.D. must initiate the PLAR process by submitting a written request or filing an ***Application Form for Prior Learning Assessment and Recognition (Appendix D)*** to the Principal. The student must indicate in his/her request or application form what process he/she wishes to pursue, either by the “challenge” process or by equivalency evaluation. If the student chooses the challenge method, he/she will be given a comprehensive examination or a series of formal tests and a number of major written assignments and/or laboratory work projects for the students to complete independently to attest the student’s achievement of the curriculum expectations of the ministry-designed course. A final grade composed of 70% on the formal tests and 30% on other assessment strategies must be assigned to the student’s course and must be recorded in the student’s OSR.

Under the circumstance when the student has acquired knowledge and skills through formal learning in another education institution within or outside Ontario and wishes to have equivalent courses and credits recognized by TIC, he/she must identify such intentions in his/her written request or the Application Form. He/She must also provide official documentation to support his/her application. An original or a certified copy of the official transcript(s) and an official description of the courses in English language from each educational institution attended must be submitted with the application. If the content and rigor of their previous courses

satisfy the requirements and meet the standards of an equivalent ministry-designed course, the same number of credits may be granted to the courses which take the same amount of time and effort to complete.

In certain circumstances where the Principal has no official information on which to base his/her judgment and render his/her decision, the student must provide complete comprehensive syllabus details for each subject unit for which the applicant is seeking equivalency evaluation. This includes curriculum expectations, unit description, learning hours, assessment strategies and methods, and a list of the textbooks used.

The total number of equivalent credits and the corresponding number of compulsory credits must be recorded in the OST. The equivalent credits should be entered as a total, and the required items of information should appear as follows: “Equivalent Credits” should be entered in the “Course Title” column; “PLE” in the “Course Code” column; “EQV” in the “Percentage Grade” column; the total number of credits in the “Credit” column; and the total number of compulsory credits in the “Compulsory” column.

5.7 Student Transfers

5.7.1 Procedures for Students Transferring to TIC from another Ontario Secondary School

Students who transfer from one Ontario secondary school to TIC will have their credits transferred with them. The Principal may award credit for work started in the previous school but completed at TIC. Where this work cannot be completed at TIC, the Principal may, after consultation with the Principal of the sending school, award a partial credit in recognition of the student’s achievement of some of the course expectations.

If a student transfers from a school where French is the main language of instruction, he or she must successfully complete at least one compulsory Grade 12 English course.

5.7.2 Procedures for Students Transferring to TIC from a Non-inspected Private School or a School Outside Ontario

Where students who do not have Ontario credits are transferring to TIC from a non-inspected private school or a school outside Ontario, the Principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student’s previous learning, and the number of compulsory and optional credits still to be earned. Students will have to successfully complete the provincial secondary school literacy test. The Principal will determine the number of hours of community involvement activities that the student will have to complete. The Principal will note the results of his or her assessment and deliberations in the student’s Ontario Student Record (OSR).

5.8. Procedures for Students Who Fail or Who Do Not Complete Courses

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

Where possible, the student should be allowed to repeat only the material relating to the expectations not achieved. The student may choose to achieve these expectations in summer school, through independent study, through an individualized remediation program, or through distance education. The student’s work will be evaluated to determine whether the expectations have been successfully completed.

If available, the student can enroll in a remedial program designed for a group of students with similar needs. The student may decide to repeat the entire course.

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

6. Ontario Student Record

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario.

TIC has developed the following policies and procedures according to the guidelines of the Ontario Ministry of Education with regard to the establishment, maintenance, use, retention, transfer, and disposal of the OSR.

6.1. Establishment of the OSR

When you enroll in Toronto International College, an OSR will be established for you in order to record your educational progress. If you are under the age of eighteen, you or your parent/guardian shall be informed of the purpose and content of the OSR at the time of enrolment.

Your OSR is an ongoing record and will be transferred if you transfer to another school in Ontario.

Your OSR consists of the following components:

- an Ontario School Record folder
- Report Cards
- an Ontario Student Transcript, if applicable
- a documentation file, if applicable
- an office index card
- other information identified as conducive to the student's progress

Your record of courses successfully completed and credits earned toward the Ontario Diploma is maintained in the Ontario Student Record (OSR). Courses are designated using Ministry of Education codes.

An up-to-date OST is kept in your OSR. If they are under the age of eighteen, you or your parents or guardians may check the OSR by appointment with the Principal.

Any part or parts of your OSR may be micro recorded or recorded and stored electronically in a manner that permits the printing of a clear and legible reproduction. Original documents must be retained in OSR because it is required by the ministry's guidelines to keep an original signature or initial on a document. Any micro recording, electronic file, reproduction, or facsimile of an OSR is subject to the security and access requirements applicable to the original OSR.

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

6.2. Responsibility for the OSR

At TIC, it is the duty of the Principal to:

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

6.3. Components of the Ontario Student Record

An OSR will consist of the following components:

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

6.4. The Ontario Student Record Folder

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

6.5. Report Cards

Report Cards are completed by your course instructors three times a year at the end of each of three reporting periods. A Report Card is completed for each student who has been enrolled in the school for more than six weeks within the reporting period.

Your Report Card will contain information regarding your academic achievements and suggestions on how to improve your performance. If you have reached the age of 18, you can receive your Report Card in person or by mail. Otherwise, your Report Card will be forwarded to your parents.

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

6.6. Ontario Student Transcripts (OST)

The Ontario Student Transcript (OST) is a cumulative and continuous record of a student's successful and unsuccessful attempts at completing OSSD requirements. Your OST includes all courses followed at Toronto International College and is therefore issued in its entirety.

A copy of your transcript will be issued upon request, subject to reasonable notice. You should submit your request in person or by writing to the Registrar's Office.

Transcripts issued directly to students bear the notation "Issued to Student." Transcripts will usually be forwarded to the students and/or other institutions by regular mail. But they can be mailed to the students and/or other institutions by courier for an additional fee. Third party requests must be accompanied by a signed letter of authorization from the student.

Transcripts will not be issued to students who have not fulfilled their financial or other obligations to Toronto International College.

TIC cannot be responsible for transcripts lost or delayed in the mail.

6.7. Documentation File

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

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

When a report is requested from a professional, paraprofessional, or other relevant person, that person should be advised that the report will be filed in the OSR and will be subject to the access provisions governing the OSR.

As with other material included in an OSR, these reports should only be included if, in the Principal's opinion, they are conducive to the improvement of the instruction of the student.

6.8. The Office Index Card

The Office Index Card is maintained to provide Toronto International College with immediate access to essential student information. The Card remains at the school during the whole enrolment period and is not filed with the student folder. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school.

6.9. Access to the OSR

Both the Municipal Freedom of Information and Protection of Privacy Act and the Freedom of Information and Protection of Privacy Act prohibit institutions from releasing personal information in their custody or under their control to anyone other than the person to whom the information relates, except in certain

circumstances. These circumstances are defined in the legislation, and it is up to the Principal to decide whether or not to grant access to personal information in such circumstances. TIC's policies on access to OSRs are developed in accordance with the above-mentioned legislations.

TIC requires the consent of the parent(s) or adult student for the release of information from the OSR.

6.10. Access to Student Information

Student information refers to information related to a student's academic record at the College, as well as to biographical and personal information. By applying for admission to Toronto International College, you accept the Office of the Registrar's right to collect pertinent personal information. The collected information is used for the purposes of admission, registration and to assist the College in the academic and financial administration of its affairs.

TIC is committed to taking every reasonable step to protect the confidentiality and privacy of your personal information.

6.11. Use and Maintenance of the Ontario Student Record (OSR)

The school will open a new Ontario Student Record to a student who is NOT coming from an Ontario Secondary School. The School Registrar will collect the required information and documents for the OSR at the time of Registration of the student. The OSR will be kept in the locked metal cabinets in the Registrar's Office. Only the School Registrar, the Principal and the Manager of Systems Integration have the keys to the OSR cabinets.

For students who are coming from an Ontario School, the School Registrar will request a transfer of the student's OSR from the previous school in registered mail. Acknowledgement will be sent to the previous school upon receipt of the transferred OSR. The School Registrar is the person, designated by the School Principal, for the open use, update, review, maintenance and disposal of the OSR contents and folders.

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

The contents of the OSR are reviewed by the School Registrar on a regular basis according to the policies established by the Ministry and TIC to ensure that they remain conducive to the improvement of the instruction of the student.

6.12. Transfer of the OSR

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. Subject to the conditions outlined below, the original OSR is transferable only to schools in Ontario.

When a student transfers to another school in Ontario, the receiving school must be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

If the original OSR is being transferred to a public school or to another private school, it must be transferred by Priority Post or an equivalent delivery method that maintains confidentiality and guarantees prompt delivery.

If some or all of the information in the OSR has been micro recorded or stored electronically and if the receiving school is capable of receiving this information in micro recorded form or electronically in such a way that the OSR can be effectively reproduced or viewed, the information may be transmitted to the receiving school either as a micro recording or by electronic transmission in advance of the paper parts of the OSR.

When TIC is transmitting OSR information electronically or by means of facsimile, the Principal must make arrangements to ensure the secure and confidential transfer of the information.

Before the Principal transfers an original OSR to another inspected private school, a non-inspected private school in Ontario, the Principal must have received a written request for the information from the receiving school, in which the school agrees to accept responsibility for the OSR and to maintain, retain, transfer, and dispose of the OSR in accordance with the Ministry's guideline; and a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

An original OSR may not be transferred outside Ontario. Only an exact copy of the OSR may be sent to the Principal of an educational institution outside Ontario after the Principal who is responsible for the OSR has received a written request for the information from the principal of the educational institution outside Ontario; and a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

6.13. Retirement of a Student

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

When a student retires from TIC that maintained an OSR for the student, the Principal will give the following to the parent of the student if he or she is not an adult or to the student if he or she is an adult:

- an up-to-date copy of the student's OST, if applicable
- the information and materials stored in the OSR folder that are not required to be retained under the retention schedule

6.14. Retention, Storage, and Destruction of Information in the OSR

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

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

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

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

- the OSR folder
- the OST
- the office index card

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

6.15. Correction or Removal of Information in the OSR

When certain information or material in an OSR folder is determined to be no longer conducive to the improvement of the instruction of the student, the Principal will have the information or material removed from the OSR folder. Such information will be given to the parent(s) of a student who is not an adult or to the student if the student is an adult, or it will be destroyed.

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

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

Freedom of information legislation also permits persons to request that recorded personal information be corrected.

The Principal will ensure that no OSR discloses (a) the contravention or alleged contravention by a student of any statute or regulation to which the Young Offenders Act or Part V- A of the Provincial Offences Act applies, or (b) the disposition of any proceedings brought under those statutes or regulations. If an entry in an OSR does disclose such information, the Principal will ensure that the entry is altered appropriately or deleted from the OSR.

6.16. Change of Surname

6.16.1 Change by Repute

When the Principal receives a written request from an adult student or the parent(s) of a student who is not an adult that the student be identified by a surname other than the legal surname of the student and when (a) the student is known by a surname other than his or her legal surname, (b) the surname is a name obtained by repute, and (c) the use of the surname is in the student's best interests, the Principal will record the requested surname in Part A of the OSR folder in addition to the legal surname of the student, and the requested surname

will be used henceforth. In this case, the legal surname will be enclosed in brackets. The written request will be stored in the documentation file.

6.16.2 Change by Marriage

When the Principal receives a document that establishes that a student for whom the Principal maintains an OSR has had his or her surname changed by marriage, the Principal will file the document, a copy of the document, or a verification of his or her knowledge of the document in the documentation file, and will change the surname of the student on all current and future components of the OSR.

6.16.3 Change by Law

When the Principal receives a document that establishes that a student for whom the Principal maintains an OSR has had his or her surname changed in accordance with the law of the province, state, or country in which the document was made, the Principal will file the document, a copy of the document, or a verification of his or her knowledge of the document in the documentation file, and, on request, will change the surname of the student on all components of the OSR so that the record will appear as if originally established in the new surname.

7. Academic Policies

7.1. Course Registration

As students of the Toronto International College, you are responsible for the continuing completeness and accuracy of your registration. Your OSR can be updated in person at any time at the Office of the Registrar or by mail.

It is your responsibility to make sure that you meet prerequisite requirements for courses you take.

Toronto International College will only record course changes when you have initiated the process by following the drop and add procedures.

Registration consists of completing the registration forms accurately at the required times, having them approved by the Principal of Toronto International College, and paying the required application fee.

By applying for admission to Toronto International College you accept the right of the Principal as well as the right of the Registrar to collect pertinent personal information. This information is used for the purposes of admission, registration and to assist the Institute in the academic and financial administration of its affairs.

You agree that all documentation that you submit to the Institute in support of your application for admission becomes the property of Toronto International College.

An electronic record of your achievements at Toronto International College is preserved permanently, as is the record of academic offences, but all other documentation contained in your file may be destroyed when no longer required.

Every Grade 11 or 12 university preparation course has a prerequisite course which is designated as a prerequisite only if it provides essential background for the successful understanding of the subsequent course. It is the student's responsibility to make sure that he/she complete the prerequisite course or apply to the Principal to have it waived before he/she is permitted to take the selected UP credit course.

7.2. Change of Courses

Provided that class size and balance among academic units make a change possible, a student may transfer from one course to another prior to the beginning of the school year. Students wishing to make a change must have written permission from a parent or guardian if under the age of eighteen. Once school has begun, students who still wish to change a course are permitted to do so only during the second week of classes. Students are advised to consider very carefully their choices for the University Preparation courses, and are strongly advised against making changes because any changes in the course selection after two weeks of classes can result in insufficient credit hours for each course.

In order to request a course change, the student must complete a course change application form and have it approved by his/her faculty advisor, the teachers of both courses, his parent or guardian if under the age of eighteen, and the Registrar.

Students are not permitted to change courses or academic units because of teacher preference.

7.3. Add/Drop Courses

Before a session begins, you should obtain a list of courses offered in the particular session from the Program Coordinator and/or the Registrar and register for those courses you wish to take. In the situation when the course you are interested in is not offered, write a request to the Principal of Toronto International College. We will make arrangements to offer a course that has been requested in writing by at least ten students. We reserve the right to cancel a course with low student registration (less than 10 registrants).

For add/drop deadlines, consult the Academic Calendar. Adds and drops should be made on a course add/drop form and submitted in person to the Registrar for approval. Permission and signature of the instructor are required to add a course, and you must produce proof of the tuition being paid in advance for any additional credits involved. The latest date you can drop a course with no record on your transcript is the fifth day after the end of mid-term exams. Please be noted that you will be charged for the course if you drop it after the course drop deadline in the Academic Calendar (even if it is before the fifth day after the end of mid-term exams).

If you wish to take more than four 110-hour university preparation courses, the principal's signature is required. The full course load for ESL (English as a Second Language) and EAP (English for Academic Purposes) courses should not exceed a total number of thirty-five (35) hours of instruction per week, and anything above that requires special permission from the Principal. While being registered with the ESL program, you are allowed to take only one credit course without the Principal's written permission provided that the pre-requisite of the credit course be satisfied.

Under unforeseeable circumstances, if a student performed unsatisfactorily on a course or courses, upon providing the school with a written request and acceptable explanations, the student would be permitted to repeat/retake the same courses.

The student is responsible for the additional cost of repeating a course or courses. The tuition per repeated course is \$1,100 payable before commencement of the course.

Other cost may apply as necessary.

If you wish to proceed, please download the application form, fill it in and submit it to the Office of the Registrar with the appropriate payment.

7.4. Program Postponement

You are allowed to postpone your program for one session (approximately 12 weeks) every two years.

To postpone your program you should apply to the Principal of Toronto International College in writing. If your request is granted, any money you have paid towards your tuition will stay in your tuition account until you commence your program at Toronto International College.

You cannot postpone your program twice within two years.

If program postponement was not approved by Principal in writing, failure to attend classes will result in cancelled registration and ineligibility for free ESL courses.

You are responsible for the continuing completeness and accuracy of your registration. Your OSR can be updated in person at any time at the Office of the Registrar or by mail.

It is your responsibility to make sure that you meet prerequisite requirements for courses you take.

Toronto International College will only record course changes when you have initiated the process by following the drop and add procedures.

7.5. Tests and Quizzes

A test is considered to be an assessment that requires study time, is written under test conditions, and scheduled in advance. The new Ontario Ministry of Education Guidelines prescribes a number of different ways of evaluating. Testing is only one of five or six measures regularly employed to evaluate student achievement. TIC program reflects this variety.

7.5.1. Test Policy

Grade 11 and 12 students will write no more than two tests per day. Tests should not regularly exceed 60 minutes. Shorter tests are encouraged.

You must arrive on time for tests and quizzes. All instructions and corrections will be made at the beginning of the test/quiz period and will not be repeated.

If you missed a test/quiz due to a plausible reason (in the judgment of the Instructor) or if you have a documented reason for missing a test, you can rewrite the test/quiz at the date arranged with the Instructor. Penalties will be - 20% of the final result. A student who misses a test without any prior permission from the Principal will receive a mark of zero. The student in question may appeal the instructor's decision to the TIC's Principal within 10 business days after the original test/quiz date.

If a student knows he/she will be absent for a test, he is required to notify the teacher in advance and, if possible, write the test before the rest of the class. If a student missed a test because of a medical reason, then the test will be written before the next scheduled period for which he/she is present. In such case, the student must submit a written request for a retake of the test to the Principal and at the same time produce a certificate issued by a licensed surgeon or physician to substantiate the medical reason for the absence.

Other forms of assessment in practice at TIC include presentations, individual projects, term papers, problem-solving reports, lab reports, team projects, independent learning assignments, rich performance tasks, colloquiums, etc. You can find information about the weight of each particular form of assessment in the syllabus you receive at the first class of the course.

7.6. Retaking of Failed Subjects

Students can retake subjects they have failed up to three times. Each time the subject retake fee will be charged as specified in the tuition and refund policies. You cannot retake a subject in which you scored more than 50%.

7.7. Academic Dishonesty in Examinations and Tests

Tests are designed to help instructors assess students' progress and problems. Talking, copying, using dictionaries (unless given permission by the instructor) and using cheat sheets hinder this process and students doing so during tests will be given an automatic zero. As well, using third party writing services, copying, and downloading, plagiarizing or otherwise submitting work that is not the exclusive work of the student is a serious offence. Work deemed suspicious will be reported to the Principal. In the case of dispute, the work will be reviewed by a committee of academic and administrative staff. Such activities could result in a grade of "F" for the session and/or expulsion.

7.8. Examinations

Final examination accounts for the 30% of your final grade, while the weight of the mid-term examination varies from course to course. (You can find information about the final grade breakdown in the syllabus you will receive at the first class.) Mid-term examinations usually take place on the seventh week of the session, and final exams are scheduled for the thirteenth week of the session (See School Year Calendar for dates). You cannot waive a final examination.

You will see the examination schedule posted on the Message Board two weeks prior to the examination period. It is your responsibility to check the examination schedule and notify the Office of the Registrar of any conflicts within your schedule. You are responsible for presenting yourself at the place of examination on the scheduled day and hour. All instructions and corrections will be made at the beginning of the examination period and will not be repeated.

Only illness or unforeseen circumstances clearly beyond your control will be considered as valid reasons for a missed examination. For an illness to be recognized as a legitimate excuse, a certificate from a licensed doctor is mandatory. If you claim other unforeseen circumstances as an excuse for missing an examination, you must apply for academic consideration to the Academic Review Committee within two business days from the date of the scheduled exam. If the Academic Review Committee recognizes your excuse for missing the exam as legitimate, you will be evaluated by other means, which may include another examination at the date arranged with the instructor. It is your responsibility to seek remedy for a missed examination.

7.9. Homework and Written Assignments

The scope and intensity of homework assignments varies over the four years of high school. Younger students are expected to complete 2-3 hours of homework daily or about 15 hours per week. Students in Grade 12 should expect 3-4 hours daily or 20 hours per week. During examination periods or when assignments are due this load may become heavier.

Teachers are expected to monitor the workloads of their students and to make whatever accommodations are necessary at the time due dates are established. After that, it is the students' responsibility to plan for completion. Extensions on major assignments can make the overall situation worse, particularly in the last two academic years, so careful consideration must be given to planning. Teachers concerned about student workload should speak to their Program Director or the Provost or Dean.

Students will not be confronted with more than two tests in a day, where a test is defined as any evaluation that requires review and preparation. Teachers are expected to adhere to the published dates for final collection of marks before exams and the review periods.

7.10. Academic Honesty

Honesty is fundamental to all aspects of the operations of Toronto International College as an educational institution. Maintaining academic integrity is the responsibility of all members of a scholastic community, and students at Toronto International College are held to the highest standards of conduct in this regard.

TIC is authorized to undertake the responsibility to prepare students for university and to develop in them the habits, standards and sense of academic integrity. Academic dishonesty is considered a serious disciplinary matter in all universities; any offence against academic honesty will always compromise a student's grades and good standing.

At Toronto International College, cheating, plagiarism and all forms of academic dishonesty are serious violations which undermine and compromise both the student's education and the integrity of this learning community. Therefore, the Board of Directors of this Institute promulgates the Code of Academic Honesty and is determined to enforce it without any extenuation.

An offence against academic honesty is judged to have been committed knowingly if the student(s) ought reasonably to have known that the conduct was an offence.

7.10.1. Cheating

At TIC, cheating is defined as any form or conduct of deceit in academic work. It is an offence for a student to knowingly commit any of the following acts:

- use unauthorized notes or other aids, or to copy from or be influenced by someone else's work, during a quiz, test or examination;
- give unauthorized aid to someone else; and allow someone else to copy or use one's quiz, test, or examination or assignment, essay or homework;
- use help on homework or take-home tests beyond the limits specified by the teacher;
- submit the same work for credit to more than one teacher, unless both teachers have given their permission in advance;
- use translations of texts studied in class without the permission of the teacher;
- use help or contract someone else to write essay, term paper or thesis on the student's own behalf;
- contract or retain someone else to write any external test or exam on the student's own behalf

7.10.2. Plagiarism

Plagiarism is one specific form of cheating. It is the theft of someone else's academic work. Any attempt or act of using another's words, ideas, arguments, or research without proper acknowledgement is judged to have committed plagiarism. At Toronto International College, it is an offence for a student to have knowingly committed any of the following acts:

- submit work as his/her own, any part of which was written or created by someone else;
- submit work as his/her own, any part of which was copied directly from a source without being placed in quotation marks and without due acknowledgement, or paraphrased from a source without due acknowledgement;

- submit work as his/her own, any part of which was based on an idea or research unique to a particular source without due acknowledgement.

7.10.3. Student Responsibility

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

7.10.4. Homework

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

7.10.5. Assignments

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

7.10.6. Essays

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

7.10.7. Thesis/Art Design Portfolio

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

7.10.8. Class Presentations and Seminars

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

7.10.9. Collaboration

Unless specifically directed or permitted by the teacher, collaboration with another student in any academic work, including assignments, lab reports, essays, take-home tests or components of tests, is to be avoided at all times. TIC encourages students to discuss and debate their ideas, for discussion and debate are basic to the educational experience. But in an academic assignment of any sort, discussion is a preliminary and limited stage only, a means of stimulating one's own approach and thinking, and must be followed by individual and unaided research, thinking, and writing. Pooling ideas, sharing or assigning sections of writing, and incorporating another student's ideas and writing into one's own, are examples of unacceptable collaboration. Unacknowledged collaboration or collaboration which has not been permitted by the teacher is cheating-and students whose academic work shows collaboration will be considered to have committed an offence against academic honesty.

7.10.10. Sharing Academic Work

Students should decline to share homework, assignments, essays and any notes or research with other students. In responding to a classmate's enquiries for help, the student should do no more than clarify the assignment; he/she should not provide answers, ideas or materials. When cheating or plagiarism occurs, a student who had allowed a classmate to borrow his work or who had given an inappropriate degree of assistance will be considered a party to the offence against academic honesty.

7.10.11. Receiving Outside Tutoring

A student who for understandable reasons engages a tutor for support in his/her academic work is especially reminded that a tutor is not a substitute for the student's own research, thinking, and writing. A responsible tutor guides the student by questioning and instruction in skills; the tutor does not do the work for the student.

7.10.12. Seeking Guidance in Matters of Academic Honesty

A student who is in doubt about any aspect of the principles and practices of academic honesty should consult his teacher, faculty advisor or the Principal.

Academic Work for a Course

Academic work submitted for a course must always be submitted for that course only. Unless the student has requested and received explicit permission in advance from both teachers, the same piece of work, in whole or in part, must never be submitted in two separate courses.

7.10.13. Quizzes, Tests, and Examinations

A student must write a quiz, test or examination from his own knowledge and ability. The possession and/or use of unauthorized aids, texts, or notes of any kind during the writing of a quiz, test, or examination is cheating. A student who gives unauthorized aid to another student in a quiz, test or examination will be considered a party to the offence against academic honesty.

7.10.14. Disciplinary Measures

The disciplinary measures taken by the College to counter offences against academic honesty is designed to protect academic integrity and learning, and to promote the development of the habits and skills of academic responsibility in students. Cheating of any sort is a violation of community standards and of the principles upon which an academic institution is built, and will not be tolerated in any form.

The full text of the Code of Academic Honesty also appears in The TIC Student Handbook, and should be consulted by all students.

8. Student Services

Toronto International College is equipped with state-of-the-art facilities and is staffed with qualified and caring faculty and management personnel to provide you with all the necessary services you need to complete your educational program in Canada.

8.1. Airport Reception

A Toronto International College representative is available to welcome international students upon their arrival at the airport and transfer them to their selected accommodation. This popular service provides an excellent introduction to Toronto and allows for a smooth transition to your new home. Students must provide details of their flight prior to their arrival in order to use this service.

8.2. Orientation

A comprehensive orientation program is provided for all new students prior to the commencement of each semester.

Orientation includes the following:

- Campus familiarization
- Meeting with staff and instructors
- Course and program information
- Opening a bank account
- Application for a Social Insurance Number
- Purchasing textbooks
- Public transport information
- City of Toronto information
- Canadian legal information
- Accommodation/Housing Service

8.3. Accommodation/Housing Service

Finding somewhere to live is always a top priority for new students. Our Student Service Coordinators will help you arrange accommodation/housing before or after your arrival in Toronto. They can help arrange home-stay arrangements, private accommodation and temporary living arrangements.

All of our students stay in some form of private accommodation. The main types of accommodation are:

Homestay

Homestay provides students with the opportunity to live with a Canadian family and is recommended for students who wish to experience Canadian culture and way of life. Canadian host families come from many different cultures. Your host family may be from China, India, Hong Kong, Europe, or any other part of the world. This is an excellent way to improve your language skills while seeing how Canadian families live. All families are located within commuting distance of the College. Home stay includes breakfast and dinner daily.

Private House/Apartment Rentals

Many Canadian college and university students find rental accommodation that they share with a number of “room-mates” or “house-mates”. It is quite common for students to share a house or apartment unit. A wide range of rental units are available and the costs of these units will vary greatly depending on size, location, and access to the public transportation system. This type of accommodation is generally unfurnished so there will be additional set-up costs such as the purchase of furniture and utility connection charges.

Family in Toronto

Some students with family connections in Toronto will be able to live with their relatives. This is an excellent way to ease into your new life in Canada.

Temporary Accommodation

Many temporary accommodation options are available if you are unsure of what type of accommodation you will require, or if your long-term accommodation is not ready when you arrive in Toronto. This type of accommodation will usually be some type of budget hotel or hostel which will include a furnished room and shared facilities. This option will not include meals.

8.4. University Placement

Staff at TIC will gladly assist you in applying to Canadian universities. Your faculty advisor will provide you counseling regarding career choices and program selection; while our Student Service Coordinators can help you complete application forms and prepare your application package.

8.5. Student Visa/Authorization Application Support Services

You should apply for your Temporary Resident Visa and Study Permit at the appropriate Canadian Embassy, High Commission or Consulate in your country. The processing time will vary and it is best to apply as soon as possible. The main requirements for the Temporary Resident Visa and Study Permit are:

- Completed Form: Application for a Study Permit
- Proof of Acceptance (This is the original Letter of Acceptance issued by Toronto International College)
- Proof of Identity (A valid passport and two additional passport-sized photos)
- Proof of Financial Support (You must be able to prove that you will be able to support yourself financially while you are in Canada)
- A medical evaluation as required by regulations for certain countries

Exact details regarding Temporary Resident Visas and Study Permits can be obtained from the nearest Canadian diplomatic mission.

After your documentation has been approved by the Canadian Embassy you are ready to plan your move to Canada. The student services coordinators at TIC are able to help you with this transition and will be pleased to assist with any details of your move.

When you enter Canada you must:

- Satisfy an immigration officer that you will leave Canada at the end of your studies
- Have been accepted by Toronto International College

- Prove that you have enough money during your stay in Canada to pay for tuition fees, living expenses for yourself and accompanying family members, and return transportation for yourself and accompanying family members.

8.6. Extra-Curricular Activities

Toronto International College regularly arranges activities and excursions within Toronto and in surrounding areas. Previous activities have included: Field trips to Canadian government offices, corporations and/or social organizations, Visits to Niagara Falls, Toronto city tours, Toronto shopping tours, a night at a professional sporting event, and many other fun activities that provide the students with further opportunities to participate in Canadian society and learn about Canadian culture. Other social and athletic activities are organized to promote student recreation and interaction.

8.7. Other Services

Student Under 18 Years of Age

Even though Toronto is a safe city, younger students require additional guidance. Thus, younger students must have a legal guardian when they are in Toronto. Homestay is the recommended alternative for students under the age of 18. If younger students prefer to live in alternative accommodation it will be necessary for their parents to provide written consent.

English Placement Test

Newly enrolled international students are required to take the English Placement Test prior to attending courses at Toronto International College.

The English Placement Test measures English reading, writing, speaking and listening skills, in order to direct the student to the most suitable course.

Staff of Toronto International College will suggest possible dates and times for the English Placement Test when initially registering an international student.

Only students enrolled at Toronto International College are eligible for the English Placement Test. There is no additional fee for taking the test.

Students may obtain the test results in person within 5 business days of the test date.

Facilities

Toronto International College operates from a new educational facility in North York. We offer a stimulating environment which includes computer laboratories and a reference library. Teachers and students are trained in the use of modern technological communications systems. We have Pentium IV and Macintosh G4 OEM computers equipped with broadband Internet access.

These resources facilitate the learning process by connecting students to global information resources that are used at school, at home and in the community. The TIC's highly trained academic staff has many years of teaching experience and an understanding of the needs of pre-university students.

Food Services

There are two cafeterias at TIC, one is located on the fourth floor across from instructors' offices with three microwave ovens, and the other is located on the fifth floor with the same layout. You can bring your lunches to school, keep them in the refrigerators, and have them heated if necessary in the microwaves provided by the College at the cafeterias.

Lost and Found

If you lose an item on campus, report to a student service representative.

If you have found an item on campus, please bring it to the Student Services Office for safekeeping or possible return to the owner.

Unclaimed items are maintained for at least six months before being disposed of. Items such as clothes and prescription eyeglasses are donated to charity; textbooks are returned to the Bookstore.

Textbooks

You can purchase textbooks for the courses offered at Toronto International College at the Accounting Office. We also sell used textbooks. A textbook buyback program is administered throughout the academic year. Contact the Student Service Coordinator for more details.

Payments can be made in cash, by a credit card, or by a debit card.

8.8. Functions of Staff Positions

Faculty Advisor

All students at Toronto International College are assigned a faculty advisor. These helpful mentors are responsible for overseeing the academic as well as the extracurricular and social development of each student assigned to them; they also provide the main contact between the College and students' families. Students are encouraged to refer any problems, scholastic or otherwise, first to them. As necessary, the faculty advisor will draw the student's teachers and other staff with specialized knowledge or skills into the discussions and meetings to resolve students' issues.

Specifically, faculty advisors will assist you with many aspects of your educational life:

- Preparing educational goals to match your career plans and future aspirations
- Assist with course selection, and give additional support in the event of academic difficulties
- Organizing extracurricular activities
- Liaison with parents and teachers
- Provide any needed assistance to help improve study habits and academic performance
- Offer information about admission requirements to Canadian colleges and universities and help you choose programs best suited to your personal ambitions

You will be meeting your faculty advisor at least once a week. Your faculty advisor will have access to all of your academic information and will monitor your performance and attendance. He/she will record observations of your achievements as well as of your character and behaviour in the provincial report card; he/she will also provide you with a letter of reference at your request. The faculty advisor is the person you should contact first if you need to resolve some issues with instructors.

If for some reason you wish to change your faculty advisor you should contact the Principal in writing.

University Placement Counsellor

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

As students progress they are encouraged to discuss specific questions about courses or seek detailed counselling about course selection and their program of study that relate to specific universities and degree programs. Students are encouraged to see the Director of University Relations and Counselling.

The Foundation Year or Grade 11 is the time when students start to give closer attention to the selection of a university, a career, and their final high school program of study. At this time, the Director of University Relations and Counselling assumes a greater responsibility for academic counselling with the student.

To assist students and their parents in finalizing these choices, an evening meeting devoted to University Preparation course selection is held in the Winter Term. The Faculty Advisors supervise the submission of course selection materials, and will arrange individualized counselling with the Director of University Relations and Counselling as requested.

As students enter Grade 11, they should begin to give careful consideration to their choice of a university for undergraduate study. This year provides ample opportunity for doing research in the University Placement Office and on the Internet, visiting university campuses, and attending meetings held at TIC with admissions officers from Canadian, American, and British universities. Grade 11 also provides several additional opportunities to take standardized tests (SAT I and II) in order to improve performance.

The Autumn Term of the senior year (Grade 12) is the time when students make final decisions about their academic futures, and university applications are filed. For this reason, an intensive counselling program occurs at this time. More detailed information about the program is sent to students entering Grade 12, but in general terms it consists of a personal interview with a university placement adviser, an information session with representatives of all the Ontario universities, a series of meetings with admission officers from post-secondary institutions in other provinces and the United States, and visits to college campuses for a first-hand look. Those who decide to apply to selective American colleges or universities overseas are provided with comprehensive assistance. By the time the Winter Term begins, students generally have made appropriate and realistic choices, and can begin awaiting the arrival of admission decisions.

The Academic Review Committee

The Academic Review Committee meets regularly to consider students' special needs and requests for exemption from College policies regarding course selection, class assignment, extended absence, and so forth. Any such requests must be made in writing (with supporting documentation) to the Faculty Advisor and the Dean and co-signed by a parent/guardian to indicate approval.

The Committee comprises the Principal, Vice-Principal, the Dean/Provost, the Registrar, the Director of University Relations and Counselling, Director of International Education and Program Director. The Committee will frequently consult with a student's faculty adviser before arriving at a decision, which is then communicated in writing to the family and the student him/herself.

Student Service Coordinator

Our dedicated and highly qualified Student Services Coordinators are always available to help with your transition to life in Canada. They will help you with:

- Obtaining a student authorization to study in Canada
- Extending your student authorization
- Obtaining multi-entry permit
- Providing assistance with all aspects of life in Toronto, including suggestions about where to eat, where to shop, how to use the public transport network and anything else you would like to know
- Finding appropriate housing in Toronto
- Preparing application packages for the universities of your choice

9. Students' Code of Conduct

9.1. General Guidelines: Respect and Responsible Behaviour

All members of the TIC community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect the rights of others and persons who are in a position of authority.

No members of the TIC community shall be subject to any physical, sexual, psychological or verbal harassment or abuse.

9.2. Illegal Drugs, Smoking and Alcoholic Beverages

You cannot store, possess, consume, or be under the influence of illegal drugs and/or alcoholic beverages on any property under the control of Toronto International College.

Smoking of any material is prohibited in all facilities of Toronto International College.

You cannot store, possess, consume, or be under the influence of illegal drugs and/or alcoholic beverages on any property under the control of Toronto International College.

Smoking of any material is prohibited in all facilities of Toronto International College.

9.3. Possession of Firearms and Weapons

No firearms, weapons, ammunition or explosive substances are allowed on lands or in premises which are leased, owned, operated or otherwise controlled by the Toronto International College. You must neither cause injury to any person with an object nor use any object to threaten or intimidate another person.

The terms Firearms, Weapons, Ammunition and Explosive Substances shall have the meanings given to them under the Criminal Code of Canada from time to time.

Anyone found to have contravened the restrictions set out herein, shall be disciplined and/or prosecuted and all offending firearms, weapons, ammunition or exploding substances may be confiscated.

9.4. Racism

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

9.5. Sexual Harassment

TIC strives to provide an environment wherein all students, faculty and staff are able to learn, study, teach and work, free from sexual harassment, including harassment on the basis of gender identification and sexual orientation.

Sexual harassment is:

1. Unwanted sexual attention of a persistent or abusive nature, made by a person who knows or ought reasonably to know that such attention is unwanted;
2. The making of an implied or express promise of reward for complying with a sexually oriented request;
3. The making of an implied or express threat of reprisal, in the form of actual reprisal or the denial of opportunity, for refusal to comply with a sexually oriented request;
4. Sexually oriented remarks and behaviour which may reasonably be perceived to create a negative psychological and emotional environment for work and study.

Incidents of sexual harassment, including harassment on the basis of gender identification and sexual orientation shall be investigated and dealt with by the Institute in accordance with guidelines and procedures put in place for that purpose from time to time.

Students, faculty and staff who, it is determined, have sexually harassed another member(s) of the Institute community will be subject to discipline and sanctions as are appropriate in the circumstances.

9.6. Compliance with Fire Safety Regulations

You must know and comply with the Fire Safety Plan. A copy of the Fire Safety Plan can be obtained at the receptionist's desk.

The unauthorized use, abuse, or interference with fire protection equipment, firefighting personnel, or warning devices may result in suspension from the Toronto International College.

If you discover a fire,

Leave the fire area closing all doors behind you.

Activate the building fire alarm system using the nearest fire alarm pull station.

Evacuate the building using the nearest safe exit. If the nearest exit is impassable, try an alternate exit.

Call the Toronto Fire Department, North York Division (911) and give the correct building address (3550 Victoria Park Avenue, Suite 500).

Obey instructions from the Fire Department personnel, the Fire Safety Director, the Assistant Fire Safety Director, Floor Warden and the Assistant Floor Warden.

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

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

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

Evacuate using the nearest exit.

Call the North York Fire Department (911) giving the correct building address (3550 Victoria Park Avenue, Suite 500).

9.7. Obligations of Students

You are responsible for knowing and complying with the regulations of the Toronto International College. Regulations may be obtained from the Registrar's Office or a Student Service Coordinator.

We expect you to conduct yourself at all times with due regard for the rights of others and show respect for other students, faculty members and administrative staff.

Coming to school prepared, on time and ready to learn is your responsibility.

9.8. Physical Aggression

Toronto International College prohibits physical aggression. You should resolve all conflicts by non-violent means. Physically or verbally aggressive behaviours are not acceptable.

If you violate this policy, you may be removed from the TIC's premises and may face disciplinary action including expulsion and/or criminal prosecution.

If you have been subject to physical aggression or you have witnessed physical aggression, you should promptly notify your class instructor or administrative staff. Please report any behaviour that poses a potential for aggression.

9.9. The Property of the Toronto International College

You must show proper care and regard for the property of the Toronto International College and the property of others. In case you cause any damage to the property of the Institute, either intentionally or unintentionally, TIC reserves the right to demand compensation for the losses which shall be more than the cost of a replacement of the damaged property.

9.10. Reinforcement of the Code of Conduct

The TIC's students who are charged with violations of this Code shall be subject to disciplinary action decided by a committee designated for that purpose. The committee has the authority to issue warnings, impose penalties and recommend dismissal.

Visitors, Invitees, or Trespassers whose behaviour violates the maintenance of order within the Institute community will be asked to leave the TIC's premises. Failure to leave promptly upon request will result in the Institute using all reasonable means, including but not limited to calling for assistance of the police, to effect removal. You may be held accountable for the acts of misconduct of your guests while on the Institute premises.

9.11 Mandatory Consequences

The police will be involved in case of serious offences (possession of illegal drugs, possession of weapons, trafficking in drugs or weapons, inflicted serious bodily harm, vandalism, sexual assault, robbery, etc.) , and the student will be immediately suspended and proceed to an expulsion hearing for the following:

- possession of a weapon, including, but not limited to firearms;
- trafficking in drugs or weapons;
- robbery;
- use of a weapon to cause bodily harm, or to threaten serious harm;
- physical assault causing bodily harm requiring professional medical treatment;
- sexual assault;
- providing alcohol to minors.
- Immediate Suspension will be the minimum penalty faced by a student for:
 - uttering a threat to inflict serious bodily harm;
 - possession of illegal drugs;
 - acts of vandalism causing extensive damage to the Institute property or property located on the Institute premises.

A student will be immediately suspended for:

- swearing at a teacher, or other person in authority;
- being in possession of alcohol;
- being under the influence of alcohol.