



*But Jesus looked
at them and said,
“With man this is
impossible, but
with God all
things are
possible.”*

Matthew 19:26 [ESV]

North Toronto Christian School

Student Handbook & Course Calendar

2023-2024

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Mrs. Nicole Brouwer, Principal

Mr. David Vant Erve, Vice Principal

Mr. Gordon Cooke, Administrator and Treasurer

OUR PURPOSE

It is the purpose of North Toronto Christian School to provide a sound academic education integrated with a Christian view of God and the world.

The Bible is specific in stating the principles that underlie Christian education. St. Paul presented a comprehensive principle when he wrote of Christ, "For by Him were all things created, that are in heaven, and that are in earth...And He is before all things and by Him all things consist" (Col. 1:16-17). The writer of the fourth Gospel said, "All things were made by Him; and without Him was not anything made that was made" (John 1:3).

There is an important difference between the Christian and the non-Christian viewpoints on a given subject. Even though knowledge is factually the same for both, no subject can be taught in the totality of its truth if the Creator is ignored or denied. Knowledge is purified by the recognition of God's place in it. No other approach to education can be God-honouring unless it is based on the truth found in the Scriptures.

As a school family, we consider the Word of God clear in making parents responsible for the education of their children. Education is not limited to the counsels of God revealed in *His Word* but is found also in the counsels of God revealed in *His world*. Our parents want their children to be educated at home and at school with the consciousness that all truth is God's truth, including history and geography, science, music and the arts, and that Jesus Christ is to be central to all learning and living. With His enabling of parents, teachers, and students, we work together to build mature Christian students who are ready to take their place in the world.

Handbook cover design by Brandon Yip, Grade 11 student in 2023/2024

September 1, 2023

Dear Parents and Students:

This handbook contains important information about North Toronto Christian School -- its philosophy, its people, and its programs. The handbook is more specific to the high school program but contains valuable information for our grade 7 and 8 students as well.

Whether you are contemplating associating yourself with NTCS or you are presently a part of our school family, I strongly recommend that you read the information in this handbook carefully, consider it thoughtfully, and choose wisely. The school you choose for your high school education can be a critical factor in determining educational success or failure; the consequences of the choices made while in school can have a lifelong effect on one's hopes and plans for the future.

Since the establishment of the high school program at NTCS (formerly called The Yorkland School) in 1993, our students continue to gain a reputation for substantial accomplishments wherever they go. We currently enroll 380 students annually from Junior Kindergarten to grade 12. The program for grades 7 - 10 is largely compulsory but increased subject choice based on interest, aptitude, career plans, and course enrollment is made available to students as they enter the upper grades. Careful selection of courses and planning of the program by the family and the school will ensure the best possible educational results for each student during their years at NTCS.

Please do not hesitate to make contact with any of the following people if you want more information about any aspect of NTCS.

Mrs. Nicole Brouwer	Principal	(416) 491 – 7667 x230
Mr. David Vant Erve	Vice-Principal	(416) 491 – 7667 x231
Mr. Gordon Cooke	Administrator and Treasurer	(416) 491 – 7667 x235
Mr. Alan Hoover	Athletic and Aquatics Director	(416) 491 – 7667 x226
Mr. Chris Brown	Guidance Counsellor	(416) 491 – 7667 x232
Mrs. Deborah Newsted	Administrative Assistant	(416) 491 – 7667 x221
Ms. Athena Leung	Administrative Assistant	(416) 491 – 7667 x222

We trust you will have a wonderful and successful school year.



Mrs. Nicole Brouwer, Principal

North Toronto Christian School
Faculty and Staff (High School)
2023 – 2024

Administration

Nicole Brouwer	B.A., B. Ed., PQP, M. Ed.	Principal
David Vant Erve	B.Sc. (Hon), B.Ed., M.M.T., PQP	Vice-Principal
Gordon Cooke	B.Sc. (Hon), Grad Dipl.	Administrator and Treasurer
Alan Hoover	B.A. (Hon) B. Ed	Athletic and Aquatics Director
Chris Brown	B.Sc., B. Ed.	Head of Guidance
Deborah Brooks	B.Sc. (Hon), B.Ed., M.T.S., M.M.T.	Head of Math
Deborah Newsted	B.Mus. (Hon), B.Ed.	Administrative Assistant
Athena Leung	Dipl. (Hospitality & Tourism)	Administrative Assistant

Faculty

Jethro Arcangel	B.A., M.Ed	Physical Education
Nathan Babler	B. A., B.Ed.	Science
Deborah Brooks	B.Sc. (Hon), B.Ed., M.T.S. M.M.T.	Math / Science
Chris Brown	B.Sc., B. Ed.	Music / Guidance / Careers
Bessie Calabrese	B.A., TESL	ESL
Jay Cottrill	B.A.Sc., B.Ed., Sp. Ed. Sp.	Science / Physical Education / Bible
Humberto Galvez	B. A., B.Ed.	English / Humanities / Civics
Alan Hoover	B.A. (Hon), B.Ed.	Physical Education / Humanities
Caterina Ierullo	B.FA. (Hon), B.Ed.	French / Music
Nicole Jones	B.A., B. Ed.	English / French
Daniel Kim	B.A., B. Ed.	Humanities
Hanna Kim	B.A.	Visual Arts
Michael Kim	B.A. (Hon), B.Ed.	Business / Math
Caleb Lau	B.FA. (Hon), B.Ed.	Business /Geography /Worship Band
Ho Jung Lee	B.BA., B.Ed., M.A.	Mathematics
Donald Lew	B.Sc.	Mathematics / Computing
Karoll Ouegnin	B.A.	French
Daniel Pinsent	B.A., M.A., M. Ed.	English
Hillary Tse	B.A., B.Ed.	Physical Education / Science
Marko Vuckovic	B.A., M.A., B.Ed., M.Th.	Humanities
Natalie Wall	B.A., B.Ed., FSL	French

Other Staff

Aquatics Program	Athena Leung
Piano	Judy McKinnon, Joanne Tsang
Outdoor Education	Garrett Brinkman
International Students	Michelle Sin

The Ontario Secondary School System

At NTCS, it is our hope and goal that every student will strive for success in the completion of the Ontario Secondary School Diploma (OSSD). We are committed to helping each student achieve a successful outcome from their secondary school experience so that they can serve God fully in the plan that He has for their life. There are three mandatory requirements for a student to qualify for the OSSD.

- 30 credits (19 compulsory, 11 elective)
- 40 hours of community service
- Successful completion of the Ontario Secondary School Literacy Test

Credits

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the Ministry. A half-credit may be granted for each 55-hour part of a 110-hour Ministry-developed course in accordance with the policy outlined in the curriculum policy documents. Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses. 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 or e-learning instruction and activities and/or through community placements related to work experience and co-operative education.

The Credit System

Requirements for the Ontario Secondary School Diploma (OSSD)

Compulsory Credits (total 19)

English	4 credits
French as a Second Language	1 credit
Mathematics (gr. 9, 10, 11)	3 credits
Science	2 credits
Canadian Geography (gr. 9)	1 credit
Canadian History (gr. 10)	1 credit
Arts	1 credit
Healthy Active Living (Phys Ed)	1 credit
Technology (gr.9)	1 credit
Civics	½ credit
Career Education	½ credit

Plus...one credit in each of the following categories:

- “Group 1” – a fifth English course or a French or Native or Classical or International Language or Social Science or Canadian & World Studies or Guidance and Career Education or a Co-op course.
- “Group 2” – a Business credit, or an extra Arts or Phys Ed or French credit, or a Co-op course.
- “Group 3” – a senior (grade 11 or 12) Science credit, or French or a Technology credit (grade 9-12), or a Co-op course.

A further **11 credits from elective courses** will be required to make a minimum total of 30 credits. All available compulsory and elective credits are listed elsewhere in this document. A minimum of six grade 12 credits are generally required for university application purposes.

Note: there are three additional required courses at NTCS. Christian Studies (HRE23) in Grade 10, World Religions (HRT3M) in Grade 11, and Engaging the Origins of Western Thought (IDC4U) in Grade 12.

Substitutions for Compulsory Credit Requirements

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may substitute up to three compulsory credits with courses from other subject areas specified in a list of compulsory credit requirements. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

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

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with section 6.1.1. of the Ontario Schools Program and Policy Requirements.
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.
- Each substitution will be noted on the student's Ontario Student Transcript.

Withdrawal from Credit Courses

Students may withdraw from a credit course up to and including five instructional days after the first term report card is issued (February). Proper notification must be provided to the teacher, parents, Head of Guidance and the Principal. No record of the course will appear on the Ontario Student Transcript. If the withdrawal occurs after the five day period, the course will be reported on the Ontario Student Transcript with a "W" to indicate "withdrawal" and the grade at the time of withdrawal. (Note: this is only applicable for grade 11 and 12 courses).

Course Coding

The course codes are all composed of 5 characters as follows:

The first three characters are assigned by the Ministry of Education and represent the discipline, the subject and the course. The fourth character is either a letter for languages other than French or English, or a number. Most courses have a number that refers to the grade level of the course as follows:

1 = grade 9	2 = grade 10
3 = grade 11	4 = grade 12
A = Level 1	B = Level 2
C = Level 3	D = Level 4
E = Level 5	

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses) (see sections 7.2.1 and 7.2.2). In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. Depending on the subject and/or discipline, students may earn credit for the successful completion of more than one course in the same subject at any given grade level. All schools will offer both a sufficient number of courses and courses of appropriate types to enable students to meet the diploma requirements. Schools are not expected to offer all courses in all course types, but must provide a range of choices appropriate to the needs and interests of their students.

Grade 9

Grade 9 courses have been de-streamed as per the Ontario Ministry of Education's requirements beginning in September 2022. The new Grade 9 technology course, TIJ10 - Exploring Technologies, which will be required of all Grade 9 students beginning in September 2024, will be offered at NTCS beginning in September 2023. Students are able to choose the Arts subject they would like to take from the following options: Dramatic Arts, Music or Visual Arts.

Grade 10

Three types of courses are offered in Grade 10:

- Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grade 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses of study.

Grades 11 and 12

Five types of courses are offered in Grades 11 and 12:

- College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades, there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs.

Schools are required to ensure that students in Grades 11 and 12 have access to an appropriate destination-related course in at least English, mathematics, and science, in accordance with the course types included in the curriculum policy documents for these disciplines.

NTCS is a University Preparation School

At NTCS, our program focuses on students who intend to enter university upon graduation. For that reason, we will not offer many courses other than *academic or university stream* courses. In our experience, this is the best plan for the majority of our students since it more than adequately prepares students for the college experience as well as university.

Age Requirement

All Ontario students must remain in school until their 18th birthday, or until they have completed the requirements of the Ontario Secondary School Diploma (OSSD).

Students Who Wish to Change Course Types (e.g. applied to academic)

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Students wishing to make such a change must consult with the Head of Guidance and/or the Principal.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the Principal.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school,

e-learning, the Independent Learning Centre, or independent study. If the Principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

Other Diploma Requirements

Students are required to complete **40 hours of community service** (volunteer work), and must successfully complete the **Ontario Secondary School Literacy Test**, normally taken in the spring of their grade 10 year.

Online Learning Graduation Requirement Exemption at North Toronto Christian School

Students are required to earn two online learning credits to graduate from an Ontario secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The online learning requirement “is intended to provide every student with access to high-quality online learning opportunities within a modernized education system.” The Ontario Ministry of Education has also provided exemption structures for individual students and for private schools. NTCS believes in the use of technology in learning, especially in our increasingly digital world, and integrates digital content and literacy into numerous courses. However, *Stepping Stones*, published by the Ministry of Children, Community and Social Services in 2012, highlights that support for youth needs to take into account the whole child—their cognitive, social, emotional, and physical development. Our educational mission believes this whole child development is best supported through in-person learning. Consequently, NTCS does not offer online courses internally. Occasionally, students may choose to enroll in an external online course(s). The Ontario Ministry of Education memorandum from February 1, 2022, indicates that “inspected private schools . . . may exempt all students of the school from the graduation requirement if, in the principal’s opinion, the online learning graduation requirement strongly conflicts with the religious or educational mission of the school and the school holds the Ontario Student Record for each student.” Our educational mission is to support the whole student within a Christ-centred learning community; therefore, all students at NTCS are exempted from the mandatory two credit online learning requirement to graduate. This exemption is approved by the Ontario Ministry of Education and is noted in each student’s Ontario School Record (OSR).

Community Service Requirement

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process. Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 are able to start accumulating community involvement hours in the summer before they enter Grade 9. For mature students, the Principal will determine the number of hours of community involvement activities required.

The Ministry of Education has developed a list of *ineligible* activities. These types of activities will not qualify for the OSSD requirement. To support our students in meeting this requirement, NTCS has developed a list of activities that we deem to be acceptable. Any activity on this list may be chosen by the student without prior approval of the Principal. However, this list is not exhaustive. Should a student wish to engage in an activity that does not violate any of the guidelines of the MOE but that is not on the published list, they must speak with the Principal directly.

In order to verify completion of the 40 hour community service requirement, students will need to submit their signed and dated "Completion of Community Involvement Activities" form to the school office. This form is distributed to all Grade 9 students at the beginning of the school year and additional copies are available in the school office. Upon submission of that completed form, the Principal will verify that the information provided is complete and accurate and that all volunteer activities listed are eligible. Once approved, the Principal will ensure that the OSR is updated and that a copy of the OST (Ontario Student Transcript) is given to the student showing the successful completion of the required hours.

Students New to Ontario and Community Service

Students who have completed some high school courses outside Ontario will have the community service requirement reduced by 10 hours for each full year of high school completed outside Ontario. Thus, a student entering grade 11 having completed grade 10 outside Ontario would need to complete 20 hours of community service to fulfill their diploma requirements.

Students who, in their high school years outside Ontario, performed community service for which they have attesting documents may submit those to the Principal for consideration.

Community Service - Ineligible Activities

The following is a list of activities, developed by the Ontario Ministry of Education, which may not be chosen as community service activities. In general, an activity is ineligible if it is an activity that:

- is a requirement of a class or course in which the student is enrolled (for example, cooperative education, 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 trades person whose trade is regulated by the provincial government.
- involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables.
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities.
- involves activities for a court ordered program (such as a community service program for young offenders or a probationary program).

Community Service - Eligible Activities

The following is a list of activities that students may select for eligible community service without the prior approval of the Principal. **Any activities not on this list should first be discussed with the Principal.** This list is not meant to be exhaustive and will be revised over time based on input of parents, students and school staff.

1. Volunteer service done on a regular basis in any activity organized and supervised by a recognized charitable organization. This would include church programs such as Sunday school teaching, community programs sponsored by municipalities or the YMCA/YWCA, and service for mission organizations such as The Yonge Street Mission, The Scott Mission, Evangel Hall Mission, The Salvation Army and The Grace Place Food Bank.
2. Volunteer service performed in a nursing home, senior's residence or hospital.
3. Volunteer coaching in community sports programs.

4. Volunteer work done outside school hours at the school. For example, assisting with the school yearbook, drama productions (when not doing the drama course for credit), and assistant coaching of sports teams.

OSS Literacy Graduation Requirements

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with the policies outlined in this document. Once students have successfully completed the OSSLT, they may not retake it.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLT), or the adjudication process. Mature students have the option to enroll directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLT.

Students who are working towards the OSSD under Ontario Schools, Intermediate and Senior Divisions (Grades 7–12): Program and Diploma Requirements, rev. ed., 1989 (OSIS) and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma, are not required to meet the literacy graduation requirement.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students will usually take the OSSLT in their Grade 10 year, unless a deferral is granted by the principal. Deferrals are granted in accordance with the policies described in this document.

Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English Language Learners may be entitled to special provisions. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test.

A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered. School boards should ensure that this policy is made known to students and to parents of students who are planning to transfer from the English-language system to the French-language system, or vice versa, and who have not yet fulfilled the literacy graduation requirement. A student who has successfully completed the OSSLT in either English or French at the student's previous board is considered to have met the literacy graduation requirement and will not have to retake the test in the other language after transferring to the receiving board.

School boards are required to provide remedial assistance for students who do not complete the test successfully. This remedial assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a board could offer a credit course on learning strategies (see the guidance and career education curriculum policy document) or one on literacy skills (see the English curriculum policy document) for these students.

The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC)*, Grade 12. Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfillment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enrol directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. (The accommodations must be in accordance with those outlined in Appendix 3, Section 1, under the subheading "Permitted Accommodations".) In such cases, the student must have been present to take the test but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test. (Students who find themselves in these circumstances in June of their graduating year may be eligible for the adjudication process established by their school board)

The Adjudication Process

School boards may establish adjudication panels at the end of the school year to provide students with an additional opportunity to meet the literacy graduation requirement. The process is designed for students

who, through no fault of their own, have not been able to take advantage of the normal opportunities to write the Ontario Secondary School Literacy Test (OSSLT) and/or students who have not been able to enrol in or complete the Ontario Secondary School Literacy Course (OSSLC) because of unforeseen circumstances. Every spring, the ministry sends boards the procedures and timelines for the adjudication process for that school year.

Students who are otherwise eligible to graduate in June of a given school year are eligible for adjudication to obtain their graduation literacy requirement if they meet one or more of the following criteria:

- The student was never able to write the test because of illness, injury, or other extenuating circumstances. The student was eligible to enrol in the OSSLC, but the student's school did not offer the OSSLC or make arrangements for the student to take the OSSLC in another school.
- The student was enrolled in the OSSLC but, as a result of illness, injury, or other extenuating circumstances, was not able to complete the OSSLC.
- The student was receiving special education programs and/or services and had an IEP documentation required accommodations when taking the OSSLT. (The accommodations must be in accordance with those outlined in Appendix 3, Section 1, under the subheading "Permitted Accommodations".) In that school year or in the previous school year, the student was present to take the test, but, because of unforeseen circumstances, the required accommodations, or a reasonable alternative to them, were not available to the student on the day the OSSLT was administered during the whole test or part of the test.

Other Credit Information

Out-of-Province Credits / Equivalency Credits

For secondary students who are transferring from homeschooling, a non-inspected private school, or a school outside Ontario, the Principal will, in the process of deciding the grade level 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. The credit equivalency total and the number of compulsory credits included will be entered on the students' Ontario Student Transcript. Students will be required to meet the provincial secondary school literacy requirement.

Final decisions regarding placement are made by the Principal in consultation with the student, staff, and parents. The Principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The Principal will note the results of his or her assessment and the reasons for the decision in the students' Ontario Student Record.

The Ontario Ministry of Education has set the following as the standard by which equivalent credits may be granted for out-of-province secondary school studies:

1 year (e.g. Form 3)	= 8 credits
2 years (e.g. Form 3 and 4)	= 16 credits
3 years (e.g. Form 3, 4, and 5)	= 23 credits
More than three years completed	= 26 credits

These are the *maximum* number of credits allowed and it assumes that the student was *successful* in those courses. Students who have failed subjects may be granted fewer credits. Credit equivalencies will be awarded by the Principal and Guidance Counsellor based on an official, out-of-province school report/transcript.

Music Certificates

Students who have completed grade 7 level Practical and Intermediate Rudiments with the Royal Conservatory of Music are eligible to receive a grade 11 music credit towards the OSSD. Grade 8 Practical

and Advanced Rudiments are recognized with a grade 12 university stream credit. Students should see the Principal for further details.

Prior Learning Assessment and Recognition (PLAR)

Because students benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages and international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline. For students who are transferring from homeschooling, a non-inspected private school, or a school outside Ontario, the Principal will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning (see section 4.3.2 and Appendix 2). PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students. Note: NTCS does not provide the PLAR challenge process.

Record Keeping/Reporting

The Ontario Student Record (OSR)

The OSR is the ongoing, confidential record of a student's educational progress through schools in Ontario. The collection of this information is mandated by the Education Act. An OSR is established for each student who enrolls in an elementary or secondary school that is operated by a public, private or separate school in Ontario. Private schools and school boards are responsible for ensuring compliance with Ministry of Education policies on the OSR. The information in an OSR is available to supervisory officers at the Ministry of Education and the Principal and teachers of the school only for the purpose of improving the instruction of the student.

All students and the parents or guardians of students under 18 years of age have the right to examine the OSR and to receive a copy of its contents.

What Does the OSR Contain?

An OSR consists of the OSR folder, various supporting documents and other information that are kept in the folder. On the OSR folder itself, the following information is entered: biographical data, schools attended, name(s) of the parent(s) or guardian(s), information on any special health conditions, and other information that is considered relevant for improving the instruction of the student. Photographs may also be attached.

The following material is filed in the OSR folder:

- copies of report cards
- the Ontario Student Transcript, which is the cumulative record of a student's successful completion of secondary school courses
- a documentation file, if required, which might include such material as: verification of a custody or a change-of-name order; psychological, health or educational assessment reports; or information on placement decisions
- cards recording the student's accumulated instruction in French as a second language and/or Native as a second language, if applicable

The Ontario Student Transcript (OST)

In all secondary schools, a record of courses taken towards obtaining the OSSD is maintained on the Ontario Student Transcript. Courses meeting the requirements of current Ministry of Education guidelines are entered on the student's transcript through the use of common code designation issued by the Ministry of Education. The student transcript is updated each year and contains a record of all successfully completed courses from grade 9 and 10 and all **attempted** courses (including failures, repeated and withdrawn courses) from grades 11 and 12.

Assessment and Evaluation

The following are excerpts from Growing Success, Ontario Ministry of Education:

'The primary purpose of assessment and evaluation is to improve student learning.'

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

'Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.'

'Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products.'

'Student products' would include short tests, assignments, cumulative tests, projects or major assignments and formal examinations. Students are provided with a detailed set of course requirements at the beginning of each course.

- Continuous evaluation will take place throughout the course and will constitute 70% of the final mark for the course.
- The student's result on a final exam or capstone project shall constitute 30% of their final mark (grades 9-12).

School Year Organization - Report Cards

Parents should expect to receive report cards according to the following schedule:

Term 1 Interim	mid November
Term 1 Final	February
Term 2 Interim	April
Term 2 Final	early July

School Year Organization - Timetable

NTCS offers a full year program with all courses running from September to June, with the exception of half credit courses. Entry to the NTCS Grade 9-12 program is only permitted in September of each year.

The school day is organized on a four day cycle, with six, fifty-minute periods each day. Through the four day cycle, students will attend three classes of each of their courses.

Other Academic Matters

Planning Your High School Program

It is important that students plan their high school program carefully, starting in Grade 9, so they can explore various areas in the junior grades and be prepared with prerequisites for the more specific senior requirements in grade 12. The NTCS school schedule permits a student to enrol in 8 credit courses per school year. All students will normally carry a full timetable until they have successfully completed 16 credits at the end of grade 10. Even in grade 11, it is desirable to continue with a full 8 credit schedule, but a minimum of seven must be maintained. This gives a student greater freedom and flexibility in their final year. Students who are uncertain about their future plans are advised to keep as many subject areas open as possible and to select courses that will give them a basic background common to many career choices. In grade 12, students must be enrolled in a minimum of six courses at NTCS.

Students intending to enter a specific course at a university or college are strongly advised to consult the course calendars of these post-secondary institutions to ensure that their secondary school courses of study meet the post-secondary requirements.

During the first week of school, students may want to make changes to their elective courses. Students may switch to other courses, but if a class is full, priority will be given to students who selected the course on their original course selection sheet. All changes to course selections must be made no later than the end of the first week of classes. Students must ensure that they have the proper prerequisites when making changes to their course selection. It is necessary for a student to inform the Guidance Counsellor when making changes to their elective courses.

Guidance Services

The aims of our guidance services are:

- To assist the student to develop plans to meet personal, educational, and career needs.
- To provide the students and those helping them, particularly the parents or guardians and teachers, with all necessary information relating to personal, educational, and career needs.
- To assist the student in developing skills that will enable them to deal effectively with daily living.
- To assist students in self-development, educational, and career planning by utilizing the appropriate community, health, educational, and career resources.

To this end, all students are encouraged to make appointments to see the Guidance Counsellor or Principal to discuss course selections and educational plans. All students in Grades 9-12 will have one scheduled appointment with the Head of Guidance during the first month of school to review academic matters.

Prerequisite/Recommended Courses

Certain courses are sequenced and may not be taken until the prerequisite course, mandated by the Ontario Ministry of Education, has been successfully completed. In some cases, a course may not have an official prerequisite course but NTCS has decided that it is in the student's best interest to take that course as preparation for the higher level course. In such a case it will be designated as a "recommended prerequisite."

Parents have the responsibility and the opportunity to work with their child in the planning of their secondary school education. The final decision on the course selections of students under eighteen rests with parents. However, students and parents should consider the advice and recommendations of the school and feel free to consult with the Head of Guidance and Principal at any time.

Waiving of Prerequisite Courses

At the suggestion of either parents, adult students, or the Principal, prerequisites may be waived. The Principal will make a decision in consultation with the student, parents, and appropriate staff. Prerequisites will only be waived if there is a specific academic need and a legitimate reason as to why the prerequisite course was not taken, or is not necessary.

English Language Proficiency

Students whose first language is not English will be required to present proof of English ability as part of their application to attend NTCS. Students will normally complete a language test administered by NTCS. Admission will be subject to an acceptable result on this English proficiency test.

English Language Learners (ELL) Course Progression

Language acquisition takes time and effort. Depending on the grade level, and the level of English ability when entering the school, students may need to be prepared to complete an additional year of high school in order to gain satisfactory competence in English to pass the Ontario Secondary School Literacy Test and Ontario university English entrance requirements. All international students attending NTCS that do not speak English as their first language will be tested either prior to acceptance or during the first week of school to determine an appropriate ESL course placement. Students who are placed in an English as a Second Language (ESL) course are required to progress through all levels (A - E) of ESL before moving on to either the Grade 11 or 12 university preparation academic English course. Students may be able to progress through more than one level of ESL during a school year, but are only able to earn one ESL credit per school year. Additional ESL courses may need to be taken during the summer months in order to facilitate the completion of English language requirements to earn an Ontario Secondary School Diploma. All Ontario students must complete a minimum of four English credits to graduate. Of those only three ESL credits can be counted. Successful completion of Grade 12 English is a requirement for the OSSD. All ESL students are encouraged to work closely with their ESL teacher and the guidance counsellor in order to effectively map out their English language program as they progress through high school.

Locally Developed Courses

Schools are able to offer courses not covered by Ministry of Education (MOE) guidelines if they receive the appropriate approvals from the MOE. Presently, NTCS offers Christian Studies (HRE23) which is mandatory for all grade 10 students.

Interdisciplinary Study

'In interdisciplinary studies courses, students consciously apply the concepts, methods, and language of more than one discipline to explore topics, develop skills, and solve problems. These courses are intended to reflect the linkages and interdependencies among subjects, disciplines, and courses and their attendant concepts, skills, and applications, and are more than the sum of the disciplines included.' (MOE).

Presently, NTCS offers Applied Journalism (IDC3O) and Engaging the Origins of Western Thought (IDC4U) as interdisciplinary study courses.

Qualifying to Receive High School Credits

Students must complete all course requirements successfully to receive credit for the course. Attendance is a key factor so frequent absenteeism (maximum of 20) may result in the loss of the credit or the requirement to make up the time lost. A pass consists of a final mark of 50% or higher.

If borderline, the teacher will consider factors such as:

- the student's work ethic, perseverance, and improvement
- physical or emotional challenges, and
- the student's marks in the full range of subjects

The granting of a credit in such cases will be determined by the teacher in consultation with the Principal. The final decision is the Principal's.

Entrance to University

Acceptance at university is normally conditional upon completion of six grade 12 “U” or “M” courses with a minimum average of 60%. These grade 12 courses are included among the 30 credits required for the Ontario Secondary School Diploma (OSSD). Specific programs may also have additional requirements. Students whose first language is not English, or who have not attended high school in Ontario for four years, may be required to present the results of a TOEFL, IELTS or other language test to the university.

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

7 required compulsory credits

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

7 required optional credits

- 7 credits selected by the student from available courses

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

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

Independent Study Courses

Under exceptional circumstances, NTCS may arrange for a student to meet the requirements for a course by pursuing an independent study program. Typically, this will be done for a student who must have a particular course, but for valid reasons is not able to take it in the regular timetable. The student will meet with a teacher on a regular basis and complete all course requirements on their own. Prior permission must be secured from the Principal.

Independent Learning Centre (ILC)

Students enrolled at NTCS may enroll in courses available through the ILC. The ILC provides correspondence courses based on the Ontario curriculum as set out by the Ontario Ministry of Education. Generally, only students who wish to take a credit not available at NTCS, or students in exceptional circumstances, may take such credits. Students must consult the Principal for information and enrollment.

The policy of the ILC is that if a student is under 18 and/or is enrolled in a day school, the student must register through the day school. Registration forms are available at the school office. An additional fee is charged for enrolment in an ILC course. Please consult with the school office for fee information.

Students have up to ten months to complete a course. The ILC sends materials directly to the school, but it is the responsibility of the student/family to send course work directly to the ILC and return all materials loaned by the ILC. Many courses for the ILC are now completed online so access to a computer and an internet connection will likely be required. There are four or five units per course and courses typically take a minimum of four months to complete, which includes time to return materials for marking to the ILC. A final exam is written at the ILC office one month after the last book or work is submitted and marked.

To register for a course, all necessary prerequisites must be completed. It is up to the student/family to monitor his/her progress and contact the ILC for help if needed. Regular help/tutoring is not available through the school. Once the course is completed and the final examination is written at the ILC offices, students must bring a copy of the final report indicating the credit earned and the final grade so that this credit may be registered on their transcript through the NTCS office.

If a student wishes to withdraw from an ILC course, the student must contact the ILC directly and complete a course withdrawal form.

Students in Grade 12 who are completing an ILC course that is necessary to meet their OSSD requirements must successfully complete the course by late May in order to be able to graduate with their classmates. Confirmation of successful completion must be received from the ILC at least one week prior to graduation. Please consult <http://www.ilc.org> (for current course offerings)

Credits taken at other Ministry of Education inspected schools

High school credits may be earned at other schools in the evening, summer, or online. This is not a practice we typically encourage, especially for core courses. If students do take such courses, the following must be considered.

In order to be registered as a student at NTCS, a student must be: in a minimum of six courses for Grade 12, a minimum of seven courses for Grade 11 and a full course load of eight courses in Grade 9 and 10. We do not admit students, or allow them to attend, on a part-time basis. An NTCS student may not attend fewer than six full credit courses, regardless of their attendance at other Ministry of Education inspected schools. Courses taken at other schools do not qualify toward the NTCS full course load requirement. It is imperative that students confirm that courses taken at other schools are eligible for credits recognized by the Ontario Ministry of Education. A final official and stamped report card from the school where the course was completed will allow NTCS to add any earned credits to the student's Ontario Student Transcript. It is the responsibility of the student to ensure that they provide **official documentation** to the NTCS school office in order to have a credit added to their transcript.

Tutoring and Extra Help

While the school does not arrange outside tutoring, we will seek to match students needing tutoring with senior student tutors. A fee is charged by the student tutors as set by the school. However, extra help is always available from teachers on both a scheduled and impromptu basis. Students should always feel free to go to their teachers for such help. The school does not supply extraordinary help that would normally be supplied by a specialist. All tutoring that occurs on school property must be coordinated through the school office under the supervision of the Principal.

Experiential Learning Programs

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to

their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school.

For students who are fourteen years of age or older and who are participating in experiential learning programs involving more than one day at the workplace, a Work Education Agreement form must be completed to ensure Workplace Safety and Insurance coverage.

This can include: Cooperative Education, Work Experience or Job Shadowing and Job Twinning.

NTCS **does not offer** any formal programs in this area.

Exceptional Students

Within the limitations of our program, we will endeavour to make opportunities available that meet the needs of the majority of students. Students with exceptional abilities may be accommodated, depending on their specific need. Parents should consult with the Principal if they feel such alternate programs are desirable for their child(ren).

Principal's Honour Roll

At NTCS, recognition is given to students who achieve high marks in their academic studies. Part of this recognition takes the form of an Honour Roll that is established at the end of the school year after all marks have been determined. To attain honour roll status, students in high school must earn a minimum 80% average with a full time schedule of courses, while junior high school (Grade 7 and 8) students must earn a minimum 85% average.

Academic Policies

Attendance/Absences

Students are required to attend ALL classes in ALL subjects. All absences from class should be verified as ***excused*** by a communication from the parent or guardian. School events are considered excused absences. Students who fail to meet the attendance requirements will undoubtedly suffer in the evaluation process because their participation and achievement cannot be fully assessed. ***Students who are absent for quizzes, tests, presentations or other marked assignments without a valid excuse will not be permitted to write or present.*** Both attendance and active participation are important components of the evaluation process in all subjects.

Any student absent from class more than 15 times, for any reason (excused or otherwise), may forfeit their credit or be required to do additional work to make up for missed classes.

Students who are absent as of 9:15 a.m. are reported to the office. If parents have not phoned to alert us of the absence, they will be contacted. ***Students should return to school with a note signed by the parent or guardian to confirm the absence.***

Late Arrival Policy

Any student who arrives late (after O Canada) at the beginning of the day must report to the office to receive a late slip. Students must arrive at each class with all supplies and in proper uniform. Failure to do so could result in the student being sent to the office for a late slip. Homeroom lates are also included in the accumulated lates. Students must arrive to class before the hallway music finishes. All unexcused lates will be tracked.

Step 1 - Any student who has accumulated 5 lates will have a warning letter sent home. Accumulated lates do not include excused lates (see below for further explanation).

Step 2 - Any student who has accumulated 10 lates will have a letter sent home indicating that the student will serve a one-day suspension on the next school day. Please note that assignments, tests and projects due on a day where a student is suspended will be given a grade of zero.

Step 3 - Any student who has accumulated 15 lates will have a letter sent home indicating that the student will serve a two-day suspension on the next two school days. Please note that assignments, tests and projects due on a day where a student is suspended will be given a grade of zero.

A student who accumulates more than 15 lates will be subject to further disciplinary action in the form of longer suspensions from school.

****Excused lates** include medical or dental appointments, illness or injury, significant weather events, and major traffic delays. Parents or guardians must either call the school office or send a note with their child to explain a late arrival.

High school courses are taken for credit and absence from classes can significantly affect the learning process. Students who miss classes for *any* reason are expected to make up the missed class work.

Note: Students who miss a class are always recorded absent for that class, even if it is an excused absence. These include medical appointments, illness or injury, extreme weather conditions, traffic delays, field trips for other courses, and sports involvement. As a result, there will often be variations from class to class in absenteeism recorded on the report card.

Make-up Work

When a student is absent from school for any reason, it is the responsibility of the student to obtain the details of any work missed from each teacher, and to arrange with the teacher for the make-up of that work as quickly as possible. Google Classroom should be used as the primary means of communicating with teachers after an absence.

Students who are in jeopardy of losing a credit due to absences, for any reason, may be required to submit additional assignments to make-up for time lost in classroom instruction. The type of make-up assignment will vary depending on the course and consultation between the teacher and Principal.

Absence from Tests

Students must bring a note from their doctor and must make the necessary arrangements with the teacher to write the test on the student's ***first day back*** to school, in the morning Study Hall.

Examination Policy – see the detailed policy elsewhere in this document.

Athletics/Club Activities and Academic Standards

A student's first priority should be his/her academic work. Students who have regularly failed to hand in assignments or who are otherwise negligent in their work will be required to make up that work before being allowed to participate or to continue participating in athletic activities and extracurricular programs.

Students with failing grades will not be allowed to participate in extra-curricular activities until their grades improve. To be eligible to participate in athletics, students in Grade 11 must be enrolled in a minimum of seven courses and in Grade 12 they must be enrolled in a minimum of six courses. Students having issues with behaviour, attendance or lateness may be denied eligibility for participation in clubs and on teams.

Eligibility for Academic and Athletic Awards

In order for students to be eligible to receive athletic or academic awards they must be enrolled in at least the minimum course load for each grade level. In grades 7-10 that means students must be in a full course load and may not have any spares. In grade 11 students must be enrolled in a minimum of seven courses and in grade 12, a minimum of six.

Plagiarism

Plagiarism is defined as “the conscious or obvious attempt of a writer to convince his/her reader that the words or concepts unique to another writer are his/her own”. There is nothing wrong with using someone else’s words or concepts as long as credit is given to the original writer. Any work in which plagiarism is found will not be accepted. Teachers will work with students to educate them on ways to avoid plagiarism. This can include:

- The student will be asked to clarify the reason for the plagiarism
- If the problem persists, ongoing communication with students and/or parents about the plagiarism will be established, and a meeting may be scheduled with parents.
- A student contract may be established.

Students may receive a grade of zero on the first offense depending on the circumstances surrounding the assignment. Any further offenses in any class will result in a mark of zero being given and a one day suspension. All instances of plagiarism will be noted in the students OSR for the future reference of teachers and the administration. Repeat offenses of plagiarism may result in an extended suspension or expulsion from school.

Cheating/Dishonesty

Any assignment that is copied in whole or in part from another student will not be accepted from either student. Any confirmed use of illegitimate materials to write tests, quizzes or exams will also result in a zero grade. ***Any form of cheating will result in an automatic one day suspension.*** A second offense will be grounds for dismissal from the school. Parents/Guardians will be notified of any cheating infractions.

Original Work

Work submitted for grading must be original work to that specific course. If a student is found to have submitted the same work in two different courses, neither will be accepted. Work completed using Chat GPT or other AI technologies will not be accepted for submission. Students will receive a grade of zero and face possible suspension.

Essay Writing Protocol Guide

The essay writing protocol guide that NTCS students are expected to follow is available online at <https://library.concordia.ca/help/citing/mla.php>. This guide outlines all expectations for essay formatting, especially with respect to citations and bibliographies. Teachers will provide further details about their specific requirements in each course.

Late and Missed Assignments.

Students should make every effort to hand in assignments complete and on time, in the manner that teachers have specified. In the event that this does not happen, the following steps will be taken to provide options to help students recover from late or missed assignments. Timeliness is a key factor and there may be a period of time where an assignment is too late to be handed in, and will not result in a grade adjustment (e.g. after a term has ended)

- The student will be asked to clarify the reason for not completing the assignment, or for it being late.
- If the problem persists, ongoing communication with students and/or parents about the due dates and late assignments will be established, and a meeting may be scheduled with parents.

- Alternative assignments or tests may be given, where, in the teacher's professional judgment, it is reasonable and appropriate to do so.
- A student contract may be established.
- Marks may be deducted for late assignments, up to and including the full value of the assignment. A 5% mark deduction (per day, including weekends) will be applied on all major assignments. Minor assignments may be given a grade of 50% and handed back without feedback.

Student Life

Get Involved!

There are numerous opportunities for students to be involved in school life and all students are encouraged to consider joining activities and programs of interest to them.

Spiritual Formation

Regularly scheduled chapel services during the school year are mandatory for all students. As well, during homeroom, prior to the beginning of period 1, all students will participate in a devotional time with their homeroom teacher. Attendance for homeroom is required for all students even if they have morning spares.

SaLT

Each year students apply to serve on the Service and Leadership Team (SaLT) as part of our community outreach program to those who are in need. SaLT organizes various activities throughout the year.

Athletics/Music/Drama/Clubs – watch for details, and listen for announcements each day, on how you can be involved in extracurricular activities.

Serve Projects

Each year, each grade level will participate in a Serve Project. JK-Grade 8 students remain on campus for their Serve Projects which can include such activities as writing to veterans on Remembrance Day, a clothing drive, a book drive or making cards for those in assisted living facilities. Grades 9-12 students may go off campus for their Serve Projects which may include: cleaning up garbage, planting trees in a park, raising money for hospices or other organizations. Participation is mandatory and these hours do not count toward the required 40 hours of community service.

Chandos Outdoor Education Centre

Typically, each year, students in grades 7-10 will spend two, 3 day sessions (one Fall, one Winter) at our outdoor educational centre in Apsley, Ontario, north of Peterborough. Grade 11-12 students will spend a 3 day session, in the Fall, at Chandos. This wonderful facility, situated on Chandos Lake, is ideal for a variety of outdoor educational experiences.

Work done at Chandos will be part of the formal evaluation in a number of subject areas, including geography, science, and physical education. Therefore, it is important that all students plan to participate fully.

In addition to school use, NTCS also operates a summer camp program at Chandos Lake called Camp Ke-Mon-Oya. Not only is this an opportunity for younger students to attend as a camper, but we make it a priority to hire qualified older students from NTCS to staff the camp for the summer.

Other Matters

Allergies

NTCS is a nut-SAFE school, striving to respect and assist all students and staff with nut allergies. It is important that students with severe allergic conditions inform the school office so that staff and classmates can be informed and educated accordingly. It is important that any students requiring an EpiPen have one with them at all times or have it kept in the school office. The school has adult and child dose EpiPens available in the case of an emergency. This is to ensure the safety of those students and staff who have serious allergies.

International Students and Guardianship

NTCS requires that all international students studying with a student authorization visa, regardless of age, live with one or both of their parents or with a legal guardian who has been clearly identified to the school with appropriate legal documentation.

Recreational Facilities

The facilities are used for physical education classes and recreational type activities only. All activities **must** be supervised by a teacher. Direct supervision must be present for any high risk activities especially the use of the weight training and fitness equipment. Students must also wear NTCS athletic clothing when using any of the recreational facilities.

Student Parking

Students are permitted to drive to school and park in the school's southwestern parking lot after having a parking agreement application approved by the school office. Details of the student's responsibilities are in the application form, which can be obtained from the school office. The school assumes no responsibility for the safety of the vehicle parked on school property. Parking privileges can be suspended or revoked by the school administration at any time for failure to adhere to the requirements and responsibilities outlined in the parking agreement.

Off-Campus Privileges

Students in grades 7 to 10 may not leave the school grounds at any time between drop off and departure times. This includes after the end of the normal school day. Students in grades 11 to 12 may leave school grounds but must sign out and sign back in at the school office. Students may not travel in other students' vehicles when leaving school grounds except for before and after school carpool arrangements. Students represent their school everywhere they go in the school's uniform. Therefore it is very important that they wear the school uniform properly at all times and conduct themselves in a manner "worthy of the Lord Jesus Christ."

Spare Periods

To avoid disturbing classes on the second floor, students with spare periods must spend that time in the café on the first floor. Students must engage in academic endeavours during their spares if they remain on school property. Students should use the time to study or to complete school work..

Textbook Sales and Buyback

Our textbook supplier is *The Batner Bookstore*. Students are provided with a textbook list and must buy books directly from our supplier through their internet-based online bookstore accessible from the school's website www.ntcs.on.ca. All students are expected to come to school with all books for their courses.

Used books can also be purchased from the school office during the summer months and at the beginning of the school year. Books will be sold on a first-come, first-served basis. Students should not assume they will be able to purchase used books as the supply and suitability of used books is difficult to predict.

Buyback Procedure

- At the end of each school year, NTCS will 'buy back' textbooks from students from Grades 7 to 12 with the objective of providing a simple, equitable mechanism for students to buy and sell used books and to reduce the textbook cost for all students.
- Only books which are in good condition and which are going to be used during the following school year, as determined by the NTCS Principal, will be 'bought back' by the school.
- Books must be brought to the school office on the designated day and time at the end of the school year to be assigned a credit value.
- The credit value assigned to returned books is entirely at the discretion of the school and is dependent on the condition of the book, its age, and its projected resale potential.
- Credits assigned by the office are paid out by e-transfer, or can be used to offset the cost of purchasing used books from the office.

Electronic Equipment

Students and parents should know and understand that the school cannot be responsible for the security of any equipment or devices that are brought into the school, for any reason (whether school related or not). Any personal equipment brought is the responsibility of the student who brings it into the school. Devices such as cell phones, iPads, tablets, laptops, Smart Watches and all similar devices should be locked safely in the student's locker. Students should not use personal electronic devices during the school day except in the main office or outside the school building. Students who do not follow this directive will have their devices confiscated. However, students on spare may use a tablet or laptop to complete school work. No special permission is needed. Students who have their devices confiscated will need to speak with the Principal to have them returned.

Social Media

Students should be aware that they will be held accountable for postings on social media as they pertain to the school, staff and students. Pictures should not be shared without the consent of those in the photos (staff and students) and comments should be positive in nature.

Curriculum Overview
Program of Courses
September 2023 – June 2024

<i>Grade 9</i>	<i>Grade 10</i>	<i>Grade 11</i>	<i>Grade 12</i>
English <i>ENL1W</i> English as a Second Language <i>ESL CO/DO/EO</i>	English <i>ENG2D</i> English as a Second Language <i>ESL CO/DO/EO</i>	English <i>ENG3U</i> English as a Second Language <i>ESL CO/DO/EO</i> Journalism <i>IDC3O</i>	English <i>ENG4U</i> The Writer's Craft <i>EW4U</i>
French <i>FSF1D</i> French <i>FSF1O</i>	French <i>FSF2D</i>	French <i>FSF3U</i>	French <i>FSF4U</i>
Healthy Active Living Education <i>PPL1O</i>	Healthy Active Living Education <i>PPL2O</i>	Healthy Active Living Education <i>PPL3O</i>	Healthy Active Living Education <i>PPL4O</i> Introduction to Kinesiology <i>PSK4U</i>
Mathematics <i>MTH1W</i>	Principles of Mathematics <i>MPM2D</i> Foundations of Mathematics <i>MF2P</i>	Functions <i>MCR3U</i> Foundations for College Mathematics <i>MBF3C</i>	Calculus & Vectors <i>MCV4U</i> Advanced Functions <i>MHF4U</i> Mathematics of Data Management <i>MDM4U</i>
Science <i>SNC1W</i>	Science <i>SNC2D</i>	Biology <i>SBI3U</i> Chemistry <i>SCH3U</i> Physics <i>SPH3U</i>	Biology <i>SBI4U</i> Chemistry <i>SCH4U</i> Physics <i>SPH4U</i> Earth and Space Science <i>SES4U</i>
Issues in Canadian Geography <i>CGC1D</i> Learning Strategies 1: Skills for success in Secondary School <i>GLS1O</i>	Canadian History Since World War I <i>CHC2D</i> Civics and Citizenship (1/2 credit) <i>CHV2O</i> Career Studies (1/2 credit) <i>GLC2O</i> Understanding Christianity <i>HRE23</i>	World Religions: Beliefs, Issues, and Religious Traditions <i>HRT3M</i> World History to the End of the 15th Century <i>CHW3M</i> Understanding Canadian Law <i>CLU3M</i>	Engaging the Origins of Western Thought <i>IDC4U</i>
Exploring Technologies <i>TIJ1O</i>		Introduction to Computer Science <i>ICS3U</i>	Computer Science <i>ICS4U</i>
Music <i>AMU1O</i> Visual Arts <i>AVI1O</i> Drama <i>ADA1O</i>	Music <i>AMU2O</i> Visual Arts <i>AVI2O</i> Drama <i>ADA2O</i>	Music <i>AMU3M</i> Music <i>AMU3O</i> Visual Arts <i>AVI3M</i> Drama <i>ADA3O</i>	Music <i>AMU4M</i> Music <i>AMU4E</i> Visual Arts <i>AVI4M</i>
	Introduction To Business <i>BBI2O</i>	Financial Accounting Fundamentals <i>BAF3M</i>	International Business Fundamentals <i>BBB4M</i>

COURSE DESCRIPTIONS - Grades 9 to 12

(NOTE: Copies of all outlines of courses of study are available in the school office for parental perusal. Curriculum documents can be accessed on the Ministry of Education website.)

Grade 9

All Grade 9 courses are compulsory. Students will select one of three courses for their compulsory arts credit: Dramatic Arts, Music, or Visual Arts. Students will also choose between academic French or open French. Please note the prerequisite hours for the academic French course. Students who are enrolled in our ESL program will be required to take Learning Strategies 1 (GLS10).

ADA10 – Dramatic Arts (open)

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None *Text: Everything About Theatre (Meriwether Publishing)*

AMU10 – Instrumental Music (open)

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Prerequisite: None *Text: None*

AMU30 – Performance Music (open)

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyze music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Prerequisite: None *Text: None*

AVI10 – Visual Arts (open)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None *Text: None*

CGC1D – Issues in Canadian Geography (compulsory)

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the

geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None *Text:* *Making Connections* (Pearson)

ENL1W – English (compulsory)

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

Prerequisite: None *Texts:* *Code Talker* (Penguin); *Julius Caesar* (Oxford); *Animal Farm* (Penguin); *Mythology* (Little Brown); *The Holy Bible* (NIV)

FSF1D – French (compulsory, academic)

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

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

Texts: *Ma Grammaire* (CLE International); *#LaClasse A2* (CLE International)

FSF1O – French (compulsory, open)

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None *Texts:* *Ma Grammaire* (CLE International); *#LaClasse A2* (CLE International)

GLS1O – Learning Strategies 1: Skills for Success in Secondary School

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

Prerequisite: None

Text: *Learn Smart: Strategies to Succeed in School and Life* (Emond Montgomery)

MTH1W – Mathematics (compulsory)

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

Prerequisite: None *Text:* *Principles of Mathematics 9* (McGraw-Hill Ryerson)

PPL10 – Healthy Active Living Education (compulsory)

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

Prerequisite: None Text: None

SNC1W – Science (compulsory)

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

Prerequisite: None Text: Investigating Science 9 (Pearson)

TIJ10 - Exploring Technologies (compulsory)

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

Prerequisite: None Text: None

Grade 10**ADA20 - Drama** (open)

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None Text: Everything About Theatre (Meriwether Publishing)

AMU20 – Instrumental Music (open)

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Recommended Prerequisite: AMU10 Text: None

AVI20 – Visual Arts (open)

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

Recommended Prerequisite: AVI10 Text: None

BBI2O – Introduction to Business (open)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None *Text:* None

CHC2D – Canadian History Since World War 1 (compulsory, academic)

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

Prerequisite: None *Text:* *Think History: Canadian History since 1914* (Pearson)

CHV2O – Civics and Citizenship (1/2 credit, compulsory, open)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None *Text:* *Civics & Citizenship* (Oxford)

ENG2D – English (compulsory, academic)

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

Prerequisite: *English, Grade 9, Academic or Applied*

Texts: *The Merchant of Venice* (Oxford); *Hidden Figures* (Harper Collins); *The Holy Bible* (NIV)

FSF2D – French (academic)

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

Prerequisite: *Core French, Grade 9, Academic or Applied*

Texts: *Ma Grammaire* (CLE International); *#LaClasse B1* (CLE International)

GLC20 – Career Studies (1/2 credit, compulsory, open)

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

Prerequisite: None *Text:* None

HRE23 – Christian Studies (locally developed course, compulsory at NTCS)

This course is intended to help students gain a clear understanding of the doctrines of the Christian faith, along with the history of the Christian church and to understand the implications of living as Christians in the world. Students will gain a clearer understanding of Scripture, the historical context of the Christian faith, along with a systematic study of the Bible, focused on the life of Christ, His message, and the church. Students will explore what it means to have a Christian worldview and an understanding of God's purpose for them as believers in the world.

Prerequisite: None *Text:* *The Holy Bible* (NIV)

MPM2D – Principles of Mathematics (academic, compulsory)

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

Prerequisite: MTH1W *Text:* *Principles of Mathematics 10* (McGraw Hill Ryerson)

MFM2P – Foundations of Mathematics (applied, compulsory)

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

Prerequisite: MTH1W *Text:* *Foundations of Mathematics 10* and workbook (McGraw Hill Ryerson)

PPL20 – Healthy Active Living Education (open)

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

Prerequisite: None *Text:* *Glencoe Health First Canadian Edition* (McGraw Hill Ryerson)

SNC2D – Science (academic, compulsory)

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

Prerequisite: SNC1D *Text:* *Investigating Science 10* (Pearson)

Grade 11

ADA30 - Drama (open)

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

Prerequisite: None

Text: *Everything About Theatre* (Meriwether Publishing)

AMU3M – Performance and Production Music (university or college preparation)

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

Prerequisite: AMU10 or AMU20 *Text:* None

AMU3O – Performance Music (open)

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyze music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Prerequisite: None

Text: None

AVI3M – Visual Arts (university or college preparation)

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

Prerequisite: AVI10 or AVI20

Text: None

BAF3M – Financial Accounting Fundamentals (university or college preparation)

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

Prerequisite: None

Texts: *Accounting 1; Accounting 1 Workbook* (Prentice Hall)

CHW3M – World History to the End of the 15th Century (university or college preparation)

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence,

when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

Text: World Civilizations: A Comparative Study (Oxford)

CLU3M - Understanding Canadian Law (university or college preparation)

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

Prerequisite: CHC2D or CHC2P Text: None

ENG3U – English (university preparation, compulsory)

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

Prerequisite: ENG2D

*Texts: Macbeth (Oxford); Emma (Penguin); One Native Life (D & M Publishers);
Fahrenheit 451 (Ballantine Books); The Holy Bible (NIV)*

FSF3U – French (university preparation)

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 10

Texts: Ma Grammaire (CLE International); #LaClasse B1 (CLE International)

HRT3M – World Religions: Beliefs, Issues, and Religious Traditions (university or college preparation, compulsory at NTCS)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Prerequisite: None Text: World Religions for Secondary Schools (Nelson)

ICS3U – Introduction to Computer Science (university preparation)

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

Prerequisite: None Text: None

IDC30 – Applied Journalism (open)

This course will help students create informative print, media, and electronic products for school and community audiences in diverse formats (i.e. the yearbook, newspapers, radio and video broadcasts, photojournalism, and web pages). Students will investigate sources of information and compare differing perspectives on key issues, developing both a sense of news and news judgement. They will also learn editorial conventions and practices, principles of print and web design, and management skills, and will explore legal and ethical uses of information that is made public, as well as journalism careers.

Prerequisite: None

Text: None

MBF3C- Foundations for College Mathematics (college preparation, compulsory)

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

Prerequisite: MFM2P

Text: *Foundations for College Mathematics (and workbook)* (McGraw Hill)

MCR3U – Functions (university preparation, compulsory)

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

Prerequisite: MPM2D

Text: *Functions 11* (McGraw Hill Ryerson)

PPL3O – Healthy Active Living Education (open)

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

Prerequisite: None

Text: *Glencoe Health First Canadian Edition* (McGraw Hill Ryerson)

SBI3U – Biology (university preparation)

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

Prerequisite: SNC2D

Text: *Biology 11* (Nelson)

SCH3U – Chemistry (university preparation)

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

Prerequisite: SNC2D

Text: *Chemistry 11* (Nelson)

SPH3U – Physics (university preparation)

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

Prerequisite: SNC2D *Text:* *Physics Source 11* (Pearson)

Grade 12

AMU4M – Instrumental Music (university or college preparation)

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyze how to apply skills developed in music to their life and careers.

Prerequisite: AMU3O or AMU3M *Text:* None

AMU4E – Performance Music (workplace preparation)

This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music.

Prerequisite: Music, Grade 11, Open *Text:* None

AVI4M – Visual Arts (university or college preparation)

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

Prerequisite: AVI3M *Text:* None

BBB4M – International Business Fundamentals (university or college preparation)

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

Prerequisite: None *Text:* *Fundamentals of International Business* (Thompson)

ENG4U – English (university preparation, compulsory)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular

texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: ENG3U

Texts: *Frankenstein* (Penguin); *The Adventures and the Memoirs of Sherlock Holmes* (Penguin);
Genesis & Revelation (NIV Bible); *Brave New World* (Flamingo); *The Screwtape Letters* (Spire)

EWC4U - The Writer's Craft (university preparation)

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

Prerequisite: ENG3U *Text:* None

FSF4U – Core French (university preparation)

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 11, University Preparation

Texts: *Ma Grammaire* (CLE International); *#LaClasse B1* (CLE International)

ICS4U – Computer Science (university preparation)

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

Prerequisite: ICS3U *Text:* None

IDC4U – Engaging the Origins of Western Thought (university preparation, compulsory at NTCS)

This course explores the development of philosophy and the historical events of the modern age that have shaped western thinking and institutions. Using an interdisciplinary approach, students will explore how these ideas and events have impacted the development of institutions (e.g. the legal system, government) and the predominant thinking of western culture (e.g. the scientific basis of the decision making process, the view of the human person). Using a variety of resources and research methods students will critique the underlying assumptions and rationale of their chosen career paths and develop the critical thinking skills that will enable them to make informed contributions in their future educational, community and work environments.

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

Text: None

MCV4U – Calculus and Vectors (university preparation)

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

some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: MCR3U *Text:* None

Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

MDM4U – Mathematics of Data Management (university preparation)

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

Prerequisite: MCR3U *Text:* *Mathematics of Data Management* (McGraw Hill Ryerson)

MHF4U – Advanced Functions (university preparation)

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

Prerequisite: MCR3U *Text:* None

Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

PSK4U - Introduction to Kinesiology (university preparation)

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

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

Text: KINESIOLOGY: An Introduction to Exercise Science (Thompson Educational Publishing)

SES4U – Earth and Space Science (university preparation)

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

Prerequisite: SNC2D *Text:* *Inspire Earth Science* (McGraw-Hill)

SBI4U – Biology (university preparation)

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of

metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: SBI3U Text: Biology 12 (Nelson)

SCH4U – Chemistry (university preparation)

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

Prerequisite: SCH3U Text: Chemistry 12 (McGraw Hill Ryerson)

SPH4U – Physics (university preparation)

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

Prerequisite: SPH3U Text: Physics 12 (Nelson)

NTCS reserves the right to alter at any time the course selections described herein by adding, or deleting courses or by revising the timetable to meet changing circumstances. Textbooks are subject to change.

English as a Second Language Courses

All ESL courses (levels) are available to students in Grade 9-11 and may also be available to students in Grade 12 depending on scheduling. All required workbooks and textbooks for ESL courses are provided by the school. Students must have a minimum competency of ESLCO in order to be considered for admission to NTCS.

ESLCO – English as a Second Language (ESL Level 3)

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

Prerequisite: None

ESLDO – English as a Second Language (ESL Level 4)

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

Prerequisite: None

ESLEO – English as a Second Language (ESL Level 5)

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and

lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts. *Prerequisite: None*

School and Gym Uniform Policies and Guidelines

(September 1, 2023)

Dress Code and Personal Appearance

The approved school uniform should be worn as prescribed **at all times** except when specific exemptions are made. When the uniform is not mandated (for example, casual days), the school discourages extremes of fad or fashion and reserves the right to reject any clothing or dress that it considers unsuitable for a Christian school environment. Students are expected to be in proper uniform during the entire school day, including lunch hour, during spares, and after school, unless they are participating in an activity which requires them to change out of uniform.

It is the responsibility of all parents/guardians to make sure that their child is familiar with the NTCS uniform policies and guidelines and is willing to abide by them, coming to school each day properly dressed. ***Please read the "School Uniform Guidelines" below and review it with your child..***

School Uniform Policies

- **Students must arrive at, and depart from, school in proper uniform.** *Exception: in cold weather, girls may wear pants to and from school, but must change to the kilt **immediately** upon arrival to or **just prior** to departing from the school. Also, students may put on the school tie and dress shoes immediately upon arriving at the school. (Ties and dress shoes may be left in student lockers at the end of each day).*
- Students are expected to be in uniform on all school days, unless otherwise notified.
- The student's name should be written on all uniform clothing in case of loss.
- Students should have enough items of clothing so as to always have clean clothes to wear. Please ensure that enough items are purchased so that your child is never without a proper uniform set.
- Parents may not excuse students from the uniform. Notes from home are not accepted. In exceptional circumstances, the school should be contacted or the student should, upon arrival to the school, report to the office.
- **Field trips:** Students are required to travel on field trips in the school uniform. Under special circumstances the Principal may grant an exemption.
- ***Non-uniform items are forbidden at all times.***
- ***Students may be asked to leave class and/or return home if not in compliance with the uniform policies and guidelines.***
- ***Detentions and/or suspensions may be given if students receive repeated warnings regarding improper wearing of the school uniform.***

School Uniform Guidelines for Grades 7-12

Shoes:	Black dress shoes (no white soles) that cover the entire foot (with or without laces tied and in good repair). Laces must be tied. No boots, athletic wear, moccasins, deck shoes, open-toed shoes, sandals or sneakers..
Shirts:	White, long-sleeved embroidered dress shirt (unisex style for both girls and boys) and white polo shirt (short and long-sleeved) must be tucked in at all times (including afterschool). Girls may also wear a long-sleeved, button down embroidered blouse that may or may not be tucked in. NTCS crested shirts only. Any undershirts or undergarments must be <u>white</u> in colour, with no large logos or slogans so as not to show through the shirt. The dress shirt (boys) and the dress shirt or blouse(girls) must be worn with the tie and <u>are required</u> for picture day and other special school functions.
Pants:	Boys only, worn at the waist. Charcoal gray, men's pleated dress pants from the uniform supplier only. No alteration is allowed to change the style , i.e. no narrowing of pant legs.
Tall Kilt:	Girls only, worn so that the kilt reaches the knee. If extra length is required, a special order is available upon request.
¼ Zip Crew Sweater and Vest:	NTCS crested sweaters only. This includes the ¼ Zip Crew Sweater and sleeveless vest. Navy colour. You must purchase at least one of these items. No other outerwear (sweatshirts, jackets, etc...) may be worn in the school.
Tie:	It is worn with the embroidered dress shirt and girl's blouse. It should be done up to cover the top button.
Belt:	Boys must have a solid dark coloured leather belt, unmarked, and with a plain buckle to complete the uniform.
Socks (Boys):	Dress socks must be navy, black or dark gray in colour, and must cover the ankle. Low cut athletic socks are <u>not</u> permitted.
Socks (Girls):	Knee high socks or tights must be black, green or navy in colour. Tights may not be patterned or flesh tone. No leggings are permitted..
Hats:	Hats may not be worn inside the school building.
Earrings:	Girls only and on the ears only. Please avoid multiple piercings.
Hair:	Any hair colouring must be of a natural hair colour. (Something you could be born with!) Boys must have their hair cut "short" to be off the collar. Boys may not have hair in a ponytail.

PE Uniform Policies

- The Physical Education uniform consists of athletic socks, non-marking running shoes, and NTCS t-shirt and shorts. NTCS track suits in various combinations are also available. If a student wishes to wear track pants, sweatshirt, or jacket, they must be the NTCS crested items.
- All PE uniform items can be purchased from the school office, and any combination of the available clothing items are permitted.
- For all intramural or sports teams practices (except table tennis), students must wear NTCS PE uniform clothing. Therefore, if you plan to participate on a school team or intramurals you must purchase the NTCS PE uniform. As a matter of privilege, NTCS student athletes on school teams may wear their sports uniforms to class on game days. All athletes must wear NTCS track pants (no other sweatpants are permitted) and they must not be rolled up. Team jerseys, NTCS sweatshirts, warm up jackets or gym shirts are also permitted. If athletes do not comply with these guidelines, this privilege will be revoked for individuals or possibly all team members.

Please note: Grace may be extended by the Principal/Vice-Principal in special cases. A student who has forgotten one item (e.g. tie, shoes, socks) may be exempted for the day, or loaned an item from the office if available, but this is considered a uniform infraction. Students with multiple infractions will be disciplined. Parents may **not** excuse students from compliance with uniform policies. Items that are lost, damaged beyond repair, or those that your child has outgrown must be replaced as soon as possible. Please ensure that your child is never without a proper uniform set.

Casual Days

On days where casual dress is permitted, clothing must be neat, clean, not offensive, and free of large logos. All shirts with brands or slogans must be appropriate for a Christian school environment. All shirts must have sleeves (both boys and girls). Pants with writing across the bum will not be allowed. All shorts and skirts must come to the top of the knee when standing. Leggings and other tight pants are not allowed. No pajamas. Students who break dress code on a casual day will be asked to change, and if they cannot change into an appropriate outfit then they will be sent home and marked as absent for any classes they have missed. Tests and quizzes will not be made up and students will receive a grade of zero. Students who choose to wear the uniform on a casual day must wear the uniform properly.

Examination Policy

(September 1, 2023)

Final Exams

Since the writing of exams is in itself a valuable skill to be mastered, particularly for the university bound student, the policy of NTCS is that of no exemptions from final exams for any student.

Absence from Exams

The dates for exam periods are published well in advance and students are expected to arrange their schedules accordingly. No student may be excused from writing an exam on its scheduled date other than for a medical condition that is confirmed by a doctor's note or for compassionate reasons. The school reserves the right to give a zero to any student who fails to write an exam. If a student arrives late to an exam, no extra time will be given.

Examination procedures

Time allotted for all exams depends on the class and the grade level, but students are expected to remain in the examination room a minimum of one hour. If a student is finished earlier than that time, s/he must remain quietly in the exam room so as not to disturb other students. This time can be spent reviewing work to ensure that all questions have been answered thoroughly.

Once a student leaves an exam room, s/he may not remain on the second floor of the school but must leave directly for the ground floor to avoid disturbing other examinations in progress. Students must leave the school property promptly after completing their examinations. No extra-curricular supervision for students in the school is available during examination periods.

All students must write examinations in school uniform. Students not in proper uniform clothes may not be permitted to write exams. All books or notes not permitted in an exam should be left in lockers or outside the exam room. Students should bring to the exam room only those items that the teacher has identified as required to write the exam. Fluid consumption should be minimized as washroom breaks are discouraged and will only be permitted in an emergency situation.

Final exams and/or final evaluations are held for all students in grades 7-12 at the end of the school year in June (with the exception of half credit courses).

Any evidence of cheating on an exam will result in a mark of zero on the exam and may jeopardize the possibility of earning the credit for the course. Students who are not in grade 12 and who have cheated on an exam may also be asked to withdraw from the school.

Student Code of Behaviour

(September 1, 2023)

NTCS offers a university bound academic program within a Christian context and worldview. Our parents want their children to be educated at home and at school with the consciousness that all truth is God's truth, including history and geography, science, music and the arts, and that Jesus Christ is to be central to all learning and living. With His enabling of parents, teachers and students, we work together to develop mature Christian students who are ready to take their place in the world.

North Toronto Christian School is justly proud of the reputation that its students have earned over the years by the manner in which they have carried themselves both on and off campus. This is an enviable reputation that we strive to maintain year by year. We encourage all of our students to carry on that tradition.

Personal Behaviour

Students are expected to behave in a manner that reflects Biblical principles and that is consistent with a conservative, evangelical Christian way of life. Matters of discipline and guidance in the school will be based on Scriptural truth. Students are to refrain from behaviour and personal lifestyle choices that are Biblically condemned. These include, but are not limited to, drunkenness (Ephesians 5:18), swearing and the use of profane language (Ephesians 4:29, 5:4, James 3:1-12), harassment (John 13:34-35; Romans 12:9-21), all forms of dishonesty including cheating and stealing (Proverbs 12:22, Colossians 3:9, Ephesians 4:28), abortion (Exodus 20:13, Psalms 139:13-26), involvement in the occult (Acts 19:19, Galatians 5:19), and sexual sins including premarital sex, homosexual behaviour, and viewing of pornography (1 Corinthians 6:12-20, Ephesians 4:17-24; 1 Thessalonians 4:3-8; Romans 2:26-27, 1 Timothy 1:9-10).

Classroom Behaviour

Students are expected to accept the goal for which they are in a class setting - to learn! To that end, each student must respect and obey the teacher and cooperatively support the teacher in every class activity. We strongly encourage all students to participate in class discussions and to ask questions. Each student is expected to respect every other student's right to speak without being interrupted or in any way hindered in asking questions. Furthermore, by being part of the class, each student is committing himself or herself to behave in such a way that does not distract other students from their work. All students are expected to be in class on time and prepared with all necessary materials.

Skippping

Students who skip classes will receive a zero on any work missed and will be required to provide a note from their parents or guardians before they are allowed back into class. Repeat offenses of skipping classes will result in possible suspension, loss of off campus privileges, and a meeting with parents will be required to discuss a solution to the problem. Students are only allowed to sign out of school if they meet one of three criteria: they are 18 years old, they have prior permission from their parents and their parents have contacted the school office, or they are on a spare period.

School Property

Students are expected to respect and care for the property of their fellow students in the way they would expect others to respect and care for their own property. This same attitude should be applied to the school building and its furnishings. Wilful damage of school property will result in the student(s) being charged for the full cost of repair or replacement, in addition to any other potential disciplinary action.

Hallways and Outdoors

Any time students are not under the direct supervision of a teacher in a structured setting, the opportunity is created for them to show their character in the way they treat one another and each other's property. Conversations should be positive rather than indulging in gossip or slander. Lockers, walls, floors, shrubbery, buses and anything else around them should be cared for properly. Garbage should always be placed in garbage cans, even if it was someone else's to begin with. Respect for classes in session when one is out of class for any reason is essential. These few examples should serve to communicate the general attitude of respect and concern for others that should characterize all of our behaviour. Smoking while in uniform is strictly prohibited.

Field Trips

All students will be under the direct authority and supervision of both their own teachers, any other adults working for the school (such as bus drivers, parent helpers), and all staff employed at the field trip location. All the attitudes described above are expected of students on all trips.

Discipline

Should verbal correction not be sufficient to secure a student's cooperation in any area of school life, various other disciplinary measures will be used. Examples of some measures are the following: students may be removed from a class for the balance of a period; teachers may require a note from parents before the student is allowed back into class confirming that the student has discussed a behaviour problem with them; students may be barred from participating in field trips or from representing the school on school teams. Parents will be informed of more difficult situations and interviews with teachers or the Principal may be required. Students may also be put on probation or be suspended depending on the seriousness of the problem. In all cases, the goal is to modify the unacceptable behaviour.

Students and parents should be aware that this code of behaviour, and guidelines on personal behaviour, applies to students while at school, but also may apply away from the school campus, whether for a school function or not. Actions that students take away from the school that negatively influence and/or are seen to influence other students, families, or staff at the school may also be subject to disciplinary measures.

Detentions

Teachers have the authority to assign both behavioural and academic detentions as they feel necessary. Parents should cooperate to see that students take detention assignments seriously. The detention must be served at a time and place designated by the teacher and under their supervision. Generally, detentions will be served for a period of time during the lunch hour, or after school hours. Students assigned to detentions will not be excused for sports events or extra-curricular activities.

Physical Aggression or Harassment

Students who engage in acts of physical aggression, especially fighting, will be dealt with in a serious manner. Punishment will include a minimum one day suspension and possible further disciplinary action. In all cases where physical aggression has occurred, the parents will be notified and a meeting with the principal will be arranged.

Bullying of any form will not be tolerated. This includes: physical, emotional and cyber-bullying. Instances of bullying will result in suspension until a meeting with parents or guardians can be arranged and an action plan developed to stop the unwanted behaviour. Multiple instances of bullying will result in expulsion. Any posts on social media without direct consent from the subject will result in severe consequences.

Policies and Procedures Regarding Removal of a Student from the School and/or Expulsion

(September 1, 2023)

This policy document is the complement of the Parents' Agreement that forms part of the admissions policy of North Toronto Christian School. By accepting an offer of admission to the school, parents have given their assent to the items listed there. One of those items reads as follows:

We agree to withdraw our child from the school should the administration come to the conclusion that further time spent by the student in the school would not be in the best interests of the student body and/or the student. A request to withdraw would only be made after efforts had been made (including parent/guardian involvement) to rectify the situation.

The balance of this section outlines the *normal* procedures that will govern the administration in handling student misconduct. It is intended as a **guideline**; while it will be followed under most circumstances, parents should understand that unforeseen circumstances may arise that require flexibility and the freedom to deviate from normal procedures.

Parents should also understand the spirit in which this document has been drafted. We are very much aware of the difficulties young people and their families face as they grow towards maturity. In the best of times it has been difficult, but these days the pressures from all sides are making it especially hard. Our goal is always to help parents in the raising of their children and in that process we know that there will be many failings. This document is not meant to deal with those. Unfortunately, as we deal with so many young people at a time when discipline options have been so severely curtailed, there are going to be situations which cannot be resolved and where a family may be required to withdraw a student from the school. It is to address those situations that these policies have been made.

Immediate Expulsion

A student may be expelled from the school for a first offense under some circumstances. The following list is a sample only of those offenses that fit the category:

1. The student is involved in any kind of criminal activity.
2. The student is involved in the possession, sale or use of any illegal substance.
3. The student brings any kind of weapon to school.
4. The student engages in any assault or intimidation, whether verbal, physical, or online, towards another student or a staff member.

A student in these situations will be removed from class, parents/guardians will be immediately notified to come pick them up, and the student will be confined to a designated room until parents/guardians arrive. The incident will be investigated, the student and any witnesses will be interviewed, and the student (if found guilty) will be issued an indefinite suspension pending a final decision by the Board of the school. Parents/Guardians may request a meeting with the Board of Directors before a final decision is made.

Other Situations

The following description of offenses is not meant to be either exhaustive or restrictive, but to serve as a guideline as to what may result in a student being removed from the school once reasonable efforts at remediation have failed:

1. A student engages in classroom behaviour that compromises the ability of the teacher to teach and violates the rights of other students to the educational environment for which their parents are paying.
2. A student engages in behaviour outside the classroom that compromises the rights of other individuals to security of person and property. This includes ongoing verbal abuse, theft, acts of vandalism, intimidation, physical or sexual harassment of any kind, ongoing use of foul language, or other actions that are damaging to the emotional and/or physical well being of fellow students and staff. This may include activities that occur on or off school property, including acts done via the computer or other electronic means.
3. A student is blatantly and repeatedly defiant and disrespectful towards staff or school policies, either in or out of the classroom, on or off school property, or displays an on-going, openly anti-religious or anti-Christian mindset.

A student may be expelled from the school for such offenses at any time. However, in search of a solution, any or all of the following may be done:

- ◆ The student will be counseled by a staff advisor.
- ◆ Parents will be advised of the situation and given the chance to deal with it at home and offer suggestions to the school on disciplining their child.
- ◆ The Principal will be involved in the counseling process.
- ◆ Counseling by a professional counselor may be suggested or required.
- ◆ Various methods of discipline that fall short of actual expulsion will be tried along with the counseling.
- ◆ Parents and the student will be invited to an interview with the Principal to lay down criteria for continued presence in school with a clear warning that the end of remedial efforts has arrived.
- ◆ The student will be placed on indefinite suspension pending confirmation of removal from the school by the Board. Parents may, if they so desire, appeal the decision to the Board.
- ◆ The Board will inform parents of the final decision.

Note: The order here is not rigid. Some steps may be taken concurrently, or the order may be changed as appropriate.

The school will make every effort to resolve problems such that a student may be able to continue in the school at least until the end of the current term. The decision to end a student's time in the school would be made only when the Principal, together with the staff, have come to the conclusion that the interests of the rest of the student body outweigh the interests of the individual.

Legal Waiver

1. NTCS reserves the right to change any policies in this handbook from time to time as it sees fit without prior notice to parents.
2. NTCS reserves the right to accept, reject, retain or dismiss any student, at any time during the school year, for the well-being of other students or teachers or the school's reputation, as it sees fit without prior notice.
3. NTCS reserves the right to search a student's belongings, desk, or locker without prior notice as it deems necessary.

Computer Use Policy

(September 1, 2023)

This policy governs the use of the computers, computer labs, and the network at NTCS. The school recognizes the computer as a valuable learning tool and also acknowledges that the internet and other on-line services are becoming increasingly recognized by educational authorities as an essential resource for students. However, because of the complex nature of the resource and the dangers inherent in its use, we feel that an understanding between parents, students, and school is important.

The school promises the parents that all reasonable precautions will be taken including close teacher supervision of the student's use of the computer at all times to ensure that the computers will be used only for worthwhile educational purposes that are directly related to the intent of the curriculum.

General Computer Use

1. School computers and the computer network are provided for students to support their educational needs and for staff members to support their professional activities. Use of school facilities by staff or students for commercial purposes is prohibited without express administrative permission.
2. Use of the NTCS computer network should be regarded as a privilege which may be revoked if the computer use policy is violated. The loss of computer/network access could have a negative impact on the student's grade and coursework.
3. NTCS Google Workspace accounts and passwords should never be shared with other students. Students discovered using another student's account will be subject to disciplinary actions such as loss of computer access privileges.
4. The network administrator has the authority to change or delete any files if deemed necessary.
5. The computer labs are not to be used by students unless there is appropriate supervision by a teacher.
6. Under no circumstance is food or drink permitted in the computer labs, this includes water bottles.
7. A computer is a valuable and important tool to be used by all students. It should be handled with care and no action should be taken which might result in any kind of damage. If a student damages any computer equipment, that student will be charged the full cost of repairs. If the destructive action is deemed to be serious and deliberate, other disciplinary action will be taken.
8. No one without proper authorization shall modify, reconfigure, remove, download, or install software or hardware on any school computer or network facility.
9. Non-educational games are not allowed and should not be played on the school's computers.
10. Since the computer labs should be a quiet place for learning, noise in these rooms should be kept at a minimum. Speakers are not to be played in the classroom unless used for a class-wide presentation. Headphones are not permitted unless specifically used in a supervised educational lesson such as a French, or ESL, audio lesson.
11. Students are prohibited from transmitting fraudulent, obscene, harassing or inappropriate messages, e-mails and files. E-mail should only be used for school-related work such as sending homework home as an attachment.
12. Students should not send messages that misrepresent themselves or are misleading.
13. Students are prohibited from trying to gain access to unauthorized areas on the network.

The School Network and the Internet

NTCS's computer network is connected to the internet and other on-line services. By being so connected, students have potential access to electronic e-mail communication, information via the World Wide Web and various research sources. The use of the terms "Internet" or "on-line services" in this document refers to all information accessed through the school's computer network.

1. The Internet and the school computer network are part of the regular school curriculum. All use of the network must be consistent with this purpose.
2. The Internet is never to be used for recreational 'surfing', 'browsing', 'chatting', or downloading of non-course specific information.
3. Parents and students should be aware that, although measures are taken by the school through the use of website screening software to limit access to objectionable, offensive and inappropriate material, these measures are not foolproof, nor guaranteed to be comprehensive in their scope.
4. Any inappropriate behaviour, either from a party within the school or outside of it, should be reported to the supervising teacher.
5. Students should not send information from an online account other than their own.
6. While online, students should not use or respond to any offensive/inappropriate language or language that promotes violence or hatred.
7. Under no circumstances should students disclose any personal information or information about their peers or teachers. The school will not make personal information available to the general public.

Violation of this computer use policy may result in a suspension or revocation of computer access privileges. Serious offences are subject to further disciplinary actions, up to and including expulsion from school and/or legal action.

It is essential that each user of on-line services recognizes his/her responsibility in having access to extensive sites, systems, and people. Sites accessible via the internet may contain material that is objectionable, adult-oriented, or otherwise inappropriate. The user is responsible for his/her actions and may not access, upload, download, or print this type of objectionable material while on the school premises.

Access to on-line services is a privilege that requires each user's adherence to the responsibility of acceptable use. Prior to a student's use of the internet, that student, along with his/her parents or guardians, is required to review this policy and to sign, indicating their acceptance of its contents and their commitment to abide by its requirements.

NTCS makes no warranties of any kind, whether expressed or implied, for the service they are providing and reserves the right to modify the ***Computer Use Policy***. It is the responsibility of the user to check for policy changes.

Teachers and/or administrators of the school will determine what is considered inappropriate use of computers. Students and their parents shall be held fully responsible for any unauthorized charges or fees resulting from a student's access to the internet or other on-line services.

Computer Hardware, Software and Internet Frequently Asked Questions

(September 1, 2023)

Hardware and Software

1. Should my child have their own computer at home?

Students at NTCS should have daily access to a computer for school-related work. The majority of formal submissions are expected to be quality documents created with a word processing application such as Microsoft Word or Google Docs. Hand-written submissions are occasionally permitted as alternatives, but the benefits of proof-reading and editing a word-processed document are substantial.

2. What kind of computer should I have at home?

See Table 1 below. In addition, students taking the Grade 11 or Grade 12 'Computer and Information Science' courses (ICS3U and ICS4U) should have at least the minimum hardware and necessary software for the course.

3. What kind of software should I have at home?

See Table 1 below. Any word processing software can be used to create your reports and assignments. However, the school standards are the Google Workspace apps and Microsoft Office 2007 (Word, Excel, and PowerPoint).

Table 1. Recommended Hardware and Software for home

Grade	Minimum
All	<ul style="list-style-type: none">• Windows 10• Pentium IV 2.0 Ghz, 1 Gb RAM• USB 2.0 support• Printer with scanner• Microsoft Office 2007 (or compatible)• USB Memory Key (1 Gb minimum)

4. Can students print their work at school?

NO. Assignments and reports are to be printed outside of school, so a good quality printer for the home is recommended. Measures should also be taken (extra ink cartridges, ample supply of paper, etc...) to ensure that assignments are completed and printed successfully prior to coming to school so that late penalties are not incurred. Assignments are counted late even if mechanical problems arise. Ensure work is done early to avoid any problems that may arise.

Email and the Internet

5. Does my child need to have an email account?

All students are provided with a secured NTCS email account. This is the account they should use to communicate with their teachers and classmates. JK - Grade 6 can only send to and receive email from other NTCS accounts.

6. Do I need a home internet connection?

Preferably yes. Having internet connectivity at home facilitates the transfer of electronic work between home and school through email or online storage options such as Google Drive. This allows the student to work on assignments in both locations. An internet connection is also a convenient tool for research projects. Using a library near your home for research work and major papers is also strongly encouraged by the school. Many public libraries now use an online search tool to assist people in locating library

resources. These searches can be conducted from any place that has an internet connection. The web site for the city of Toronto library is www.torontopubliclibrary.ca.

Work will not normally be assigned that makes internet access essential, although in many cases, it can be very useful to access helpful websites and online resources. If access to websites is required of students for a particular assignment, class time and after school access to the computer labs for this purpose will be provided.

7. How can my child bring computer work home from school?

Transferring work on a USB key or using an online storage system like Google Drive are both excellent options. All computer labs at the school are equipped to accept USB keys.

8. Does my child need a laptop computer at school?

Yes, if they are in Grade 11 or 12. Students in Grade 7-10 do not need to bring a personal device to school. Presentations, and all other work which requires a computer, can be done on school devices. The risk of damage and theft at school is solely the responsibility of the student.

Permission to Participate in School Activities

(September 1, 2023)

As part of the regular school program, there are numerous activities at NTCS that involve students leaving the school grounds under the supervision of staff members. Transportation will be by hired bus or T.T.C. It is our practice to inform parents of trips planned for their child(ren), and we also require parental permission before we can do such activities. However, we want to avoid excessive paperwork. Many times students forget to return signed permission forms and we are in the unpleasant situation of having to either exclude them from the outing or disturb parents at home or work.

Since we encourage and expect full participation by all our students in all our school activities, we are going to assume that you, as parents, will consent to allow your child(ren) to participate in all normal school activities and excursions unless we are told otherwise.

These activities could include:

- Phys Ed classes, sports practices, or intramural sports conducted at a local park or community centre
- School sports teams competing at other schools during the after school hours
- Trips to a local arena for pleasure skating
- Educational outings such as the Science Centre, law courts, Shaw Festival, etc..
- Outdoor Education trips to our Chandos site, which would be overnight trips, including all the outdoor sports activities

You would still be advised of all necessary details regarding these activities, but you will **only need to inform the school office if you refuse your child permission** to participate.

Permission to Participate in Sporting Activities / Athletics

(September 1, 2023)

As part of the regular school program, there are numerous sporting activities at NTCS that involve students participating in intramural programs, physical education classes, school sports teams and other physical activities. It is important that parents and students realize that any sporting activity has an inherent risk which cannot be eliminated entirely.

Through the training of coaches and careful instruction of students, and through following sound practices of health and safety (OPHEA safety guidelines are used), the school attempts to minimize these risks, but the possibility of injuries occurring from sporting activities must be accepted by the student and the family. By learning and using proper technique and fundamentals, maintaining good physical conditioning, being alert at all times and attending all training and practice sessions, and by following instructions and obeying the rules of games, each student can also minimize their exposure to sporting risks.

Participation in sporting activities at NTCS is predicated upon students and parents acknowledging, understanding, and accepting the physical risks of a wide variety of injuries, including, but not limited to, bruises, sprains, fractures, ligament and/or cartilage damage, concussions, and temporary or permanent, partial or complete, impairment in the use of limbs, brain damage, paralysis, or even death.

When injuries occur, it is the policy of NTCS to provide immediate assistance to injured persons, either by administering first aid or by alerting emergency health personnel. Parents and guardians are contacted immediately to alert them to the existence of an injury and to place the injured student in the care of the parent/guardian. In cases of emergency, when parents and/or guardians cannot be contacted, parents consent to the school's teaching staff and/or administration to authorize the administration of medical treatment deemed by any qualified medical practitioner to be necessary for the health and welfare of the student, including the administration of an anesthetic and the performance of any necessary medical procedure.

Students and parents accept the inherent risks involved in participating in sporting activities through their acceptance of the policies and procedures outlined in this student handbook..

If more information is required about specific sporting activities, students and parents can communicate directly with physical education staff, coaches, and the school's athletic director. Any sporting activities that a parent does not wish their child to participate in should be communicated in writing to the Principal.

Off-Campus Student Agreement

(September 1, 2023)

Leaving the school property during hours when a student is the responsibility of the school is a privilege, not a right. This privilege is granted to older students (grades 11 to 12) who agree to abide by the code of conduct outlined in the student handbook.

Wearing the NTCS uniform also carries with it the responsibility to conduct oneself in a way that reflects the philosophy of the school.

Students who wish to have the privilege of leaving the school grounds during school hours must agree to the following code of conduct:

- I agree to conduct myself in a fashion that brings credit to NTCS and to myself and my family. I will deal with everyone I meet with courtesy and respect.
- I will respect the rules and regulations (whether published or simply commonly accepted) governing all who enter a restaurant or other local establishment, and I will not trespass on private property.
- I understand that I will be in the school uniform (with the exception of casual days) and will wear it according to the school's uniform guidelines. I agree to never smoke while in the school uniform, both on school property and elsewhere.
- I agree that I will return to school property on time for my normal classes and activities.
- I understand that if I have obtained permission from the school office to drive a personal vehicle to school, I agree not to transport other students in my personal vehicle during school hours.
- I agree that I will not travel in any other student vehicle for any reason or at any time without written consent from my parent(s).
- I understand that if I violate any of these regulations, or if there is any cause in my behaviour to create a complaint from local businesses or establishments, I will forfeit the privilege of leaving the school grounds for a period of time determined by the Principal.

Privacy Policy

(September 1, 2023)

At NTCS, we are committed to protecting the privacy of the personal information of our students, parents, employees, and alumni.

It is imperative that the school obtain, record, and maintain information about students, parents, employees and alumni that is, or could be, considered confidential. We do so only to provide educational services which individuals can reasonably expect are necessary in a school environment.

The purpose for which personal information is collected will be identified before or at the time of the collection of the information. The use of personal information collected will be limited to that purpose. Personal information will only be retained for as long as is necessary for the fulfillment of that purpose.

It is not the policy of the school to disclose personal information to any other organization or individual outside, or within, the school unless it is necessary to do so in order to discharge our educational responsibilities, or unless required by law.

Some examples of personal information being collected and used in the school environment are:

- Contact phone numbers of parents and guardians are maintained in the school office and are accessible to teachers when parental consultation is necessary. These contact numbers are not distributed by teachers or office personnel to other parents, students or any outside organizations for any purposes, school-related or otherwise, unless prior approval has been obtained.
- Health card numbers are collected and are available to the office and teaching staff in case of on-site medical emergencies, or on field trips or at Chandos.
- By request of the Toronto Public Health department, immunization records are collected from all families, and this information is passed on to the Health authority.
- Photographs of students are taken annually by a commercial school photography company. Other photographs are taken throughout the school year by teachers and students for class and yearbook purposes, and occasionally for advertising purposes on the school's website and in printed literature.
- By enrolling your child at NTCS, you are consenting to their picture appearing in the school yearbook. If you do not want your child's picture to appear in the yearbook, you must provide a letter to the school administration making that request.
- A family directory of names, addresses, and contact numbers is maintained in the school office for mailings.
- School sports team eligibility lists for high school league registration purposes (grades 9-12) are submitted to sports league authorities.
- Student report cards, transcripts, birth certificate copies, standardized testing results, attendance records, and other academic information pertinent to the furthering of the education of the student is maintained in each student's Ontario Student Record (OSR) as mandated by the Ontario Ministry of Education.
- Academic information of graduating students applying to universities and colleges is provided to the Ontario Universities Application Centre (OUAC) and the Ontario College Application Service (OCAS) as required for student applications.

Personal information is processed and stored in secure, locked areas, and is maintained in computer databases with access controls in order to prevent unauthorized access. Every reasonable effort is made to keep the information accurate and complete and to prevent the unnecessary dissemination of the information.

If you have any questions or concerns about how your personal information is gathered, used, or retained, please contact the school administrator at admin@ntcs.on.ca.

Parent Agreement

(September 1, 2023)

Parents or guardians of applicants agree to the following conditions for admission to and re-enrollment in the North Toronto Christian School:

1. We accept and support the conservative evangelical Christian nature of the school, its staff, and its approach to education.
2. We will support the school in the application of Christian values to issues of discipline, social relations, and current issues.
3. We will endeavour to maintain in our home the kind of love, instruction, discipline, and moral standards that God has called all parents to provide for their children.
4. We will endeavour to maintain in the home an atmosphere that encourages our child to pursue excellence in every area of life.
5. In routine discipline matters addressed by published school rules, we will support the staff and administration in their efforts to discipline our child should that become necessary. In more serious matters requiring discipline, with appropriate consultation, we will support the administration in their decisions or agree to withdraw our child from the school program without protest or appeal.
6. We will contact the administration or the teachers to discuss concerns before engaging in criticism of the school or its staff.
7. We will support the school in its enforcement of the student code of conduct and uniform policies.
8. We will support the school in its efforts to maintain a healthy environment for all staff and students by cooperating with school and public health initiatives designed to protect the health and well-being of individuals in public places. This includes recognizing that the school is not an allergy-free or nut-free environment.
9. We will inform the administration of any family circumstances, past or present, which could potentially affect our child's work or behaviour at school.
10. We will inform the Principal as part of the application process of any learning disability that might affect our child's ability to do the work that is normally expected of all students.
11. We will authorize the Principal, as part of the application process, to contact the administration of our child's previous school to discuss the academic performance and behaviour of our child.
12. We agree to pay the tuition and other fees as outlined in the school's fee schedule. We confirm that no outstanding fees are currently owing to any other Edvance Christian School Association member school.
13. We agree to withdraw our child from the school should the administration come to the conclusion that further time spent by the student in the school would not be in the best interests of the student body and/or the student. A request to withdraw would only be made after efforts had been made (including parental/guardian involvement) to rectify the situation.

