



Toronto Science Academy School Course Calendar 2024-2025

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Toronto Science Academy (TSA)

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Toronto Science Academy (TSA)

Our School

Toronto Science Academy Education and Consulting is a Canadian-based company that was founded in 2018 by educators with experience in North America and overseas. In addition to offering educational consultancy and tutoring services, the company operates an international school known as Toronto Science Academy (TSA).

TSA serves as a high school for Grades 9 to 12, situated in Toronto, Canada, and provides the opportunity to obtain the Ontario Secondary School Diploma (OSSD). Through our online education program, we extend opportunities to students worldwide, offering a credential acknowledged and accepted by universities and colleges globally, including Canada, the United States, the United Kingdom, Australia, and Hong Kong. This belief is encapsulated in our motto: "Education Beyond Boundaries"

Our Core Values

- **Multiculturalism:** We believe in education that celebrates multiculturalism by recognizing the richness that diverse backgrounds bring to the learning experience. Students are exposed to a global perspective that broadens their horizons and encourages empathy and understanding. Through multicultural interactions, students learn to appreciate the value of different cultures and viewpoints, preparing them for a connected world.
- **Critical Thinking:** We emphasize the development of critical thinking skills, encouraging students to analyze information from multiple angles and make informed decisions. Our approach to education cultivates a questioning mindset, empowering students to challenge assumptions and seek deeper understanding. Through interactive learning experiences, students are prompted to assess problems critically and devise creative solutions that contribute to their growth as independent thinkers.
- **Collaboration:** We believe that collaborative experiences not only enrich learning but also prepare students for success in collaborative work environments beyond their academic journey. Collaboration is at the core of our educational philosophy, promoting teamwork and collective

problem-solving. Students engage in collaborative projects that require them to communicate effectively, share ideas, and work harmoniously with peers.

- **Equity:** We strive to create an inclusive environment where diverse learners are supported and their individual strengths are nurtured. Equity is a guiding principle in our educational approach, ensuring that every student has access to the opportunities and resources they need. By prioritizing equity, we aim to minimize barriers to learning, fostering an atmosphere where each student can thrive and achieve their full potential.

What We Provide

Toronto Science Academy was established with the mission of providing education to all students aspiring to earn an Ontario Secondary School Diploma (OSSD), even if they face challenges attending traditional classroom courses. We offer a model that enables students to:

- Incorporate various Ontario high school courses into their existing schedules
- Fulfill prerequisites required for college or university admission
- Acquire the OSSD, opening doors to post-secondary education worldwide

For students seeking credits we offer the option of enrolling in individual OSSD courses tailored to their needs. Each online OSSD course offers accessible and interactive learning for students across the globe.

Educational Approach

The learning platform at Toronto Science Academy presents a flexible alternative to the conventional school day. Our students at TSA are accompanied on personalized learning journeys by our devoted team of educators, fostering an environment conducive to their growth and the development of essential skills.

Our personalized approach ensures the well-rounded growth of students and boosts their self-assurance. We believe in a student-centred approach to learning where they not only acquire course content but also identify and nurture their individual strengths. Our faculty provides individualized support and guidance, aiding students in shaping their unique learning paths.

Online schooling at Toronto Science Academy (TSA) provides students with a flexible and dynamic learning experience. Through our virtual platform, students engage with course materials, assignments, and interactive lessons that can be

accessed anytime, allowing for personalized learning tailored to individual schedules. To further enhance the learning journey, TSA offers live tutoring sessions twice a week, providing students the opportunity to engage directly with instructors and peers. It is mandatory for students to attend at least one of these sessions each week to maximize their comprehension and progress.

Students are granted a span of 4 months from the course start date to successfully complete the entire curriculum, excluding the final examination. This time frame ensures students can learn at their own pace while maintaining a steady academic rhythm. For added flexibility, both the course end date and the examination timeline can be extended upon the principal's approval, which takes into consideration the unique needs of each student. Students seeking extensions must submit an application, detailing their circumstances and the rationale for the requested adjustment. This comprehensive approach to online learning at TSA aims to empower students to succeed while accommodating their individual learning styles and requirements.

The Importance of Secondary Education

Completing a secondary education holds paramount importance in today's rapidly evolving world. It equips individuals with essential knowledge, critical thinking skills, and a foundation for lifelong learning. An OSSD not only opens doors to higher education and career opportunities but also fosters personal growth, empowers informed decision-making, and contributes to a well-rounded and fulfilling life.

In Ontario, students are legally required to remain in school until they have reached the age of eighteen or obtained their Ontario Secondary School Diploma (OSSD). The obligation to continue secondary education until the age of eighteen or obtain an Ontario Secondary School Diploma (OSSD) emphasizes the importance of educational achievement. This requirement ensures individuals access a comprehensive foundation that readies them for the complexities of today's world. Whether pursuing advanced studies or entering the workforce, this dedication to education equips students with the skills and knowledge essential for personal and professional triumph.

School Policy and Procedures

Code of Conduct

Toronto Science Academy (TSA) is a center of learning, and as such, it requires an environment grounded in mutual consideration. Students are expected to exhibit respect and uphold the personal rights and thoughts of all members of the school community. Acts of insult, disrespect, or harm disrupt the learning and teaching process. TSA is unwavering in its commitment to safeguarding the well-being of all students and staff. As part of this commitment, our institution maintains a zero-tolerance approach toward harassment, intimidation, threatening behaviours (verbal or otherwise), and conduct that adversely affects the moral climate of the school. The use of profanity, harassment, or aggressive behaviour is unacceptable and may result in student suspension or expulsion. Any threats, offensive remarks, or harassment compromising the health and welfare of any student or staff member must be immediately reported to the Principal.

The use of any Learning Management System (LMS) tool within a course for purposes other than education is strictly prohibited. Inappropriate or prohibited use of the LMS grants the Principal the authority to terminate registration or suspend the user. Further disciplinary actions, including legal proceedings, may occur as required by laws, regulations, or contracts. The security of the online environment relies on user practices. Therefore, students must never attempt unauthorized access or impersonation. Any endeavour to vandalize, harm, or manipulate another user's data is prohibited. Similarly, tampering with course or school data is also strictly forbidden. Read more about this topic at the Acceptable Use Policy for Online Learning section.

Student Registration and Admission

Students seeking admission into Toronto Science Academy's program should begin by completing the registration form found on the TSA website, www.tsacademy.ca. A TSA counsellor will reach out with further information and guide the student through each step of the admission process. Any student in Grades 9 through 12 or international student may apply for OSSD studies. Students may enroll for academic enrichment, an accelerated program or to finish incomplete coursework. Students who intend to graduate may apply to pursue full-time OSSD studies. For

Ontario students, the required documents may include but are not limited to an OEN number, birth certificate, passport, transcript, or report card.

For out-of-province and international students, the necessary documentation will encompass an English competency assessment, a PLAR assessment, all academic records from their previous school, personal identification, and any other relevant information essential for accurately placing the student in the appropriate grade/course.

Note: If the student is under the age of 18 or the age of majority where they live, they must include a parental consent form along with their initial application.

After the registration application is reviewed and processed, the student will be scheduled for a preliminary interview and admission examination. The results from these will determine whether the student is the right fit for the program and if their application will be accepted.

Student Responsibility

At Toronto Science Academy (TSA) students are expected to demonstrate a strong commitment to their learning journey. This is exemplified through regular attendance, ensuring they are prepared and eager to engage in their educational pursuits. We place a significant emphasis on practicing honesty and integrity, encompassing behaviours such as abstaining from plagiarism, misrepresentation of original work, unauthorized aid usage, theft of evaluation materials, and false identity representation. Students are encouraged to interact with one another in a manner that upholds dignity, fairness, and respect, irrespective of various attributes such as race, ancestry, origin, colour, ethnicity, creed, citizenship, religion, gender, gender identity, sexual orientation, age, ability, or socioeconomic status. We emphasize the significance of treating all individuals equitably and appreciating the rich diversity that our school community embodies. This includes actively seeking opportunities to support others and approaching conflicts with a constructive and respectful mindset. We believe in nurturing a sense of empathy and responsibility among our students, which contributes to a harmonious and supportive learning environment for all.

Furthermore, students at TSA are required to adhere to the established school rules and take accountability for their own conduct. In alignment with our dedication to

a safe and conducive learning environment, students are urged to avoid actions that could jeopardize their own safety or that of others.

Student Attendance

As an asynchronous online school, TSA does not operate on official terms or semesters. To ensure a productive learning journey, Toronto Science Academy sets an expectation for students to log into their courses a minimum of three times weekly. An example timetable for a student could look like this:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	Log on and Complete Tasks	Online Meeting with Teacher	Log on and Complete Tasks	Online Meeting with Teacher	Log on and Complete Tasks	

Student participation and online attendance are actively monitored by individual course instructors and our comprehensive learning management software at Toronto Science Academy. Consistent and substantial engagement within the courses is pivotal for achieving success. In cases where students fall below the attendance threshold, the course instructor will reach out to seek clarification. If a student remains inactive in their course for over a period of two weeks, both the student and parent will receive communication. Persistent absences may lead to the credit not being issued and eventual removal from the course.

Student Assessment and Evaluation

The Assessment and evaluation of student learning at TSA is conducted in accordance with the Ontario Ministry of Education (2010) “Growing Success: Assessment, Evaluation and Reporting in Ontario Schools” seven fundamental principles:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles, preferences, needs, and experiences of all students;
- are communicated clearly to students at the beginning of each course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan the next steps for their learning.

Assessment

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect 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 an “assessment for learning” and an “assessment as learning”. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the overall curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

As part of the assessment for learning, teachers provide students with descriptive feedback that guides their efforts toward improvement. Descriptive feedback helps students learn by providing them with specific information about what they are doing well, what needs improvement, and what specific steps they can take to improve. We provide multiple opportunities for feedback and follow-up during a student's course to allow for improvement in learning prior to assessment of learning (evaluation).

Evaluation

Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Although all curriculum expectations in a course are accounted for in instruction,

student evaluations focus solely on a student's achievement of the overall curriculum expectations in their course. Evidence of student achievement for evaluation is collected over the duration of a course and is based on observations, conversations, and student products. Evaluation is based on an assessment of learning that provides evidence of student achievement at strategic times throughout each course, typically at the end of a module of study.

The Achievement Chart

The Achievement Chart for each course is included in the course outline for each discipline of study/subject area. The chart provides a reference point for all assessment practices and a framework by which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking, Communication, and Application.

The Achievement Chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents. The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their achievement. The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement.

Achievement Chart		
Grade Range (%)	Achievement Level	Summary Description
80-100%	Level 4	Demonstrates an exceptional level of mastery and understanding, exceeding the provincial standard. Achieves at a very high to outstanding level of performance.
70-79%	Level 3	Attains a level of excellence that surpasses the provincial standard. Demonstrates a strong grasp of concepts and skills, showcasing substantial proficiency.
60-69%	Level 2	Meets the provincial standard, displaying a commendable level of competence in understanding and applying concepts.
50-59%	Level 1	Meets the minimum requirements set by the provincial standard, showing a foundational grasp of the subject matter.
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

Students demonstrating proficiency at Level 3 are well-prepared to excel in the following grade or course. A Level 4 evaluation doesn't indicate exceeding course expectations; rather, it showcases an exceptional grasp of the specified criteria, reflecting a superior command of essential knowledge and skills compared to Level 3. Students whose achievement falls below 50% by the course's conclusion will not be eligible for course credit.

Reporting on Student Achievement

Student achievement will be communicated formally to students and parents by means of a report card. The report card focuses on two distinct but related aspects of student achievement:

- The achievement of curriculum expectations and
- The development of learning skills.

To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning. The report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved. The TSA reporting period occurs at 55 hours and 110 hours into a student's course enrollment, after the completion of the mid-term and final examination, respectively. This aligns with the mid-term and final report cards of an in-person school.

Achievement of Curriculum: The report card provides a record of the student's achievement of the curriculum expectations in every course, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A final grade is recorded for every course, and credit is granted and recorded for every course in which the student's grade is 50% or higher.

The final grade for each course in Grades 9-12 will be determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

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

While all curriculum expectations must be accounted for in instruction and assessment, the evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectation is evaluated on the basis of their achievement of related specific expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate the achievement of the overall expectations.

Final Examination

All courses will have a final examination or evaluation worth 20% to 30% of a student's final grade. Students must complete and submit all course requirements to their teacher prior to booking their final exam.

In order to proceed with the final exam, students are required to complete a proctor approval form. Prior to confirming the exam date, the chosen proctor must receive approval from the TSA. It's essential that exams are conducted in a professional setting. For validation of exam applications, suitable proctors must possess a work email address and might be requested to provide documentation such as their diploma, certificate of qualification, or practicing license.

Acceptable proctors encompass professionals like teachers, lawyers, registered family physicians, registered nurses, government social workers, registered psychologists, and licensed professional counsellors. Proctors without professional email addresses, tutors hired for the purpose, or relatives are not eligible for approval to oversee student exams.

Failing Policy

In situations where a student's final course grade falls below 50%, TSA implements an assessment and evaluation review. If a significant disparity emerges between a student's ongoing assessment and evaluation performance and their final course grade, the principal will initiate a comprehensive course credit review. This review aims to ensure that the student has indeed met the curriculum expectations of the course.

Should the review reveal that a student has not met the curriculum expectations, collaborative discussions involving the principal, teaching staff, parents, and the student will take place. Together, they will determine the most suitable approach or program to help the student successfully attain the course expectations and earn credit for the entire course.

The Ontario Secondary School Diploma (OSSD)

Compulsory and Optional (Elective) Credit Requirements

In order to obtain the Ontario Secondary School Diploma, students must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines.

The compulsory credits are to be distributed as shown below:

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

Along with one credit from each of the following groups:

- Group 1: one additional credit in English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- Group 2: one additional credit in French as a second language, the arts, business studies, health and physical education, cooperative education
- Group 3: one additional credit in French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.*

* The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement. The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

** The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

*** Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

In addition to the compulsory credits, students must:

- earn 12 optional credits

- earn at least two online learning credits

Note: The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

On-line Graduation Requirement and Opt-Out Process

In accordance with PPM 167, students are required to complete at least two online learning credits as part of the Ontario Secondary School Diploma (OSSD) graduation requirements. At Toronto Science Academy (TSA), we support students in fulfilling this requirement by offering a wide range of online courses that count toward the necessary credits.

To address this requirement, the process is as follows:

1. **Course Selection:** Students will be provided with a list of eligible online courses that fulfill the online credit requirement. TSA will guide students in selecting the most appropriate courses based on their academic needs and post-secondary plans.
2. **Completion Monitoring:** TSA will track the progress of students enrolled in online courses to ensure timely completion. Students are expected to engage with the course content and participate in mandatory online sessions.
3. **Opt-Out Process:** Students wishing to opt out of the online learning requirement must submit a formal opt-out request to the principal. This request must be accompanied by consent from a parent or guardian (if the student is under 18). The principal will review the request and determine whether an exemption is appropriate.

By adhering to this process, TSA ensures that all students either fulfill the online learning graduation requirement or follow the proper opt-out procedures as outlined by PPM 167.

The Ontario Secondary School Literacy Requirement

To earn an Ontario Secondary School Diploma (OSSD), all students must meet the literacy graduation requirement. This requirement is assessed through the Ontario Secondary School Literacy Test (OSSLT) or, in some cases, by successfully completing the Ontario Secondary School Literacy Course (OSSLIC).

The OSSLT, typically administered in Grade 10, evaluates students' reading and writing skills, as outlined in the Ontario curriculum up to and including Grade 9. The test measures key literacy skills such as understanding and interpreting informational, narrative, and graphic texts, as well as writing tasks such as summaries, opinion pieces, and news reports. Successful completion of the OSSLT fulfills the literacy requirement necessary for graduation.

Students who do not pass the OSSLT after their first attempt will have additional opportunities to write the test. However, for students who have attempted the OSSLT at least once but have not been successful, they may be eligible to fulfill the literacy requirement by enrolling in the Ontario Secondary School Literacy Course (OSSLC). The OSSLC offers an intensive instructional approach to improve students' reading and writing competencies, covering the same core literacy expectations as the OSSLT but in a structured, classroom-based environment. Upon successfully completing the OSSLC, students are considered to have met the literacy requirement for graduation. Additionally, the credit earned through the OSSLC can count as a compulsory Grade 12 English credit or as an additional Group 1 credit.

Accommodations and Special Provisions are available for students with an Individual Education Plan (IEP) or other documented needs. These accommodations may include extended time, alternative settings, or assistive technologies during the OSSLT or in the OSSLC. Deferrals may also be granted for students who are not ready to write the OSSLT due to exceptional circumstances, such as significant health issues or a recent arrival to the Ontario education system. In some rare cases, students may be exempt from the literacy requirement if they are identified as exceptional learners and this exemption is documented in their IEP.

For all students, the literacy requirement is an essential step toward the completion of their OSSD. Those who are unable to meet the requirement through the OSSLT or the OSSLC may work with their school to explore alternative accommodations or educational pathways that support their progress toward graduation.

Community Involvement Requirements and Procedures

All students at Toronto Science Academy (TSA) must fulfill a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is in addition to the 30 credits needed for a high school diploma. Students of TSA will have the flexibility to choose their own community involvement activities, following the guidelines provided by the school. Students will be accountable for meeting this requirement during their own time and

maintaining a record of their activities in a tracking booklet provided by the school. Yearly submission of the tracking booklet is mandatory, and the information from it will be added to the Official Student Transcript (OST) and kept in the student's Ontario Student Record (OSR). Students will present documentation of their completed volunteer hours to the Principal of the school where their OSR is stored. For mature students, the principal will determine the number of hours of community involvement activities required.

The objective of this initiative is to encourage community values by engaging students positively and in a way that contributes to their community. These 40 hours of community activities should take place outside of scheduled class time. Students are expected to select community activities that are suitable for their age, maturity, and ability. It's important that students do not participate in any activity that might compromise their safety. For any activity that isn't on the approved list, written approval from the Principal of TSA is required before commencing the activity.

Examples of Approved Community Involvement Activities:

- Fundraising for non-profit organizations
- Coaching or assisting sports at the community level
- Church activities such as helping teach Sunday school, bazaars, etc.
- Assisting seniors with chores
- Involvement in community committees, food banks, fairs, etc.
- Participation in environmental projects such as recycling projects, etc.

Examples of Community Involvement Activities Not Approved:

- Any paid activity (i.e. babysitting);
- Cooperative education;
- Any activities or programs organized by the school (i.e. cadets);

- Playing on sports teams;
- Any involving the operation of a motor vehicle or power tools or scaffolding;
- Any involvement in the administration of medications or medical procedures to another person;
- Any occurring in an unsafe or unsupervised environment;
- Any displacing a paid worker;
- Any in a logging or mining environment if the student is under 16 years old;
- Any in a factory, if the student is under 15 years of age;
- Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Any involving banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
- Any involving activities for a court-ordered program (i.e. community service program for young offenders, probationary program).

Compulsory Credit Substitution Policy

To allow flexibility in designing a student's program and to ensure all students can qualify for the Ontario Secondary School Diploma (OSSD), substitutions may be applied to a limited number of compulsory credit courses. The school principal can replace up to three compulsory courses (or their equivalent in half courses) with

courses from the remaining options that fulfill the compulsory credit requirements. Nevertheless, the total sum of compulsory and optional credits should not fall below thirty for students aiming to attain the OSSD, and not fewer than 14 for those pursuing the Ontario Secondary School Certificate.

Substitutions are enacted with the intention of promoting and enriching student learning or addressing specific needs and interests. The decision to make a substitution for a student is contingent upon whether such a change aligns with their educational interests. If a parent or adult student proposes a substitution, the principal will determine the suitability of this adjustment. Additionally, the principal holds the authority to initiate consideration for a substitution. The final decision rests with the principal, who will collaborate with the parent or adult student and relevant school staff. Each substitution will be documented on the student's Ontario Student Transcript.

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who 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.

The 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.

Courses and Curriculum

Course Credits at Toronto Science Academy (TSA)

At Toronto Science Academy, a credit is given to acknowledge the successful completion of a course that has been scheduled for a minimum of 110 hours. These credits are awarded by the principal on behalf of the Ministry of Education and Training for courses that have been approved by the ministry. A half-credit may be awarded for each 55-hour portion of a course.

At TSA, our students engage in self-directed learning, which gives them autonomy over their educational journey. As such, the duration of course hours is determined through a meticulous tracking process. This encompasses the student's logged hours on the learning platform as well as the time invested in various educational activities, including coursework, discussions, assignments, tests, projects, and presentations. Our commitment at TSA is to uphold rigorous academic standards while fostering a dynamic learning environment that encourages freedom and active participation in the educational process.

Types of Courses

The curriculum is organized into several types of courses, intended to enable students to choose courses suited to their strengths, interests, and goals. In Grades 9 and 10, three types of courses are offered: academic, de-streamed and open. Courses in Grades 11 and 12 are designed to prepare students for a postsecondary destination which may include university, college, apprenticeship training, or the workplace. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education.

The common course code of all courses consists both of a five-code character and a course title component, as designated by the Ministry of Education and Training in Ontario:

Example: SBI3U - Biology 11				
Course Descriptor	Grade Level		Type	
SBI	1	Grade 9	D	Academic
	2	Grade 10	P	Applied
	3	Grade 11	O	Open
	4	Grade 12	U	University
			M	University or College
			C	College
			E	Workplace
			W	De-streamed

Grades 9 and 10 Courses Types

Academic “D”: Academic courses develop a student’s knowledge base 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.

Open “O”: Open courses are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

De-streamed “W”: students will no longer be separated into Academic and Applied Streams for Grade 9 courses. Students will take a combination of courses made up of De-streamed, Academic and Open level courses. Locally developed courses will still be available for some students as well.

Students in Grades 9 and 10 will make the choice between academic, open, de-streamed, and applied courses (applied courses for Grade 10 only) primarily on the basis of their strengths, interests, and needs. Their parents or guardians, the Principal and teachers, will help them make their choices, which will be reflected in

their Annual Education Plan. Grade 10 academic courses prepare students for Grade 11 University or College preparation courses; Grade 10 applied courses prepare students for Grade 11 College or Workplace preparation courses.

Grades 11 and 12 Course Types

In Grades 11 and 12, students will choose from among destination-related course types: university preparation, university/college preparation, college preparation, workplace preparation, and open courses. Students will make their choices based on their interests, achievements, and career goals. Prerequisites are specified for many of the courses offered in Grades 11 and 12. These prerequisites are identified in the Course of Study document for each course.

University preparation “U” courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College preparation “M” 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.

College preparation “C” courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

Workplace preparation “E” 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 workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open “O” courses are designed to broaden students’ knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace.

Courses Offered at Toronto Science Academy

MPM2D - Principles Of Mathematics

Course Description:

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.

MCR3U - Functions

Course Description:

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 a facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MHF4U - Advanced Functions

Course Description:

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.

All Courses Offered at TSA and course outlines of study can be found by visiting the course description section: <https://tsacademy.moodlecloud.com>

Other Ways to Earn Credits

Continuing Education Secondary Credit Programs: Night School, Summer School and Saturday International Languages credit courses offered by the Toronto District School Board under the OSSD curriculum guidelines. For more information, visit their [website](#).

The Independent Learning Centre is run through TVOntario and provides distance education. For more information, visit their [website](#).

Changing Course Types

In Grades 9 and 10, students may take a combination of de-streamed, academic, and open-level courses. As of September 2022, all applied courses have been removed for Grade 9, and only de-streamed, academic, and open courses remain. Therefore, students no longer need to take a transfer course when moving from Grade 9 to Grade 10 in subjects that previously required such a transition, such as from applied to academic math, as Grade 9 is now de-streamed in mathematics.

Students may still choose to change course types as they progress through their secondary education. For example, a student who took a de-streamed Grade 9 math course may transition to academic or applied courses in later grades, depending on their academic goals and pathways. This change may require additional preparation, such as independent study, summer school, or other support, but no transfer course is necessary at the Grade 9 level.

Changing course types in grades 11 and 12 will similarly require the completion of the appropriate prerequisite. In some cases, the student may request that the Principal waive the prerequisite. The decision to waive the prerequisite will be made by the Principal in consultation with the student and parents.

In Grades 11 and 12, students will focus more on destination-related courses such as university preparation, college preparation, or workplace preparation courses, all of which are designed to suit their post-secondary aspirations.

Course Withdrawal and Repeat Courses Policy

Course withdrawals are classified into two main categories, which depend on the student's grade level:

Grades 9 and 10 Withdrawals:

Students in Grades 9 and 10 can withdraw from a course without receiving a "W" or withdrawal mark, regardless of when the withdrawal occurs.

Grades 11 and 12 Withdrawals:

Withdrawals for students in Grades 11 and 12 are divided into two sections:

- If a withdrawal happens within 5 days of the interim report card being issued, the course mark will not be recorded on the Official Student Transcript (OST).
- If a withdrawal occurs after 5 days of the interim report card being issued, a "W" will be indicated on the OST at the time of the withdrawal. In exceptional circumstances surrounding the withdrawal, an "S" may be used instead.

Course Repeats:

Students seeking to improve their course grades can retake the course. Upon successfully completing the repeated course, only 1 credit will be granted for that specific course. Course repeats are treated differently based on grade levels:

Grades 9 and 10 Repeats:

For students in Grades 9 and 10, only the attempt with the highest grade will be recorded on the student's OST.

Grades 11 and 12 Repeats:

For students in Grades 11 and 12, all course attempts will be noted on the OST, along with their corresponding grades.

Prior Learning Assessment and Recognition (PLAR)

Prior learning encompasses the knowledge and skills that students have acquired, both through formal and informal means, beyond the confines of Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that opt to implement PLAR, have the opportunity to assess their skills and knowledge against the overarching expectations outlined in the provincial curriculum policy documents. This assessment enables them to earn credits towards their secondary school diploma. The PLAR procedures are overseen by the school principal, who has the authority to grant these credits.

The PLAR process, developed by a school board in alignment with ministry policy, encompasses two distinct components: challenge and equivalency. The challenge process involves the assessment of students' prior learning to determine eligibility for course credit, in line with a course derived from a provincial curriculum policy document. Conversely, the equivalency process entails evaluating credentials from other jurisdictions to ascertain their compatibility with Ontario's standards.

PLAR for Day School Students

Because secondary school learning experiences offer numerous advantages for young individuals, PLAR holds a specific and limited role within the Ontario secondary school program. Equivalency credits are granted exclusively to students who transition to Ontario secondary schools from non-inspected private schools or institutions located outside Ontario. Additionally, PLAR procedures are accessible to students with exceptional circumstances. Assessment techniques are tailored to accommodate the unique needs of this group; for instance, extended time might be allotted for task completion, or a serene environment might be arranged for their activities.

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST. The equivalent credits should be entered as a total, and the required items of information should appear as follows: "Equivalent Credits" should be entered in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; the total number of credits in the "Credit" column; and the total number of compulsory credits in the "Compulsory" column.

While PLAR might have potential benefits for some gifted students, its purpose does not encompass replacing or substituting enriched or other specialized programs designed for gifted students.

Grade 9 and 10 Credits (Equivalency Process)

Mature students can earn up to 16 Grade 9 and 10 credits through an individual assessment process. This process involves subject-based assessments in the following areas:

- English
- Mathematics
- Science
- Canadian History and Canadian Geography (combined)

Each of these subject-based assessments may grant up to four credits, depending on the student's demonstrated achievement. The principal will determine the number of credits to be awarded based on the assessment results. There is no challenge process for Grade 9 and 10 credits.

Grade 11 and 12 Credits (Equivalency and Challenge Process)

Mature students may earn up to 10 of the remaining 14 Grade 11 and 12 credits required for the OSSD through two methods:

1. Equivalency Process – Formal credentials, documentation, and evidence of learning are evaluated for equivalency to Ontario secondary school courses.
2. Challenge Process – Prior learning is assessed using formal exams and other evaluation strategies to grant credits based on current Ontario curriculum expectations.

A minimum of 4 Grade 11 and 12 credits must be earned by taking the courses through the secondary school program. Exceptions exist for students who present evidence of completing a postsecondary diploma or degree from a recognized Canadian institution, or those who have completed an Ontario Certificate of Apprenticeship or Qualification. These students may be granted up to 30 credits.

PLAR for Mature Students

A mature student is defined as a student who is at least 18 years of age on or after January 1 of the current school year and is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD). The student must not have been enrolled as a regular day school student for at least one school year (no less than 10 consecutive months) before their registration in a secondary school program.

PLAR for mature students is a process that allows them to earn credits for prior learning, including both formal and informal experiences. This process recognizes prior knowledge and skills, helping students expedite their journey to graduation and avoid duplicating learning.

Diploma Requirements for Mature Students

To obtain the OSSD, mature students must meet the following criteria:

- Complete a total of 30 credits, which includes both compulsory and elective credits.
- Satisfy the provincial secondary school literacy requirement. Mature students may either write the Ontario Secondary School Literacy Test (OSSLT) or complete the Ontario Secondary School Literacy Course (OSSLT) without attempting the OSSLT.
- Meet the community involvement requirement, which is determined by the principal. The number of hours required (from 0 to 40) is at the discretion of the principal and should be tailored to the student's experience and circumstances.

Responsibilities of School Boards and Principals

School boards are required to offer the PLAR process to all mature students and are prohibited from charging fees for equivalency assessments or the challenge process. Boards must ensure that the PLAR policy is standardized and consistently applied to ensure equity for all mature students across the province.

Principals are responsible for overseeing the PLAR process, including:

- Determining the number of credits required by the student based on a review of their transcripts and prior learning.
- Conducting individual assessments for Grade 9 and 10 credits.
- Evaluating credentials and other appropriate documentation for Grade 11 and 12 credits.
- Ensuring students are informed of PLAR policies and procedures and providing support for students lacking documentation of prior learning.

All assessments must align with the latest curriculum standards, and the results must be documented on the student's Ontario Student Record (OSR) and Ontario Student Transcript (OST) using the appropriate forms as specified in PPM 132.

Exclusions from PLAR

Mature students cannot challenge for credit for a course they have already completed. Additionally, credits cannot be earned through the PLAR process for courses such as:

- English as a Second Language (ESL)
- English Literacy Development (ELD)
- Cooperative Education
- Locally developed courses
- Transfer courses
- The Ontario Secondary School Literacy Course (OSSLC)

PLAR Preparation and Support

Mature students may benefit from preparatory courses, such as "Advanced Learning Strategies: Skills for Success After Secondary School" (GLS4O/GLE4O), to help prepare for the PLAR process. In some cases, the principal may recommend enrolling in this course, even if the student does not have an Individual Education Plan (IEP). The principal will ensure these students are designated with the "Mature Student Flag" for reporting purposes.

Out of Province and International Students

TSA recognizes a diverse spectrum of educational credits from all around the world. Students aspiring to achieve their OSSD for admission into college or university programs can have their existing high school credits evaluated, potentially receiving equivalent credits in Ontario. TSA facilitates students' access to high-quality education while allowing them to stay connected with their family, friends, and local culture. Students at TSA have the unique opportunity to engage in an online classroom setting and collaborate with peers spanning the globe.

In cases where students lacking Ontario credits are transferring from non-inspected private schools or schools outside Ontario to an Ontario secondary school, the TSA principal will play a pivotal role in determining the student's placement. The aim is to ensure fairness by assessing the overall credit equivalency of the student's previous learning, along with the count of compulsory and optional credits that still need to be attained. Moreover, the school principal will ascertain the required number of hours for community involvement activities that the

student needs to fulfill, duly recording the outcomes of the assessment and deliberations in the student's Ontario Student Record (OSR).

Ontario Student Transcript and Record (OST and OSR)

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all coursework and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder. The transcript will include the following information: the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;

- A list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
- Confirmation that the student has completed the community involvement requirement;
- Confirmation that the student has completed the provincial secondary school literacy requirement;
- Confirmation that a student in a Specialist High Skills Major has completed all the requirements;
- The transcript may also contain special indicators such as identifying any course that has been substituted for one that is a diploma requirement and indicating any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

Ontario Student Record (OSR)

The Ontario Student Record is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma

requirements completed, and other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation.

If the student is currently attending another school – public or private – and is simply taking a single course from the TSA, then that student's OSR will reside at the school where the student is attending. Where students registered in a publicly funded secondary school earn a credit or credits with TSA, the principal of the publicly funded secondary school is responsible for ensuring that the TSA credit is recorded on the student's OST. TSA establishes or obtains the student OSR containing the OST, only if the student becomes the sole responsibility of Toronto Science Academy.

The OSR contains:

- An OSR folder in Form 1A or Form 1
- Report cards
- An Ontario Student Transcript, where applicable
- A documentation file, where applicable
- An office index card
- Additional information identified as being conducive to the improvement of the student

Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

Guidance and Support Resources

At Toronto Science Academy (TSA), we prioritize the success and well-being of each student. Our dedicated Guidance Department is committed to providing comprehensive support to guide students toward a successful academic journey and beyond.

Students are encouraged to reach out via email for any course-related inquiries, marks, or general guidance support questions. Parents of students under 18 years of age will receive email copies of teacher correspondence and feedback to ensure transparency and parental involvement in their child's learning journey. Parents can

also request to include teachers at the student's local school, tutors, or guidance to support individuals in communication.

TSA is proud to offer robust guidance services and resources to help students navigate their educational paths. For TSA students seeking assistance, we recommend directing questions related to course selection, general support, marks, or guidance support to the provided email address. Since local assistance may be limited due to the online nature of the school, students are encouraged to explore local community support centers. Additionally, students can schedule an appointment with a counsellor through the Contact page on our website. For educational planning and course selection, resources are available to aid students in making informed decisions.

Our Guidance department at TSA is dedicated to providing comprehensive support to our students. Here are some of the ways we assist our students:

- **Career Exploration Tools:** We offer essential resources to aid students in exploring and planning their career paths.
- **Informed Course Decisions:** We assist students in making well-informed choices regarding their course selections.
- **Online Resources:** We encourage and help students acclimate to online school by providing them with online resources and assistance, including textbooks and interactive lessons. Students are also encouraged to use free online resources such as TVO, KhanAcademy, and approved YouTube videos.
- **Local Resources:** We encourage students to access resources from their local libraries and support from teachers at their local schools.
- **English Language Support:** We provide resources designed to assist English Language Learners (ELL) and ESL students.

At Toronto Science Academy (TSA), we are dedicated to fostering academic success for all students, including those who may be approaching the failing threshold. We implement tailored support strategies that encompass additional resources, personalized assistance, and targeted interventions to help these students overcome challenges and reach their full potential. Through close collaboration between our educators, counsellors, and support staff, we strive to create a supportive environment that empowers every student to excel academically.

Accommodation for Special Education Students

At TSA, we acknowledge the necessity for education to evolve and embrace approaches that cater to students with special needs and learning preferences. Our

experience as educators enables us to provide students with an alternative learning pathway as they progress through their courses to obtain their Ontario Secondary School Diploma. Students who are enrolled in special education programs and who have an Individual Education Plan (IEP) are eligible to receive the specific accommodations outlined in their respective IEPs. Should a student possess a pre-existing IEP, it is important that a copy of said IEP be submitted during the registration process. Following this, TSA will attempt to cater to the students' learning requirements by implementing suitable accommodations within the online course framework.

Hardware and Software Requirements

To enhance your TSA online learning experience, access your course using a modern PC equipped with a high-speed internet connection.

Recommended setup:

- Hardware:
 - Dual-core PC with at least 2GB of RAM
 - Minimum of 20GB of available disk space
 - Standard peripherals: monitor, keyboard, mouse, sound card, speakers
 - Headset with microphone (required for specific courses)
 - High-speed internet connection (1Mbps or faster)
 - Scanner or camera (useful for submitting handwritten work)
- Software:
 - Microsoft Windows or MacOS
 - Latest versions of Chrome or Firefox web browsers

TSA online courses are optimized for Chrome and Firefox. If you're using an Apple computer, we recommend accessing courses through Firefox. Other browsers and mobile devices are not recommended due to potential compatibility issues with online classroom features.

Acceptable Use Policy for Online Learning

At Toronto Science Academy (TSA), we are committed to fostering a respectful, safe, and productive online learning environment. By accessing our online courses and learning management systems, students agree to the following guidelines:

1. **Responsible Use:** All online tools, resources, and communication platforms provided by TSA must be used solely for educational purposes. Misuse of these platforms, including engaging in disruptive behavior, sharing inappropriate content, or using offensive language, is prohibited.
2. **Academic Integrity:** Students are expected to maintain high standards of academic honesty. Plagiarism, cheating, or submitting another person's work as your own will not be tolerated and may result in disciplinary action, including removal from courses.
3. **Respectful Communication:** Students must engage with teachers, staff, and peers in a respectful manner. Harassment, bullying, or any form of discriminatory behavior will not be tolerated in any communication or online interaction.
4. **Privacy and Security:** Students are required to protect their personal login credentials and are prohibited from sharing them with others. Attempting to access another student's account, impersonating others, or compromising the system's security in any way will result in disciplinary action.
5. **Intellectual Property:** All course materials provided by TSA, including lessons, assignments, and exams, are for personal educational use only. Students may not distribute, copy, or share these materials without explicit permission from the school.
6. **Consequences for Violations:** Any breach of this policy may result in suspension or expulsion from TSA, and in severe cases, legal action may be taken.

By adhering to this Acceptable Use Policy, students contribute to a positive and productive online learning community at TSA.

Ontario Curriculum Policy and other links:

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011

<http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>

Secondary the Ontario Curriculum Guidelines

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

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Provincial Code of Conduct

<http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

Prior Learning Assessment and Recognition (PLAR)

<http://www.edu.gov.on.ca/extra/eng/ppm/129.html>

Ontario Student Record (OSR) Guideline

<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

Ontario Student Transcript (OST)

<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf>

Ontario Community Involvement Requirement

<http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>