

PARENT HANDBOOK

VICE PRINCIPALS: DAVID FEWSON, ERIK GORDON
 PRINCIPAL: CINDY BROWNE

DON MILLS COLLEGIATE INSTITUTE

Principal's Message

It is with great pleasure that I welcome each of you to Don Mills Collegiate. For parents and students alike, this is the beginning of a great adventure and a great learning experience.

For all of those parents whose child is starting Grade 9 at DMCI, we are so very excited you are joining our school. Entering high school can be a rewarding, and somewhat scary, experience. We hope that you will continue to take an active role in your child's education. Together, we can ease the transition from middle school to high school, and also help your son or daughter along their path to discovering who they are, and what they want to become.

This brief handbook will provide you with some of the information you'll need to become familiar with our fantastic school, as well as the many resources that our school provides.

I hope that each of you will take the time to review the contents of this handbook with your teen, and to begin to explore the many resources, departments, and opportunities available at Don Mills Collegiate.



Above: Don Mills Collegiate Institute. Founded in 1959, DMCI continues to be an active part of the Don Mills community. Its Latin motto, "*Omnia per scientiam*" means "All things through knowledge".

C O N T E N T S

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SCHOOL COUNCIL

School councils are an excellent way for parents to get involved in their child's education. Our school has an elected school council that is an important forum for involving all members of the school community in issues that affect the education of students. The school council is

made up of an elected committee of parents, staff and student representatives, appointed community members, the principal, and a general membership which includes all parents of children attending the school. The school council advises the principal on a variety

of issues and activities relating to student achievement, curriculum goals and priorities, school budget priorities, school safety, renovation plans, after school activities, and criteria for the selection of new principals.

School Council Dates

| | |
|--------------------|--------------------|
| October 16 | February 19 |
| November 20 | April 16 |
| January 22 | May 21 |



DON MILLS COLLEGIATE INSTITUTE SCHEDULE

All students are expected to arrive for class on time, with all necessary materials, and ready to learn.

Students will have five (5) minutes between classes to travel from one class to another. This is more than enough time for students to walk from one end of the school to the other end of the school.

On occasion, students will need to leave class — with the teacher’s permission and a hall pass — to use the restroom or to get something from their locker. Students are expected to remain in their classrooms during the first 15 minutes of each class and the last 15 minutes of each class.

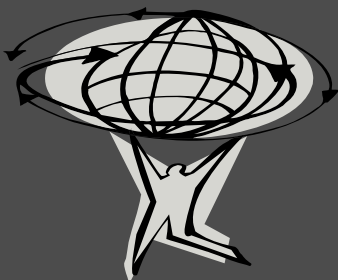
Odd numbered days are a Day 1, even numbered days are a Day 2.

| Regular Day | Day 1 | Day 2 | Shortened Day |
|---------------|-----------|-----------|---------------|
| 8:45 - 10:05 | Home Form | Home Form | |
| | Period A | Period A | 10:15 - 11:15 |
| 10:10 - 11:25 | Period B | Period E | 11:20 - 12:15 |
| 11:30 - 12:45 | Period C | Period C | 12:20 - 1:15 |
| 12:50 - 2:05 | Period D | Period D | 1:20 - 2:15 |
| 2:10 - 3:25 | Period E | Period B | 2:20 - 3:15 |

Only “Period B” and “Period E” flip.

SHORTENED DAYS

| | |
|-----------|-----------|
| September | 4, 25 |
| October | 4, 26, 30 |
| November | 8, 27 |
| December | 18 |
| January | 22 |
| February | 21, 26 |
| March | 26 |
| April | 5, 18, 30 |
| May | 16, 28 |
| June | |



CONTACT, CHARACTER, AND HATS

PARENT CONTACT: LET'S STAY IN TOUCH

At Don Mills CI, we make every effort to promote and maintain contact and communication between students, parents, and teachers. Each of these "stakeholders" need to talk to each other if we are going to promote academic success. Here are some of the ways that we work to keep communication open:

- **Weekly E-Mails:** Every week, parents will get an e-mail from the school outlining what events will be occurring during the following week.

- **Attendance Call Home:** If a student is absent or late for a class, their parents will automatically get phone call home that evening notifying them.

- **Attendance Letters / E-Mail:** Every student who misses either four (4) classes,

or is late four (4) times in a three week period, will receive an attendance letter from one of the Vice Principals.

- **Staff E-Mail:** Parents can always contact teachers if they have questions or concerns (firstname.lastname@tdsb.on.ca).

- **Parents' Night:** All parents are welcomed (and encouraged) to attend both of our Parents' Nights. This year, Parents' Night is on October 25th, and April 4th.

Address:

15 The Donway East
North York ON
M3C 1X6

Phone: 416-395-3190

E-Mail:
DonMills.CI@tdsb.on.ca



Character Education

Character development at the TDSB is about helping our students learn and practice positive character attributes, which will help them not only do their best, but be their best.

Character Development:

- Develops the whole student
- Contributes to a healthy, safe and orderly school environment
- Creates a collaborative school where the teaching and learning can be the focus
- Provides high expectations for learning and behaviour
- Engages students in their learning
- Is Universal
- Is Respectful
- Strives for an ever growing depth of self-awareness, self-discipline and understanding

Respect

Co-operation

Responsibility

Teamwork

Honesty

Kindness & Caring

Empathy

Integrity

Fairness

Perseverance



Above: "The Pond". Students in our "Tech Design and Green Industries" program have helped to imagine, design, and create impressive landscaping throughout Don Mills Collegiate.

HATS OFF TO YOU

- Each school must establish a dress code.
- Don Mills Collegiate Institute's School Council voted to implement a

no headgear policy in 2001.

- Policy states: "Students are expected, upon entering the building to remove their hats, bandannas or other non-religious head coverings."

ACADEMICS: WHAT YOU NEED

E.Q.A.O.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

- Earn 18 Compulsory Credits
- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in Mathematics (at least one at the Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- .5 credit in Civics
- .5 credit in Career Studies
- Group 1: additional credit in English, or French as a second language, or a Native, classical or International language, or social sciences and the humanities, or Canadian and world studies or guidance and career education or cooperative education
- Group 2: additional credit in Health and Physical Education, or the arts, or business studies or French as a second language or cooperative education
- Group 3: additional credit in Science (grade 11 or 12) or technological education, or French as a second language or computer studies or cooperative education
- Earn 12 Optional Credits
- Complete 40 hours of community involvement activities
- Successfully complete the literacy test



The Education Quality and Accountability Office (EQAO) is an independent provincial agency funded by the Government of Ontario. EQAO's mandate is to conduct province-wide tests at key points in every student's primary, junior and secondary education and report the results to educators, parents and the public.

EQAO acts as a catalyst for increasing the success of Ontario students by measuring their achievement in reading, writing and mathematics in relation to Ontario Curriculum expectations.

The objective and reliable assessment results are evidence that adds to the current knowledge about student learning and serves as an important tool for improvement at the individual, school, school board and provincial levels.

Students will write an EQAO math test in Grade 9, and an EQAO literacy test in Grade 10.

(www.eqao.com)

Community Involvement

In order to graduate from high school, students must complete their **40 hours** of approved community involvement activities.

Activities must take place outside of class time, and be in keeping with the TDSB approved list.

See www.tdsb.on.ca for more info.



The Marks: What to Look For, and When You'll Get Them

The Six Learning Skills

- Responsibility*
- Organization*
- Independent work*
- Collaboration*
- Initiative*
- Self Regulation*

Learning Skills and Work Habits

- Learning Skills for grades 1 -12

- new secondary learning skill: Self-regulation

Self-Regulation

- sets own individual goals and monitors progress towards achieving them;

- seeks clarification / assistance when needed;

- assesses and reflects critically on own strengths, needs, and interests;

- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;

- preserves and makes an effort when responding to challenges.

ASSESSMENT AND ACHIEVEMENT: *GROWING SUCCESS*

Beginning in September 2010, assessment, evaluation, and reporting in Ontario schools will be based on the policies and practices described in *Growing Success*.

students and parents

- are ongoing and are varied

- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely

- develop students' self-assessment skills to enable them to plan next steps for their learning.

The Seven Fundamental Principles of Assessment, Evaluation, and Reporting

- are fair, transparent, and equitable
- support all students
- reflect the curriculum expectations and the interests, needs, and experiences of students
- are communicated clearly to

Report Cards

Each student receives an interim report card, a mid-term report card, and a final report card for each course. Interim report cards are issued in October and March, mid-term reports in November and April, and final reports in February and June.



EXAMS

All exams will begin promptly on time, and students will **not** be afforded extra time if they arrive late for their exam. Students should arrive at their exam 10 minutes before it begins. Students who miss an exam **must** produce a medical note, and this note must be presented to the school administration before the end of the exam period.

Students are reminded to bring the following to their exams:

- Pens
- Pencils

- Textbooks
- SAC Card
- Dictionary (if permitted)
- Calculator (if required)

No bags, hats, coats, cell phones, music players, or other electronic devices are permitted in the exam area.

All students should review their notes, textbook, assessments, and course materials to ensure that they are ready for their exams.

Students may have up to two (2) exams in one day.

Students are required to have their SAC cards on their desk during the exam. (If a student does not have their SAC card, some other form of photo ID is required.)

Students are to remain out of the hallways during exam times. Students can study quietly in the library until the second set of exams for that day begins.

Students will be permitted to leave 2.0 / 2.5 hour exams only at the 1.5 hour mark if they finish early. All others must remain until the end of their exams.



EVALUATION

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

Above: Our "green" pathway around the front of the school.

EXTRACURRICULAR ACTIVITIES



STUDENTS MUST HAVE AN AVERAGE OF 60% AND BE PASSING HALF OF THEIR CLASSES IN THEIR LAST REPORT CARD, AND MAINTAIN THAT STANDARD DURING THE SEASON TO PARTICIPATE IN EXTRACURRICULAR ACTIVITIES.

ONLY FULL-TIME STUDENTS WILL BE ALLOWED TO PARTICIPATE IN SPORTS AND EXTRA-CURRICULAR ACTIVITIES.

NEW GRADE 9 STUDENTS BEGIN WITH A “BLANK SLATE”, AND ALL ARE ELIGIBLE DURING THE FIRST SEMESTER.

SOME OF THE SPORTS WE OFFER AT DON MILLS COLLEGIATE:*

- | | | | |
|-------------|------------------|-------------------|----------------|
| •Volleyball | •Track and Field | •Athletic Council | •Tennis |
| •Soccer | •Intramurals | •Flag Football | •Skiing |
| •Basketball | •Cricket | •Ice Hockey | •Cross Country |
| •Swimming | •Rugby | •Badminton | •Baseball |

SOME OF THE EXTRA-CURRICULAR ACTIVITIES WE OFFER:*

- | | | | |
|---------------------|-----------------|---------------------|-------------------------------|
| •Choir & Show Choir | •Photo Club | •Enviro Club | •Peer Tutoring |
| •Math Club | •Art Club | •SAC | •Green Acres |
| •Chess Club | •Film Club | •Orbit Yearbook | •Music, Stage, Concert Band |
| •Science Clubs | •Animation Club | •Bull Dog Newspaper | •Strings (Orchestra, Quartet) |
| •School Action Team | •Musical | •Boys 2 Men | •Young Women on the Move |
| •Business Club | •Robotics Club | •Chess Club | |
| •Stage Crew | •Jazz Choir | •Best Buddies | |

*Subject to available coaches and staff advisors.

GRADE 9 COURSES: BIG IDEAS, TINY FONT

BUSINESS – INFO & COMMUNICATION— BTT1O1

Information & communication in a business environment is introduced & builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students develop word processing, spreadsheet, database, desktop publishing, presentation, & web-page design skills. Digital literacy, effective electronic research & communication skills, & current issues related to the impact of information & communication technology are emphasized.

DRAMATIC ARTS Open—ADA1O1

The major drama technique employed in this course will be role-playing. However, as the journey progresses, we will explore an array of other dramatic techniques to express your own ideas with more creativity & effectiveness.

ENGLISH Academic & Gifted—ENGID1 & ENGID6

...builds reading, speaking, writing, language & critical thinking skills. Students read & discuss a variety of texts from print & electronic sources, including novels (such as *Lord of the Flies*, *The Life of Pi*, *The Chrysalides*), Shakespearian plays (*Romeo & Juliet*, *Julius Caesar*), short stories, essays, poems, films, biographical profiles & informational articles. A substantial unit of world mythology will be developed from *Mythic Voices* & other sources. Students will improve their writing skills in a variety of forms, including research reports, supported opinion essays & creative writing. Language study will include grammar, spelling, punctuation & vocabulary building, incl. class discussions, small group presentations & debates.

ENGLISH Applied—ENGIPI

... designed to develop the key oral communication, reading, writing, & media literacy skills students need for success in secondary school & daily life. Students will read, interpret, & create a variety of informational, literary, & graphic texts. An important focus will be on identifying & using appropriate strategies & processes to improve students' comprehension of texts & to help them communicate clearly & effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 & 12.

ENGLISH AS A SECOND LANGUAGE - Level A— ESLA08

...builds on students' previous education & knowledge to introduce the English language & help students adjust to their new cultural environment. Students will develop the ability to use oral & written English for daily needs, learn basic conversation skills & vocabulary, & use simple sentence patterns. Very short stories from *Line by Line* as well very simple novels like *Mieko & the Fifth Treasure* will be read & discussed. Students will also acquire basic orientation information related to their needs as

newcomers to Canada, & vocabulary assistance for other subjects they are studying at this level. The course strives to meet every student's needs.

ENGLISH AS A SECOND LANGUAGE - Level B— ESLB08

...expands students' essential English communication skills & cultural knowledge & introduces the language of classroom studies Short stories followed by reading & writing activities from *English, Yes!*(4-5) as well as short novels like *Frankenstein* & *Harriet's Daughter*, *The Breadwinner* will be read, studied & discussed. Students will develop oral classroom skills & reading strategies, exp& their vocabulary, & use more complex sentence patterns. Book reports, media projects & oral presentation skills will be learned & practiced at this level. Students will also learn how to use some school & community resources. Important information regarding Canada & Canadian citizenship will be introduced from *A Beginning Look at Canada*.

ENGLISH AS A SECOND LANGUAGE - Level C— ESLC08

...is designed to improve students' accuracy in using English in classroom situations, for personal & career planning, & to understand the changing world around them. Students study & interpret a range of texts from *English, Yes! (7)& Voices Past & Present* to produce a variety of forms of writing. Specially designed activities help students to develop their oral presentation skills & acquire study skills (note-taking & summarizing) that will enhance their ability to learn in all subjects.

ENGLISH AS A SECOND LANGUAGE - Level D— ESLD08

...prepares students to use English with increasing accuracy in most classroom & social situations & to participate in society as informed citizens. Students will develop the reading, writing, & oral presentation skills required for success in all subjects. Students will study & interpret a variety of grade-level texts from *Biographies*, develop oral communication skills through participation in informal debates & seminars, & extend their range of research skills. Two novels will be read, studied & analyzed: *The Road to Khilfa* & *Funny in Farsi*. Short plays, essays & media articles will be analyzed & discussed.

ENGLISH AS A SECOND LANGUAGE - Level E- Bridge to English—ESLE08

...prepares students for secondary school English & other courses at the college & university preparation levels. Fiction & non-fiction from *Breaking Through* will be analyzed & discussed. Students will be encouraged to develop independence in reading literary works & academic texts, in writing essays & narratives, & in applying learning strategies & research skills effectively. The novel *A Lesson Before Dying* & Shakespeare's *Romeo & Juliet* will prepare the students for the following English classes. Students will learn to respond critically to print & media works.

FRENCH Academic & Gifted—FSF 1D1 & FSF 1D6

Students use the program *Sans frontières*. They have the opportunity to listen & respond to a variety of spoken texts. They practice expressing ideas & opinions in short prepared conversations & teacher-guided discussions. They prepare & present several dialogues in which they will include structures & expressions studied in class. Apart from the passages included in the textbook, the students will have the opportunity to read supplementary texts form an anthology designed for grade 9 Core French, & they will also read at least one book designed for students who are beginning to read in French. The students practice writing short paragraphs (five to seven sentences), as well as answering comprehension questions.

FRENCH Applied—FSFIP1

Students use the program *Quoi de neuf?* They listen to short simple texts referring to everyday situations & are encouraged to use the new vocabulary in their own oral presentations. They read a range of simple texts & practice applying the new structures. They also be familiarized with information about certain aspects of the Francophone culture (e.g. la nourriture, les sports, la musique etc.). They practice responding in writing to everyday situations & simple texts.

GEOGRAPHY Academic, Gifted, Applied, ESL— GCG1D1, GCG1D6, GCG1P1, GCG1D8

Students investigate the inter-connections among Canada's landforms, climate, soils ecosystems, vegetation, animals & human activities in order to understand Canada's character & diversity. Field trips to High Park & Downtown Toronto are the staples of the grade nine program. The resulting student projects & research that flows from such field work is engaging & creative. The course follows the textbook *Making Connections*, 2006. Students learn geography in this course through being involved in a variety of individual, small group & whole class tasks which provide a range of opportunities for oral & written communication with an emphasis on concept generalization.

GEOGRAPHY (CyberARTS)—CGC1DP

In addition to the aforementioned, CyberARTS in-class assignments & sustained projects have been designed to foster continued growth in technical skill acquisition, visual literacy, critical thinking, reflective writing, self-promotion, portfolio development & presentation skills in a creative & supportive environment. Students can expect to work independently, in pairs or in larger groups.



GRADE 9 COURSES: BIG IDEAS, TINY FONT

HEALTHY & ACTIVE LIVING Open—PPL1OF (females) PPL1OM (males)

At the end of gr. 9 each student will have: an understanding of the importance of physical fitness, health & well being; a personal commitment to daily vigorous physical activity & positive health behaviours and the basic skills they require to participate in physical activities throughout their lives. Students engage in basketball, volleyball, rock climbing (every other year), flag football, swimming, water polo, soccer, badminton, tennis, rugby, ball hockey & health.

LEARNING STRATEGIES Open (Skills for Success in Secondary School) —GLS1O /GLE1O

...explores different learning strategies & helps students become better, more efficient independent learners, while improving their personal management skills. Students will learn how to develop & apply a range of strategies to improve their learning & achievement particularly their literacy, numeracy, communication, planning, work & study skills. Students will learn how to use logical thinking, structured inquiry, active reading & comprehension skills, different memorization techniques, goal setting strategies, time management skills, stress management skills to identify & work towards their goals. The course will help students identify their preferred ways of learning & use this knowledge to increase their confidence, motivation & ability to learn & succeed

MATHEMATICS Principles, Academic—MPM1D1

...enables students to develop generalizations of mathematical ideas & methods through the exploration of applications, the effective use of technology, & abstract reasoning. Students will investigate relationships to develop equations of straight lines in analytic geometry, explore relationships between volume & surface area of objects in measurement, & apply extended algebraic skills in problem solving. Students will engage in abstract extensions of core learning that will deepen their mathematical knowledge & enrich their understanding.

MATHEMATICS, Principles Gifted—MPM1D6

The topics covered in the gifted section of grade 9 math match the academic section. However, the material is covered in more depth & more links are made to ideas in other disciplines.

MATHEMATICS Foundations, Applied—MFM1P1

...enables students to develop mathematical ideas & methods through the exploration of applications, the effective use of technology, & extended experiences with hands-on activities. Students will investigate relationships of straight lines in analytic geometry, solve problems involving the measurement of 3-dimensional objects & 2-dimensional figures, & apply key numeric & algebraic skills in problem solving. Students will also have opportunities to consolidate core skills & deepen their understanding of key mathematical concepts.

MATHEMATICS Essentials—MAT 1L1

...provides students who have experienced significant difficulties in previous Mathematics courses an opportunity to obtain sufficient background & skill development to prepare them for Grade 11 & 12 Workplace Preparation courses. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, & use mathematical models to solve problems. Technology & manipulative materials will be used wherever appropriate. Our small class sizes give students a classroom environment that allows their individual needs to be addressed & that also provides many opportunities for them to explore their own unique strengths & interests.

MUSIC Open—AM11O1

...is a continuation of the study of an instrument in the band or strings area. Students spend 70% of their time working on performance skills & 30% of their time on non-performance skills including music composition & theory. Students who play a woodwind, brass or percussion instrument take AMI 101, & students who play a stringed instrument take AMS 101. Band students are encouraged to join the Concert B& which meets Thursdays after school, & Strings students are encouraged to join the Symphony Orchestra which meets Tuesdays after school. Both of these groups perform in Winter & Spring Music Nights.

SCIENCE Academic, Gifted, Applied, ESL—SNC 1D1 / 1D6 / 1P1 / 1D8

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

TECHNOLOGICAL STUDIES, EXPLORING TECHNOLOGIES—TIJ 1O1

...enables students to understand the technological & computer concepts in order to design, develop, & build usable products and deliver services. Students use the design process & a variety of tools & software to examine ergonomics, young worker safety, engineering industries and technology, transportation, manufacturing, structures, communications, computers, environmentalism and technology, and inventions. Upon completion of this course students will have had the opportunity to acquire many diverse technical skills & knowledge that may be applied to various career opportunities & strengthen their communication skills. The course leads to communications technology,

technological design, computer engineering and green industries in grades 10-12.

TECHNOLOGICAL STUDIES, EXPLORING TECHNOLOGIES (CyberARTS)—TIJ 1OP

...provides students with a foundation in the communication technology side of CyberARTS. Students will be able to apply the acquired skills to the design, development, & completion of computer graphics, digital-based art, desktop publishing (brochures, posters, newsletters) animations, & web designs. Specifically, they will learn many of the tools & techniques using industry standard software programs such as Macromedia Flash, Creative Suite, Adobe In Design, Adobe Illustrator, Adobe PhotoShop, Adobe Acrobat & more. At the same time there will be an emphasis on processes, enrichment through field trips & guest artists, career exploration & presentation skills. The course will conclude with a major independent study unit & presentation.

VISUAL ARTS—AV11O1

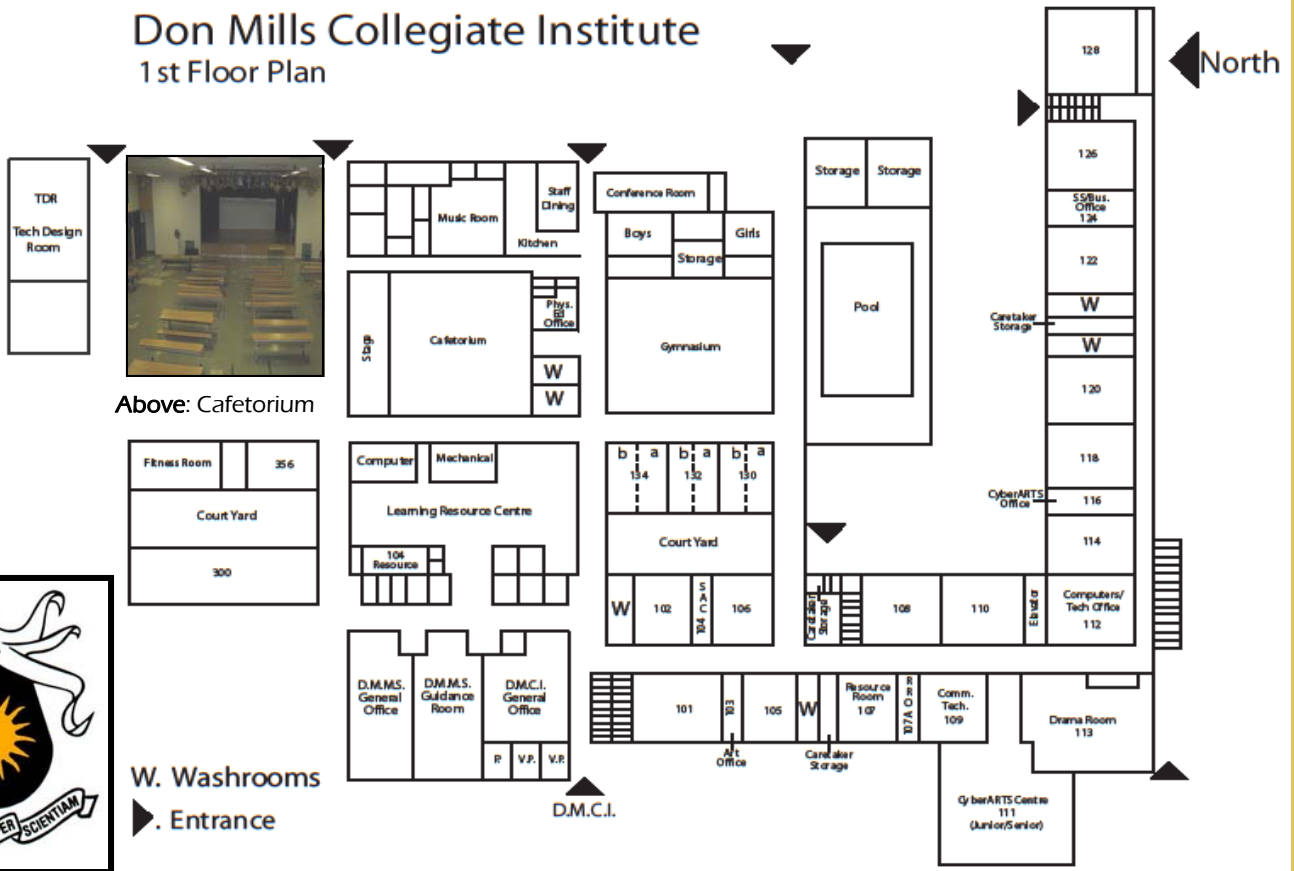
...offers students a "taste" of visual arts program. It provides a foundation for further study in visual arts & focus courses. This course introduces students to the study of design & the expressive potential when using different materials. Students will work on both 2 dimensional, relief & sculptural projects. Students are exposed to a range of materials, processes techniques & styles. An historical & theoretical component of the course will permit analysis & critiques of contemporary, historical art & the work of their peers. Future courses include Photography, Drawing & Painting, Computer Graphics & Printmaking.

VISUAL ARTS (CyberARTS)—AV11OP

...is an integrated part of the CyberARTS program of study whereby the Ministry Course is delivered within a unique program model. Students will apply a variety of techniques, use a varied subject matter & work with a full range of artist quality materials when building upon their design skills. Included in the course are areas to make real world connections through the exploration & research of historical & contemporary based artists. This course will be enriched with guest artists, field trips, leadership opportunities, post secondary & career options. Students are encouraged to work independently & in teams to apply a variety of creative processes, make aesthetic evaluations & further develop presentation skills. The course concludes with a major independent study unit designed & presented by the student.



Don Mills Collegiate Institute 1st Floor Plan



Above: Cafetorium

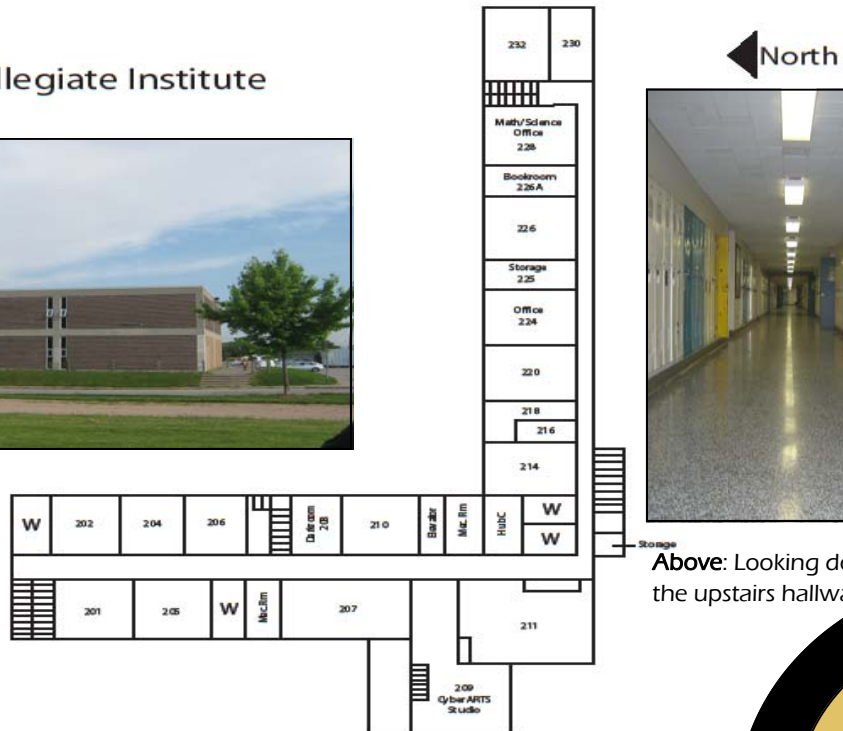
W. Washrooms
 ▶ Entrance

D.M.C.I.

Don Mills Collegiate Institute 2nd Floor Plan



Above: Looking North at Don Mills Collegiate from the track.



Above: Looking down the upstairs hallway.

W. Washrooms

LOCKS AND LOCKERS

All students will receive a locker for their personal use. Students must provide the locker number, the lock combination, their name, and their home form to the main office. Lockers are school property; the TDSB reserves the right to remove locks if necessary to access students' property where there are legitimate safety concerns and/or reasonable grounds for doing so. We strongly suggest that students leave their valuables at home, including I-pods, I-pads, cell phones, MP3 players, and all unnecessary electronic devices.

The Toronto District School Board is not responsible for lost or stolen items.



Above: Some of the work our CyberARTS students have completed. Our CyberARTS program encourages students to work independently, develop leadership skills, as well as help them to develop their creative skills.



Above: One of the five science labs we have at DMCI.

Below: Our new botanical grow-room, where students learn about the growth processes of different plants.



ACADEMIC HONESTY

Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating would be defined as the deviation from the behaviour expected in an evaluation situation. Examples include but are not limited to:

- (a) Copying another student's homework;
- (b) Using another student's work on a test or any other evaluation;
- (c) Bringing unauthorized notes or notations into an evaluation;
- (d) Asking for or giving someone an answer during an evaluation;
- (e) Unauthorized use of electronic media to obtain answers during an evaluation; and
- (f) Presenting assignments that have been completed by someone else as one's own.

Plagiarism is defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (*Growing Success* 2010 p.151) It can take many forms, including the following:

- (a) Submitting an essay/assignment written by someone else, e.g., buying an essay online, downloading an essay from a website, having someone else complete one's assignment, or copying or using work including homework done by another student;

(b) Piecing together material from one or several sources and adding only linking sentences;

(c) Quoting or paraphrasing material without citing the source of that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;

(d) Copying and pasting from the internet or other electronic sites without citing the source; and

(e) Omitting quotation marks for direct quotations even if the sources have been cited.

To ensure academic honesty and avoid instances of plagiarism, students are expected to:

(a) seek clarification from teachers about actions that constitute plagiarism;

(b) seek remediation when their research skills are deficient;

(c) understand the penalties for academic dishonesty and plagiarism; and

(d) ensure that all their work is original and that they cite sources accurately and consistently.

(The above information was taken from the TDSB's PR.613.)

The Essential Skills

The Government of Canada has identified the Nine Essential Skills (listed below) as those that are needed for work, learning and life. These skills are used in almost all occupations in different forms and at different levels of complexity. Mastery of these skills provides a greater opportunity for success in the Canadian labour market. To better prepare our students for their chosen career, each subject department will be incorporating the Nine Essential Skills into the various curriculums. To learn more about Essential Skills, please visit the website: www.hdcc.gs.ca/eng/workplaceskills/essential_skills/general/home.shtml

NINE ESSENTIAL SKILLS

Reading Text

Document Use

Numeracy

Writing

Oral Communication

Working with Others

Thinking Skills

Computer Use

Continuous Learning

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GUIDANCE: I GET BY WITH A LITTLE HELP FROM MY FRIENDS

Guidance, also known as Student Support Services, provides all students help with their personal, social, academic, and career choices. Assistance may come in the following forms:

- In the classroom.
- In assemblies.
- In small groups.
- In an interview with a counsellor.

Students may schedule appointments with their

guidance counsellors at any time outside of class time, and preferably planned for the following day.

Phone: (416) 395-3192 (ext. 20040)



Above: "The Greenhouse". Here students apply their learning of landscape and design to the "greening" of our school.

STUDY TIPS AND WORK HABITS

Here are some suggested study tips for you to share with your son or daughter:

- Ensure you record all due dates and tasks. All students will receive a student agenda.
- Find a good working environment, that is free of distractions. You cannot study in front of the television.
- Keep a well-organized notebook. You'll do better on the exam if you can find the information in your notes.
- Effective studying is not just about how much time you spend studying, but the way in which you study. Consider a three-pronged approach to studying: 1) Read your notes, 2) Make study notes, and 3) Read your notes out loud. *(Yes, the third approach seems a bit silly, but some people say it helps them to remember information!)*
- Getting ready to work is not actually work. Cleaning your room and talking to your friends about how much work you have to do is not

actually doing work.

- Take some breaks. Everyone should take a break after studying for an extended period. Your mind needs time to rest.

Completing all homework is required to be successful at DMCI. Teachers give homework to students so they can review the day's learning, ready themselves for future learning, and prepare them for ongoing assessments. Homework may include such things as:

- Reading in preparation for the following day.
- Reviewing the day's work.
- Ongoing assignments and assessments.
- Daily assigned work for the following day.
- You are responsible for making sure you understand when your work is due, and what is expected of you. If you do not understand what you need to do, ask your teacher for help.