



## **Bloor Collegiate Institute**

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Toronto, ON M6H 1M9  
Phone 416-393-1420 Fax: 416-393-1424  
<http://schools.tdsb.on.ca/bloorci>

Principal: Susana Arnott  
Vice Principal: Kym Stadnyk  
Vice Principal: Alison Warner  
Superintendent: Mike Gallagher  
Trustee Ward 9: Stephanie Donaldson

### 2019-2020 Student Daily Planner ***This agenda belongs to:***

NAME \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY/TOWN \_\_\_\_\_

POSTAL CODE \_\_\_\_\_ PHONE \_\_\_\_\_

STUDENT NO. \_\_\_\_\_ HOMEROOM \_\_\_\_\_



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**Agenda Cover Art: Aaron Sparrow**

## Daily & Special Schedules 2019-2020

<b>Regular Schedule</b>	<b>Day 1</b>	<b>Day 2</b>	<b>Day 3</b>	<b>Day 4</b>
<b>Period 1 9:00 – 10:20</b>	A	E	B	F
<b>Period 2 10:25 – 11:40</b>	B	F	A	E
<b>Lunch 11:40 – 12:40</b>				
<b>Period 3 12:40 – 1:55</b>	C	G	D	H
<b>Period 4 2:00 – 3:15</b>	D	H	C	G

<b>Special Schedules</b>	<b>Late Start</b>	<b>Assembly</b>	<b>Early Closing</b>	<b>P/T Interviews</b>
<b>Period 1</b>	10:00–11:05	9:00–10:05	9:00–10:00	9:00–9:45
<b>Period 2</b>	11:10–12:10	10:10–12:10	10:05–11:10	9:50–10:35
<b>Lunch</b>	12:10–1:10	12:10–1:10	11:10–12:00	no lunch
<b>Period 3</b>	1:10–2:10	1:10–2:10	12:00–1:05	10:40–11:25
<b>Period 4</b>	2:15–3:15	2:15–3:15	1:10–2:15	11:30–12:15

### **Scholarship at Bloor Collegiate**

We are very proud of our strong academic traditions at Bloor. We have been preparing our students for post-secondary pathways since 1925. During that time, Bloor graduates have gone on to pursue outstanding careers in all areas of Canadian life. We believe in academic excellence and we do our best to encourage all of our students to achieve the best that they can.

Students in all courses and grades have the opportunity to win awards of excellence. These awards are made available through the generosity of staff, former students and friends of Bloor. Awards are given out each year at Commencement and at Honours Night. We hope that you will be one of our award winners this year and become part of the Bloor Collegiate tradition of excellence.

## **Belief Statements**

- All students who actively participate in their learning can and will succeed.
- All students are creative individuals who can be encouraged and nurtured to excel.
- All students, staff and members of the Bloor community must be treated with respect and dignity.
- All students should develop attitudes that will make them good citizens and capable learners in a complex and constantly changing world.
- All students need to develop a strong, productive work ethic to succeed both at school and in life.
- All students, staff and members of the Bloor community should appreciate the differences in others while understanding the commonalities that bind us as a human race.
- All students should be encouraged to use their imagination and to be adventurous in both their academic studies and in their co-curricular activities.
- All students should acquire a variety of essential skills, including the capacity to analyze, to make sound judgements, to think clearly, to express themselves logically and accurately, to use information technology critically and to make practical applications in all areas of the curriculum.
- All students, staff and members of the Bloor community deserve an inviting, stimulating and safe environment that builds trust.
- All students are partners with teachers and parent/guardians in a journey of life-long learning.

## **Bloor's Equity Priorities**

The administration, the teachers, and the support staff of Bloor Collegiate Institute are committed to equity. Our goal is to improve student achievement and well-being for each and every student. All students deserve to graduate as a foundation for the next successful chapter of their lives after high school. In order to fulfill this goal, we work closely with our students and their families as well as our communities. This commitment to equity requires that we;

- provide a safe and inclusive environment.
- embrace diversity and the use of culturally relevant pedagogy.
- Improve our school culture by engaging in challenging conversations to eliminate the biases, the barriers, and the power dynamics that limit student success.

## **Bloor Collegiate's Code of Conduct**

In the spirit of Bloor's tradition and pride, the student, staff and parent/guardian communities support this code of conduct to ensure a positive learning environment.

Students, parent/guardians, teaching staff, and support staff have the right to be safe and to feel safe in their school community. With this right comes the responsibility and accountability for actions that put the safety of others or oneself at risk. Everyone –school staff, parents/guardians, students and the wider community has a role to play in creating a positive school climate and preventing inappropriate behaviour.

### **Students at Bloor are expected to:**

- Be cooperative and respectful of each other
- Be responsible, attend all scheduled classes
- Be on time and prepared for class
- Be intolerant of aggressive, violent or bullying behaviour
- Refrain from using profanity, racist, sexist or homophobic language
- Not use alcohol or unprescribed drugs on school property or at school-related activities

- Not carry weapons (including replicas) on school property or at school-related activities
- Treat school property and the possessions of others with respect
- Follow the TDSB Dress Policy
- Not share lockers or use an unassigned locker

Many opportunities exist for positive, constructive resolution of conflict between members of the Bloor community through peer mediation or through consultation with teachers, guidance counselors, the Vice Principals or the Principal. If the Code of Conduct is not followed, realistic progressive consequences will follow. Consequences may include contact with parent/guardians, detentions, behaviour contract and/or interviews with the administration. More serious or repeated violations carry penalties as outlined in the TDSB chart of consequences.

### **Attendance**

Students are expected to attend their scheduled classes every day, in every subject, on time. Daily attendance is the foundation of students' academic success. Students are responsible for informing subject teachers of known absences prior to the absence. They are also responsible for missed work.

### **Absence from School**

A parent/guardian is asked to phone the school before 9:00 a.m. on the day of the absence. Upon returning to school, students will provide a written note to the main office from their parent/guardian explaining their absence. Please note that extended absences must be discussed with the Vice-Principal and may require withdrawal from classes.

### **Signing Out Procedure**

A parent/guardian is required to write a note explaining the early departure on any day. The student will show the note to the subject teacher and then to the main office before signing out of school.

**Late for school in the morning or after lunch**

Students that are more than 15 minutes late must sign in at the main office and receive an admit slip before proceeding to class. An automated notification will be phoned to the student home at approximately 10:30am (for period 1) and after 6pm (for periods 2, 3, and 4).

**Truancy (skipping classes)**

Any absence from class without a legitimate reason is considered truancy. Failure to sign out in the main office is considered skipping. Parents/guardians of a student who has skipped class will receive notification and/or will be contacted.

**Conduct in the Halls & Public Areas**

- Students are expected to identify themselves by name when asked to do so by a staff member and show student ID if asked.
- Students are expected to move quickly and quietly between classes.
- Students are to use recycling bins and garbage cans available throughout the school. Please do not litter. The cafeteria has ample space to accommodate students who wish to eat or drink in the building.

**Textbooks**

Textbooks are the responsibility of the student to whom they have been assigned, and must be returned in good condition. Students are responsible for lost textbooks. The cost of replacement or repair will be assessed as required. Students must return all schoolbooks and equipment at the end of the school year and ensure the teachers who assigned these materials are aware that they have been returned.

**Computer Use**

Students are expected to abide by the TDSB Code of on-line Conduct. [www.tdsb.on.ca](http://www.tdsb.on.ca) → "Students" → "Code of On-Line Conduct"

### **Personal Electronic Devices (PEDs)**

Students may possess cell phones, laptops, tablets, etc. while on school property however the school assumes no responsibility for the loss or damage of PEDs. **All PEDs must be turned off and placed out of view during classes**, on excursions and at all extra-curricular and school related activities unless a teacher has granted permission for use. A student who uses a PED outside the parameters of this policy shall be progressively disciplined. **Individuals are not to photograph, videotape or audio record without written consent. Parent/Guardian permission is required for the recording of individuals under the age of 18.**

### **Lockers**

**All students are assigned a locker and are required to use ONLY the locker assigned.** Do not leave any valuables in your locker - the school and the Board assumes no responsibility for loss or theft of items stored in lockers. The sharing of lockers is strictly prohibited. Students should not go to lockers during class time. Lockers should be kept neat and clean and food products should not be stored in lockers for more than a day.

Students must use a Dudley combination lock and provide the combination to the school. The Administration reserves the right to open lockers for health and/or safety reasons. Any abuse of locker privileges may result in students' loss of locker use.

### **Smoking**

Smoking, vaping, or holding lighted tobacco/e-cigarettes is not allowed on school property. Those who smoke on school property, or within 10 metres of school property, will be subject to a fine under the Smoke Free Ontario Act.

### **Visitors**

Persons not registered at Bloor CI, or who are not TDSB employees, are not permitted on Bloor CI property. Visitors with a legitimate purpose must report directly to the Main Office to sign in and receive a visitor's pass.

## **Student Dress Policy**

Students may attend school and school-related functions in dress of their choice that conforms to following system standards. Student dress must:

- be worn in such a way that bottom layers cover groin and buttocks and top layers cover nipples, both with opaque material (not substituting undergarments as outwear);
- not include any headwear that obscures the face (except for creed accommodations and safety requirements);
- support the overall educational goals and activities of the school (e.g., swim wear is restricted for pool/swimming activities) and conform with established health and safety requirements for the intended activity;
- respect the Board's intent to sustain a community that is positive, anti-oppressive, equitable, accepting and inclusive of a diverse range of social and cultural identities;
- not promote offensive, obscene, or discriminatory images or language
- not symbolize, suggest, display or reference: tobacco, cannabis, alcohol, drugs or related paraphernalia, promotion or incitement of violence or any illegal conduct or criminal activities;
- not interfere with the safe operation of the school, limit or restrict the rights of others;

To read the full TDSB Student Dress Policy (P042) please visit <http://ppf.tdsb.on.ca/uploads/files/live/97/204.pdf>.

### **Consequences of Infractions to the Dress Policy**

The student may be asked to cover or change the apparel or to contact parent/guardians to bring extra clothes to school. Students who refuse to comply with choices provided to remedy inappropriate dress and/ or who repeatedly violate the student dress code may be subject to progressive discipline under Caring and Safe Schools Policy (P051).



## **Bullying**

Bullying is a form of repeated, persistent and aggressive behaviour that is directed at an individual or individuals and is intended to cause (or should be known to cause) harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property.

Bullying occurs in a context where there is a real or perceived power imbalance based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

Bullying is a dynamic of unhealthy interaction that can take many forms - it can be physical (e.g. hitting, pushing, tripping), verbal (e.g. name calling, mocking, or making sexist, racist, or homophobic comments), or social (e.g. excluding others from a group, spreading gossip, or rumours). Bullying may also occur through the use of technology (e.g. spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet Websites or other technology).

Bloor CI recognizes that bullying:

- adversely affects a student's ability to learn;
- adversely affects healthy relationships and the school climate;
- adversely affects a school's ability to educate its students.

**Bullying will not be accepted on school property, at school-related activities, on school trips, or in any other circumstances in the community that may impact on school climate. Students engaging in bullying behaviours will be subject to discipline.**

### Progressive Discipline: Sample Support Strategies, Interventions and/or Consequences

In consultation with parents or guardians, one or more of the following sample strategies, in a progressive sequence, may apply if policies, rules or routines are ignored or disregarded:

• time-out	• program modification
• reflection sheet	• referral to VP
• call by teacher to parent/guardian	• meeting with parent/guardian
• written or oral apology	• peer/conflict mediation
• classroom detention	• withdrawal from class
• behaviour contract	• single day withdrawal from all classes
• referral to School Support Team	• restitution to the school or to any injured party
• counselling	• restorative justice initiatives
• referral to Guidance	• suspension
• office detention	• expulsion
• withdrawal of privileges	• review Code of Conduct

### What You Can Do To Keep Your School Safe

Bloor CI is committed to providing a safe, secure and nurturing learning environment for all students.

Students and staff at Bloor can assert control of their school through observation, vigilance, and the timely reporting of events and activities that compromise school safety. This is your school. Keeping it safe is a shared responsibility.

If you have a safety concern, tell a staff member; speak to your Guidance Counsellor, Vice-Principal, or School-Based Safety Monitor. The TDSB Student Safety Line 416-395-SAFE (7233) and [www.tdsb.on.ca/safetyline](http://www.tdsb.on.ca/safetyline) is another resource and means of support. **Alternatively, call CRIME STOPPERS at 416-222-TIPS (8477) if you see any illegal activity.** Reporting to Crime Stoppers is anonymous.

## **Bloor Guidance**

The educational, career and personal choices you make in high school shape your future for years to come. Helping students make these important decisions is a primary role of Bloor's Guidance Counsellors.

### **Timetable Changes – Policies and Procedures**

It is a student's responsibility to ensure that their timetable satisfies requirements applicable to course prerequisites, OSSD graduation requirements and post-secondary plans

Students must continue to attend all courses listed on their timetable until an updated timetable is issued. Students beginning a new class late are responsible for making up ALL missed work.

Students wishing to add, change, or drop a course must follow the established process for doing so and abide by the applicable deadlines. See Guidance for details.

- The Maintain Mark Date is April 23, 2020 for all Grade 11 and 12 courses. Senior courses dropped after this date will appear on the transcript.

### **Personal Counselling**

Students and parent/guardians are encouraged to contact teachers, counsellors and trusted adults in the school when a student is struggling or seeking support. Many in school supports are available or Guidance Counsellors may refer students to a TDSB school psychologist, social worker and/or outside agencies.

### **Educational Counselling**

Students may meet with their counsellor to discuss high school program and post-secondary -opportunities. The Ontario Secondary School Diploma (OSSD) requirements can be reviewed online at [www.tdsb.on.ca](http://www.tdsb.on.ca) → Students → OSSD Requirements or on MyBlueprint at <http://www.myblueprint.ca/tdsb/>

Other Important links are available on the school Guidance Department Website: <https://schoolweb.tdsb.on.ca/bloorci/Guidance-Department>

## **Helpful Telephone Numbers and Websites**

Kids' Help Phone - <a href="http://kidshelpphone.ca">kidshelpphone.ca</a>	1-800-668-6868
Kids' Help Line text message	686868
Good2Talk <a href="http://good2talk.ca">good2talk.ca</a>	1-866-925-5454
Lesbian Gay Bi Trans Youthline - <a href="http://youthline.ca">youthline.ca</a>	1-800-268-9688
Metro Toronto Children's Aid- <a href="http://torontocas.ca">torontocas.ca</a>	416-924-4646
Teen Mental Health <a href="http://teenmentalhealth.org">teenmentalhealth.org</a>	1-866-585-6486
TDSB Student Safety Line	416-395-SAFE (7233)
Crime Stoppers - <a href="http://222tips.com">222tips.com</a>	416-222-TIPS (8477)

### **Counselling**

Skylark 'What's Up' Walk-in clinics <a href="http://skylarkyouth.org">skylarkyouth.org</a>	416 482 0081
Central Toronto Youth Services - <a href="http://ctys.org">ctys.org</a>	416-924-2100
Centre for Addiction & Mental Health	416-535-8501
East Metro Youth Services	416-438-3697
Griffin Centre	416-222-1153
Hincks-Dellcrest	416-924-1164
Oolagen Health Services - <a href="http://oolagen.org">oolagen.org</a>	416-395-0660

### **Crisis Numbers**

Assaulted Women's Helpline- <a href="http://awhl.org">awhl.org</a>	416-863-0511
Community and Social Services	416-392-3200
	Intake 416-392-3213
	After 6:00 p.m., call 416-392-8600
Covenant House- <a href="http://covenanthouse.ca">covenanthouse.ca</a>	416-598-4898
Parkdale Comm; Legal Services- <a href="http://parkdalelegal.org">parkdalelegal.org</a>	416-531-2411
Gerstein Crisis Centre- <a href="http://gersteincentre.org">gersteincentre.org</a>	416-929-5200
Toronto DistressCtr- <a href="http://torontodistresscentre.com">torontodistresscentre.com</a>	416-408-HELP (4357)
Toronto Rape Crisis Centre	416-597-8808
Youthdale Psychiatric Crisis Serv.- <a href="http://youthdale.ca">youthdale.ca</a>	416-363-9990

### **Birth Control, Pregnancy, STD's and Aids**

Aids & Sexual Health Information line	416-392-2437
Hassle-Free Clinic Women/Men	416-922-0566
Planned Parenthood- <a href="http://ppt.on.ca">ppt.on.ca</a>	416-961-0113
Teen Clinic (Sick Kids)	416-813-5804
Teen Health Source <a href="http://ppt.on.ca">ppt.on.ca</a>	416-961-3200

### **Youth Addiction**

Problem Gambling- <a href="http://problemgambling.ca">problemgambling.ca</a>	1-888-230-3505
Responsible Gambling- <a href="http://responsiblegambling.org">responsiblegambling.org</a>	416-499-9800
Cecil Community Centre- <a href="http://cecilcommunitycentre.ca">cecilcommunitycentre.ca</a>	416-392-1090
Sick Kids' Substance Abuse	416-813-5097
YMCA Youth Substance Abuse Program	416-504-1710

## **Student Evaluation at Bloor C.I.**

The purpose of assessment and evaluation is to improve student learning. At the beginning of the school year, students will be provided with a course outline which describes how they will be evaluated and what they must demonstrate in order to be successful.

Assessment includes determining what a student knows about a topic before a period of formal instruction as well as feedback as a student learns. Evaluation is a judgment about the degree to which a student has met learning goals.

A variety of evaluation strategies which recognize the different learning styles will be used. They should include written, oral and presentation skills as appropriate to the course.

### **Evaluation:**

The final grade for each course will be determined as follows:

- 70% will be based on assessment and evaluation conducted throughout the course.
- 30% will be based on a final examination and/or performance task that is suitable for the course.
- All students are required to participate in the culminating activities.
- The final grade should reflect each student's most recent and most consistent level of achievement.
- There is an ABSOLUTE deadline for all assignments. The absolute deadline is the last opportunity to submit an assignment for evaluation. The absolute deadline will be no later than the date a marked assignment is returned to the students. Work must be submitted BEFORE the teacher returns the assignment. Students are expected to hand in work on time.

## **Homework**

Homework is an out of class learning experience assigned by a teacher to enhance and consolidate student learning. Homework is reviewed by teachers so that they know what students understand and how to better direct them towards their learning goals. Completion of homework can contribute to improved student achievement, particularly in the senior grades.

### **There are four types of commonly assigned homework:**

- **Completion:** Any work assigned during the school day not completed in class.
- **Practice:** Any work that reviews skills and concepts taught in class.
- **Preparation:** Any work that prepares students for upcoming lessons or evaluations.
- **Extension:** Any work that explores and refines learning in new contexts or integrates and expands learning.

### **Bloor's Homework Policy:**

- It is the student's responsibility to complete all homework to the best of his/her ability. If students experience difficulties, they should seek help from their teachers.
- Homework assigned in all classes should require **two** hours or less to complete on a given day.
- Teachers will inform parents and the VP if a student repeatedly fails to complete homework/assignments.

The **TDSB Homework Policy** can be viewed and downloaded from the "Important Documents" section of the school website.

### **Late Submission of Work**

Students are responsible for providing evidence of their learning within established timelines. Teachers will make students aware of the consequences for not completing work and submitting work late.

Teachers will inform students at least one week in advance of both test dates and due dates of major evaluations such as essays, or projects.

Teachers will explicitly teach time management skills, goal-setting in working towards a deadline, and the breaking down of projects and test-prep into smaller process steps in order to create a culture that values punctuality.

Teachers will use a variety of strategies to encourage on-time submission of assignments:

- counselling the student and offering extra help;
- peer tutoring;
- contacting the student's parent/guardian to enlist their support in monitoring due dates;
- consultation with other teachers of the course and of the individual student for proactive strategies;
- consultation with guidance & special education staff;
- detentions to complete missing/late work;

When on-going and varied remediation has been offered and students miss deadlines, they face a potential late penalty of up to, and including, the full value of the assignment (past the ultimate deadline). It should be also noted that once an evaluated assignment has been returned to classmates, any outstanding assignments may not be accepted for evaluation. Any established pattern of lateness will be indicated in the learning skills component of the Report Card, and in the senior grades, could jeopardize scholarships, reference letters, or placement in Coop or Apprenticeships.

#### **Missed Evaluation Policy**

When a student is absent with valid reason for an in-class assignment, quiz, test, or presentation they must provide a note from a parent/guardian on their return. The note must include the date, reason for absence, and acknowledgement of the missed evaluation. Students should be prepared to make up the missed evaluation upon their return to class and are expected to see the subject teacher on the day of their return in order to make arrangements for the missing evaluation. If a student does not have a valid reason for his/her absence, a mark of zero will be recorded. Missed exams and culminating activities will require a note from a medical doctor.

### **Academic Honesty: Cheating and Plagiarism**

All students in the Toronto District School Board are expected to submit their own work for evaluation. Cheating and plagiarism will not be condoned.

**Cheating** is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment and evaluation, cheating is defined as the deviation from the behaviour expected in an evaluation situation.

Examples include but are not limited to: Using another student's work on a test or any other evaluation; unauthorized use of electronic media to obtain answers during an evaluation or bringing unauthorized notes or notations into an evaluation.

**Plagiarism** is defined as the use of or the close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.

Examples include: Copying and pasting from the internet or other electronic sites without citing the source; or omitting quotation marks for direct quotations even if the sources have been cited.

To ensure a full understanding of academic honesty students are expected to:

- seek clarification from teachers and teacher-librarians about actions that constitute plagiarism;
- seek assistance when their research skills need improvement;
- ensure that all their work is original and that they cite sources accurately and consistently; and
- understand the penalties for academic dishonesty and plagiarism.
- make use of Turn It In and other citation softwares.



### **Academic Dishonesty**

When plagiarism and/or cheating are detected, it will be investigated. If plagiarism and/or cheating is confirmed by the teacher, he/she will inform the Vice Principals, the student, and the parent/guardian (when the student is under the age of 18) of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences.

### **Consequences for Plagiarism and/or Cheating**

- A consequence for cheating and plagiarism will be a mark of zero for the assignment / exam in question. The student will meet with the Vice-Principal and his/her name and sample of academic dishonesty will be entered in the Academic Dishonesty Register in the main office, and will be held there until the student graduates or transfers.
- A repeated pattern of academic dishonesty will result in an escalating severity of consequences including suspension.

For a copy of the Procedure on Academic Honesty PR613:  
[www.tdsb.on.ca](http://www.tdsb.on.ca) → "Parents" → "TDSB Policies" → "Procedures"

### **Examinations at Bloor**

The dates of the exam period(s) are published at the beginning of each year and can be found on the calendar of this agenda.

Each student is given a copy of their exact dates at least two weeks before the examination.

- No field trips are to be scheduled for the two weeks prior to the commencement of final evaluations.
- All tests, assignments, projects and other material relevant to examinations will be returned to students at least TWO classes before the start of examinations.
- A moratorium of four days (on activities and evaluations) in advance of each exam period.

- The equivalent of two classes during the term will be provided for exam review and preparation. In addition students will be provided with information as to the structure and selected content areas for the examination.

### **Student Absence from Examinations and Final Evaluations**

Examinations will not be rescheduled. Students must write examinations during the exam schedule.

If a student misses part or all of the examination, he/she will receive a zero for the part of the activity that was missed. Where an absence is justified based on documentation received (e.g. medical certificate), a zero will not automatically stand. **If the absence is unjustified**, e.g. leaving early on vacation or for a summer job, **the teacher has no obligation to give the student another opportunity to complete the evaluation.**

### **Late Arrivals during exams**

Punctuality is expected. Students who are late will not receive extra time.

### **Examination Conflicts**

No student should be required to write more than two formal, scheduled exams in one day. When the scheduling produces an "irresolvable conflict", the student is responsible for alerting his/her Vice-Principal who will make alternative arrangements for the evaluation of student performance in the "conflicting subjects" of two examinations or more scheduled at the same time:

## The Bloor Library

Connect to your TDSB Virtual Library 24/7 to find online resources for projects and personal interest

### **How to connect from outside of TDSB:**

1. <http://aw.tdsb.on.ca> – sign in with student/employee number and network password – My home tab (top navigation bar) – Virtual Library (left navigation bar)

2. <http://www.tdsb.on.ca> –Find your school (top navigation bar) – School name – Virtual Library link (left navigation bar)

Resource Name (format/type)	Login	Password
Advanced Placement (AP) Source (article database)	trillium	trillium
BookFLIX (eBooks) *	tdsb	trillium
Britannica Online (encyclopedia)	trillium	trillium
Canadian Encyclopedia (encyclopedia)	no password needed	
Canadian Literary Reference Centre (article database)	trillium	trillium
Canadian Points of View (EBSCO article database)	trillium	trillium
Canadian Reference Centre (EBSCO article database)	trillium	trillium
Capstone (eBooks) *	trillium	trillium
Career Cruising (database)	Ask Guidance Dept.	
CBC Curio (streamed media) <i>also see Educator Access</i>	IJB38-HDRQ	
CultureGrams (database)	trillium	trillium
Destiny Discovery (eBooks)	student#	student#
Encyclopedie Universalis Jr AND Sr (encyclopedias)	trillium	trillium
Explora (all-in-one search of databases)	trillium	trillium
Gale Virtual Reference Library (eBooks) *	trillium	trillium
Global Issues in Context (article database)	trillium	trillium
History Reference Centre (article database)	trillium	trillium
Imagine the Learning (guides)	Your TDSB AW	
Jobs People Do (database)	TDSBjpd	TDSB
Learn 360 (streaming media)	elem	elem
Naxos Music Library (streaming media)	trillium	
NFB	No password	
Research Success	Your TDSB AW	
Science Reference Centre (article database)	trillium	trillium
TABvue (eBooks) *	tdsb	trillium
Teen Health & Wellness (article database)	tdsb	trillium
TVO Mathify	Tdsb email	your OEN

## **Co-Curricular Eligibility Policy**

Co-curricular programs provide students with opportunities to enhance their educational experience. These programs support the development of a well-rounded individual. The policy applies to all students involved in any co-curricular activity including sports teams, arts events, clubs and out-of-school trips. At all times there is an expectation that students participating in the co-curricular life of the school will be upstanding citizens of Bloor CI.

### **To be eligible to participate in co-curricular activities, a student must:**

- be enrolled in a full-time schedule;
- be passing their courses;
- maintain regular and consistent attendance;
- possess an active Student Card;
- demonstrate proper student behaviour

Students who do not meet the eligibility requirements will be referred to a school administrator who will consult with staff and parents and make a decision regarding participation in co-curricular activities. Students who feel that there were circumstances that were not taken into consideration can appeal to the Principal. A student under appeal cannot participate in any co-curricular activities.

**Student Council (S.A.C.) 2019-2020**

- |  |   |
|--|---|
| Grade 12 Representatives:                          | Mahir Hamid<br>Kelly Rattansingh<br>Luna Wu           |
| Grade 11 Representatives:                          | Raya Ferdous<br>Anna Krukowski<br>Vennila Sivakumaran |
| Grade 10 Representatives:                          | Khadija Khan<br>Sophia Kyrychenko<br>Lucas Sanchez    |
| Grad 9 Representatives:<br>(elected in Sept. 2019) | _____<br>_____<br>_____                               |

The Student Council is BCI's student voice. The SAC embodies spirit, equity, hard work and of course the student voice. Working together with our school's many other clubs, this year will be filled with much excitement, so we encourage students to get involved in some capacity!

Be sure to purchase your SAC card (as part of your student activity fee), as it is required for joining clubs, teams and other school organizations. This card entitles you to discounts at school activities and special events, and includes your school yearbook. This activity fee helps to fund the B.A.C., school teams, prom, the student agenda, scholarships and awards, school clubs, excursions and many school activities.

### **Clubs**

Band	Guitar Club
Bear Air	K Club
Bloor Arts Council	Law Society of Upper Bloor
Bloor Athletic Council	Lockpicking Club
Bloor Science Committee	Math Club
Bridge Club	Mental Health & Wellness
Calculus Club	Model UN Club
Chess Club	Moliere French Club
Choir	Needlecraft
Comp. Science Club	Ping Pong club
Debate Society	Prom Committee
DECA	Reach for the Top
Dr. Who Club	Robotics
Drama Club	Social Justice
Dungeons & Dragons	Spectrum
Eco Team	Stage Crew
Engineering Club	Women's Empowerment
Equity Club	Yearbook Committee
Global Ideas Institute	

### **Bloor Athletic Council (B.A.C.)**

Presidents: Emily Huynh and Jin Liang

The Bloor Athletic Council is a student-led organization that encourages all students to participate in healthy activities including lunch time intramurals, special events and fundraisers. Students are encouraged to join as general members to get involved in athletics and improve leadership skills at Bloor.

### **Teams & Sports**

Badminton	Soccer
Baseball	Softball
Basketball	Table Tennis
Cricket	Track & Field
Cross Country	Ultimate Frisbee
Fit Club/Weight Rm	Volleyball
Hockey	

# September

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
<b>August 26</b>	<b>August 27</b>	<b>August 28</b> Gr. 9 Head Start to High School 9:15am -12:15pm (incl. Photos and Timetable Pick Up)  Green Acres BCI Leadership Training	<b>August 29</b>	<b>August 30</b>
<b>2 Labour Day</b>	<b>3 First Day of School</b> Gr.10-12 Timetable Pick Up, Photos and Homeform 9am – 11:45am  Gr. 9 Students' Homeform 11-11:45am	<b>4 (day 1)</b>	<b>5 (day 2)</b>	<b>6 (day 3) Assembly Schedule</b>  Gr.11& 12 Welcome Assembly Gr. 12 Post-Secondary Meeting  Gr. 9 & 10 Welcome Assembly & Courtyard Lunch
<b>9 (day 4)</b>	<b>10 (day 1)</b>	<b>11 (day 2)</b> Grade 9 Green Acres Trip Leadership Camp Trip	<b>12 (day 3) Late Start Schedule</b> Thursday late start schedule begins.  Honours Night 6 pm	<b>13 (day 4)</b> Grade 9 Elections Gr.11-12 SHSM Registration (lunchtime)
<b>16 (day 1)</b> Gr. 9 TOPS at Pine Crest (depart Sunday)  Club 9 begins 3:15-4pm  School Council Meeting 6:30pm	<b>17 (day 2)</b> Gr. 9 TOPS at Pine Crest	<b>18 (day 3)</b> Gr. 9 TOPS at Pine Crest	<b>19 (day 4) Late Start Schedule</b>	<b>20 (day 1)</b>
<b>23 (day 2)</b>	<b>24 (day 3)</b>	<b>25 (day 4)</b>	<b>26 (day 1) Late Start Schedule</b>  Curriculum Night 7:00pm (New Parent Welcome 6:30pm)	<b>27 (day 2) Event Schedule</b> SAC Spirit Rally Terry Fox Run  Ont. Univ. Fair (MCC, Sept.27-29)
<b>30 (day 3)</b> Orange Shirt Day				

2019

# October

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
	<b>1 (day 4)</b>	<b>2 (day 1)</b>	<b>3 (day 2) Late Start Schedule</b>	<b>4 (day 3)</b>
<b>7 (day 4)</b> Photo Re-take Day	<b>8 (day 1)</b>	<b>9 (day 2)</b> <i>Yom Kippur</i>	<b>10 (day 3) Late Start Schedule</b>  Club 9 ends	<b>11 P.A. Day</b>  2018 Commencement 5pm
<b>14 Thanksgiving</b>	<b>15 (day 4)</b>	<b>16 (day 1)</b> PSAT Test (am)	<b>17 (day 2) Late Start Schedule</b> *	<b>18 (day 3)</b> Early Warning Letters mailed
<b>21 (day 4)</b> Gr. 10 Mainstream at Wanakita	<b>22 (day 1)</b> Gr. 10 Mainstream at Wanakita  School Council Meeting 6:30pm	<b>23 (day 2)</b> Gr. 10 Mainstream at Wanakita Gr. 9 Conference (a.m.)  Ont.College Info Fair (Enercare Ctr)	<b>24 (day 3) Late Start Schedule</b>  Ont.College Info Fair (Enercare Ctr)	<b>25 (day 4)</b>
<b>28 (day 1)</b> <i>Diwali</i> continues	<b>29 (day2)</b>	<b>30 (day 3)</b>	<b>31 (day 4) Late Start Schedule</b> * Hallowe'en Activities (SAC)	

2019



# November

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
				<b>1 (day 1)</b>
<b>4 (day 2) Early Dismissal Schedule</b> Last day of Term 1 - Deadline for Term 1 assignments  Grade 8 Open House 5:30-8:00pm	<b>5 (day 3)</b> First day of Term 2	<b>6 (day 4)</b> Gr. 9 Take <u>OUR</u> Kids to Work day Gr. 12 Post. Sec. Prep Panel 10-11:40am Gr. 10-12 BCI Post-Sec Fair 1-3pm  Post Sec Prep Panel for parents 6:30-7:30pm	<b>7 (day 1)</b> <b>Late Start Schedule</b>	<b>8 (day 2)</b>
<b>11 (day 3) Assembly Schedule</b> Remembrance Day Assembly	<b>12 (day 4)</b>	<b>13 (day 1)</b> Term 1 Report cards distributed in homeform	<b>14 (day 2) Late Start Schedule</b>	<b>15 P.A. Day</b> DECA Regionals at Cedarbrae
<b>18 (day 3)</b>	<b>19 (day 4)</b>	<b>20 (day 1)</b> Canadian Mathematics Contest (Senior & Intermediate)	<b>21 (day 2) 12:15pm Dismissal Schedule</b>  Parent/Guardian Teacher Interviews from 1:30-3:15 pm and 5-8pm	<b>22 (day 3) ) Late Start Schedule</b> Last day to drop semester 1 course
<b>25 (day 4)</b> Grad Photos	<b>26 (day 1)</b> Grad Photos	<b>27 (day 2)</b> Grad Photos  School Council Meeting 6:30pm	<b>28 (day 3) Late Start Schedule</b> Grad Photos Tentative date for OUAC pin numbers	<b>29 (day 4)</b>

2019

# December

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
<b>2</b> (day 1)	<b>3</b> (day 2)	<b>4</b> (day 3)	<b>5</b> (day 4) Late Start Schedule White Ribbon Campaign	<b>6 P.A. Day</b> TOPS on Bloor Entrance Exam
<b>9</b> (day 1)	<b>10</b> (day 2)	<b>11</b> (day 3)	<b>12</b> (day 4) Late Start Schedule	<b>13</b> (day 1)
<b>16</b> (day 2)	<b>17</b> (day 3)	<b>18</b> (day 4)	<b>19</b> (day 1) LateStart Schedule	<b>20</b> (day 2) Event Schedule Last Day of School Winter Activity Day / Holiday Assembly
<b>23</b> <b>Holiday</b> <i>Hanukkah begins</i>	<b>24</b> <b>Holiday</b>	<b>25</b> <b>Holiday</b> <i>Christmas Day</i>	<b>26</b> <b>Holiday</b> <i>Boxing Day</i> <i>Kwanzaa begins</i>	<b>27</b> <b>Holiday</b>

2019

# January

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
<b>30</b> Holiday	<b>31</b> Holiday	<b>1</b> Holiday <i>New Year's Day</i>	<b>2</b> Holiday	<b>3</b> Holiday
<b>6</b> (day 3)	<b>7</b> (day 4) <i>Orthodox Christmas</i>	<b>8</b> (day 1)	<b>9</b> (day 2) Late Start Schedule	<b>10</b> (day 3)
<b>13</b> (day 4)  School Council Meeting 6:30pm	<b>14</b> (day 1)	<b>15</b> (day 2) OUAC Applications Deadline	<b>16</b> (day 3) Assembly Schedule 2019-2020 Course Options Fair & SAC Spirit Assembly	<b>17</b> (day 4) Late Start Schedule *Staff PLC  Moratorium for semestered culminating activities and upcoming exams
<b>20</b> (day 1) Moratorium Semester 2 timetables distributed to semestered classes.	<b>21</b> (day 2) Moratorium	<b>22</b> (day 3) Moratorium Last day of Semester 1/Term 2 - Deadline for Term 2 assignments	<b>23 EXAMS</b> (no classes) <b>(SEMESTERED COURSE EXAMS)</b> Gr. 10 Practice Literacy Test 1:00pm	<b>24 EXAMS</b> (no classes) <b>(SEMESTERED COURSE EXAMS)</b> <i>Lunar New Year's Eve</i>
<b>27</b> (day 4) First day of Semester 2/Term 3	<b>28</b> (day 1)	<b>29</b> (day 2) Grad Photo Retake Day	<b>30</b> (day 3) Late Start Scheule Bloor CI Science Fair Grad Photo Retake Day	<b>31</b> (day 4) Grad Photo Retake Day

2020

# February

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
<b>3 (day 1)</b> Term 2 Semestered Report Cards (and Term 2 Non-Semestered CCS Mark Updates) sent home	<b>4 (day 2)</b>	<b>5 (day 3)</b>	<b>6 (day 4) Late Start Schedule</b>	<b>7 (day 1)</b> DECA Provincials
<b>10 (day 2)</b>	<b>11 (day 3)</b> Gr. 11 TOPS trip to Geneva Park	<b>12 (day 4)</b> Gr. 11 TOPS trip to Geneva Park	<b>13 (day 1) Late Start Schedule</b> Gr. 11 TOPS trip to Geneva Park OUAC/OCAS Transmission	<b>14 P.A. Day</b>
<b>17 Family Day</b>	<b>18 (day 2)</b>  School Council Meeting 6:30pm	<b>19 (day 3)</b> Canadian Computing Competition	<b>20 (day 4) Late Start Schedule</b>	<b>21 (day 1)</b>
<b>24 (day 2)</b>	<b>25 (day 3)</b> Pascal, Cayley & Fermat Math Contest	<b>26 (day 4) 12:15 Early Dismissal Schedule</b>  Parent/Guardian Teacher Interviews from 1:30-3:15pm and 5-8pm	<b>27 (day 1) Late Start Schedule</b>	<b>28 (day 2) Assembly Schedule</b> Black History Month Assembly

2020

# March

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
<b>2</b> (day 3)	<b>3</b> (day 4)	<b>4</b> (day 1) Gr. 12 TOPS at Pine Crest	<b>5</b> (day 2) Late Start Schedule Gr. 12 TOPS at Pine Crest	<b>6</b> (day 3) Gr. 12 TOPS at Pine Crest
<b>9</b> (day 4) <i>Holi</i> begins	<b>10</b> (day 1)	<b>11</b> (day 2)	<b>12</b> (day 3) Late Start Schedule	<b>13</b> (day 4)
<b>16</b> Holiday	<b>17</b> Holiday	<b>18</b> Holiday	<b>19</b> Holiday <i>Naw-Rúz</i> begins	<b>20</b> Holiday
<b>23</b> (day 1)	<b>24</b> (day 2) Gr. 10 OSSLT Information Assembly	<b>25</b> (day 3)	<b>26</b> (day 4) Late Start Schedule	<b>27</b> (day 1)
<b>30</b> (day 2)	<b>31</b> (day 3) Special Schedule Gr. 10 Ontario Literacy Test (EQAO) Gr. 9, 11, 12 Special Schedule			

2020

# April

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
		<b>1 (day 4)</b>	<b>2 (day 1) Late Start Schedule</b>	<b>3 (day 2)</b> Last day of Term 3- Deadline for Term 3
<b>6 (day 3)</b> First day of Term 4	<b>7 (day 4)</b> Euclid Math Contest	<b>8 (day 1)</b>  School Council Meeting 6:30pm	<b>9 (day 2) Late Start Schedule</b>	<b>10 Good Friday</b>
<b>13 Easter Monday</b>	<b>14 (day 3)</b>	<b>15 (day 4)</b>	<b>16 (day 1) Late Start Schedule</b>  Term 3 Report Cards distributed in Home Form.	<b>17 (day 2)</b> <i>Orthodox Good Friday</i>
<b>20 (day 3)</b> <i>Orthodox Easter Monday</i>	<b>21 (day 4)</b>	<b>22 (day 1)</b> Guelph Interactions Conference  Sounds of Toronto concert 7pm	<b>23 (day 2) Late Start Schedule</b>  OUAC/OCAS Transmission  Last day to drop full year and semester 2 course.  Start of <i>Ramadan</i> (evening)	<b>24 (day 3)</b>
<b>27 (day 4)</b>	<b>28 (day 1)</b> Marks Maintain Date	<b>29 (day 2)</b>	<b>30 (day 3) Late Start Schedule</b> National Biology Competition	

2020

# May

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
				<b>1 (day 4)</b>
<b>4 (day 1)</b> AP Exam Physics C Mechanics 12:00pm Hot Docs Film Festival Week begins	<b>5 (day 2)</b> AP Exam Calculus AB & BC 8:00am Gr. 10 TOPS Eco Experience Trip	<b>6 (day 3)</b> AP European History Exam 12pm Gr. 10 TOPS Eco Experience Trip	<b>7 (day 4) Late Start Schedule</b> AP Exam Chemistry 8:00am AP Exam Physics 1 12:00pm SIN Gr. 12 Physics Contest 9am Gr. 10 TOPS Eco Experience Trip	<b>8 (day 1)</b> AP Studio Art Portfolios due Gr. 10 TOPS Eco Experience Trip
<b>11 (day 2)</b> AP Exam Biology 8:00am	<b>12 (day 3)</b>	<b>13 (day 4)</b>	<b>14 (day 1) Late Start Schedule</b>	<b>15 (day 2)</b> Last day for field trips
<b>18 Victoria Day</b>	<b>19 (day 3)</b>	<b>20 (day 4)</b>  School Council Meeting 6:30pm	<b>21 (day 1) Late Start Schedule</b>	<b>22 (day 2)</b> <i>Eid El Fit, end of Ramadan (tomorrow)</i>
<b>25 (day 3)</b>	<b>26 (day 4)</b>  Grade 8 Welcome Event 5:15pm	<b>27 (day 1)</b>	<b>28 (day 2) Late Start Schedule</b> Last late start  Athletic Banquet 6-10pm	<b>29 (day 3)</b>

2020

# June

<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>
<b>1</b> (day 4)	<b>2</b> (day 1)	<b>3</b> (day 2)	<b>4</b> (day 3) Regular Schedule* Moratorium *Regular schedule resumes, no late start.  2019-2020 Honours Night 6pm	<b>5</b> (day 4) Moratorium
<b>8</b> (day 1) Last day 1 classes Moratorium	<b>9</b> (day 2) Last day 2 classes Moratorium	<b>10 TUTORIALS</b> (am) <b>EXAMS</b> (pm)	<b>11 TUTORIALS</b> (am) <b>EXAMS</b> (pm)	<b>12 EXAMS</b>
<b>15 EXAMS</b>	<b>16 EXAMS</b>	<b>17 EXAMS</b>	<b>18 EXAMS</b>	<b>19 EXAMS</b> Last day for locker clean out
<b>22 EXAMS (CONFLICTS)</b> Marks Due 9:00am  Prom 6pm	<b>23 Exam Review Day</b>	<b>24 P.A. Day</b>	<b>25 P.A. Day</b>  2019 Commencement 5pm	<b>26 P.A. Day</b>
<b>29</b> Report cards mailed.	<b>30</b>			

2020



## Welcome to the 2019-2020 School Year!

Welcome back to school! I hope you're looking forward to a great year ahead in the TDSB.

High school offers a rich learning experience. You have the opportunity to explore a variety of programs, courses and even schools. I hope you'll take advantage of every opportunity which will help you determine the pathway you want to take after high school.

Your school and classroom should be a safe and welcoming space and your learning should be relevant, fun and engaging. Our job is to do everything we can to help you succeed. We are here to help you when you need it. Your principal, teachers and school staff are all there to support you and if you have any concerns, never hesitate to reach out to them or another caring adult in your school.

And finally, I want to remind you that your voice matters. We also want to hear from you, too. Your voice matters and can help shape your school community. Find ways to share your perspective and experiences to help make a difference in your school and classrooms.

I wish you all the best in the year ahead.

Dr. John Malloy  
Director of Education



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### Helping All Students Succeed

Student success drives everything we do in the Toronto District School Board. Every student deserves a great education and student well-being and learning must be at the centre of every decision we make. Our focus is ensuring that all students can succeed by having equitable access to programs and resources and increased opportunities that lead to academic improvement, engagement and enjoyment of school.

Our Multi-Year Strategic Plan guides all of our work. We are empowering people – especially students and parents – to share their voice to help us identify, confront and eliminate barriers that will help all students succeed.

Read more at [www.tdsb.on.ca/mysp](http://www.tdsb.on.ca/mysp)

## Know what's happening at the TDSB!

Follow us at [www.tdsb.on.ca](http://www.tdsb.on.ca)



[toronto.dsb](https://www.facebook.com/toronto.dsb)



[@tdsb](https://twitter.com/tdsb)



[torontodsbs](https://www.instagram.com/torontodsbs)

## School Year Calendar

The first day of classes for all students is September 3, 2019.

The last day of classes for elementary students is June 25, 2020.

The last day of classes for secondary students in full year schools is June 23, 2020.

The last day of classes for secondary students in semestered schools is June 23, 2020.

### Professional Activity Days

#### Elementary

- October 11, 2019
- November 15, 2019
- December 6, 2019
- January 17, 2020
- February 14, 2020
- June 5, 2020
- June 26, 2020

#### Secondary

- October 11, 2019
- November 15, 2019
- December 6, 2019
- January 30, 2020\*
- February 14, 2020
- June 24, 2020\*
- June 25, 2020
- June 26, 2020

\*Semester change:

The first day of the second semester is January 31, 2020. Secondary school year calendar includes a PA Day for semestered schools only on January 30, 2020 and a PA Day for full-year schools only on June 24, 2020.

### Statutory Holidays

<b>Labour Day:</b>	September 2, 2019
<b>Thanksgiving:</b>	October 14, 2019
<b>Christmas Break:</b>	December 23, 2019 – January 3, 2020 (inclusive)
<b>Family Day:</b>	February 17, 2020
<b>Mid-Winter Break:</b>	March 16 – 20, 2020
<b>Good Friday:</b>	April 10, 2020
<b>Easter Monday:</b>	April 13, 2020
<b>Victoria Day:</b>	May 18, 2020

### Severe Weather

Regardless of the season, weather can have an impact on system-wide school board operations or individual schools, staff and students. Whether it's cold and snow or extreme heat, the Toronto District School Board has a number of practices and policies in place to manage the impact of this weather on the school board.

On rare occasions, severe weather conditions may require the TDSB to cancel student transportation, classes and/or programs or even close schools. Should a cancellation or closure be necessary, information will be posted on the TDSB website and social media profiles, and will also be provided to local media by 6 a.m. If weather conditions become extreme after students are in school, a decision to close schools will be made by 11 a.m. and broadcast by noon. In this case, students will remain supervised in the school until they are picked up by a parent or parent designate. If there is no announcement about school closing by noon, schools will remain open for the day.

For more information on our severe weather procedures, visit: [www.tdsb.on.ca/AboutUs/SevereWeather](http://www.tdsb.on.ca/AboutUs/SevereWeather)



## Caring and Safe Schools

Providing safe, inclusive and positive spaces accepting of all students, is a priority in the TDSB.

Our schools should be communities where all students are respected, welcomed, nurtured, engaged and encouraged. Creating a positive school climate is essential to building a culture of trust between staff and students and peer-to-peer, high expectations and a sense of belonging. The TDSB emphasizes programs that encourage and support positive behaviour allowing staff to better engage students and intervene early. From restorative practices to conflict resolution and peer mediation, a variety of supports are available to meet the diverse needs of students.

## Creating Positive, Healthy and Accepting Schools

Creating positive, healthy and accepting schools requires a whole-school approach involving all members of the school community. All students, teachers, parents and other school staff have the right to feel safe and be safe in their school. With this right comes the responsibility to contribute to a positive school climate.

What makes a positive school climate?

- All students, parents and staff members feel safe, comfortable and accepted
- Healthy and respectful relationships are promoted among all members of the school community
- Students are encouraged to be leaders and positive role models
- Parents and community members are actively engaged
- Positive behaviour is reinforced
- Students are given opportunities to develop relationships that are free of discrimination and harassment
- There is a culture of high expectations to help students reach their full potential
- Diversity is respected and valued

## Attendance

Regular attendance at school and arriving on time play a role in your academic success. Attendance Policy and Procedures for students includes tracking and monitoring of student arrival and attendance, as well as implementing timely interventions that comply with Ministry policies and follow best practices. In line with the Education Act, all children from six to 18 must attend school.

## Accommodation

We are committed to supporting all forms of accommodation requests to reduce or remove barriers faced by students as a result of disability, religious obligation and/or other protected characteristics under human rights legislation. Please speak with your child's Principal or Vice-Principal to discuss your particular needs.

## Know Your Rights

Every student has the right to feel safe and welcome at school. Everyone has the right to be treated with respect, dignity and understanding.

If you hear, see or experience:

- name calling or threats;
- unwelcome remarks or slurs;
- obscene gestures or jokes;
- unwanted touching or sexual bullying;
- online harassment;
- derogatory or offensive materials;
- threats of outing someone;
- intimidation or physical violence; or,
- anything else that negatively affects an individual or group:

**Speak with a caring adult • Talk to your Principal • Call the Student Safety Line**

## Communicating Concerns (parent concern protocol)

The TDSB Parent Concern Protocol (PR505) is a tool for parents to address school and classroom concerns. The protocol confirms the responsibility of the Principal, Superintendent and Trustee in providing advice, direction or decision-making when a parent has a concern.

1

Step One

### Classroom Teacher

The first place to go about any classroom-related question or concern is your classroom teacher.

They can help you with:

- Any questions about the classroom
- Classroom rules and consequences
- Homework and assignments

2

Step Two

### School Principal

If you would like more information or if you have questions that are beyond the classroom, talk to your school principal. They can help with:

- Concerns about an individual school
- Student registration
- Student schedules
- Student suspensions
- Report card concerns
- Classroom concerns
- Code of Conduct
- Safety and security
- Budget and fundraising
- School Council

3

Step Three

### School Superintendents

Superintendents are responsible for a Network of Schools. They support school staff and can be contacted if you have questions that have not been answered or for help with:

- Alternate attendance request
- Suspension appeals

4

Step Four

### Trustees

Trustees are your elected community officials. They are available to help you with the following areas of the TDSB:

- Concerns about your community
- Ideas and suggestions for the Board
- Items on Board Agenda
- Board policies under review
- Board budget
- Collective bargaining

## Student Dress Policy

The Board-wide Student Dress Policy (P042) has been revised to further support learning environments that are safe, equitable, welcoming and inclusive and recognize that decisions about dress reflect individual expression of identity, socio-cultural norms, and economic factors which influence student's health and well-being. Students may attend school and school-related functions in dress of their choice that conforms to system standards that respect the Board's intent to sustain a community that is positive, anti-oppressive, equitable, accepting and inclusive of a diverse range of social and cultural identities.

Read the complete Student Dress Policy (P042), including the system standards, at [www.tdsb.on.ca/High-School/Your-School-Day/Student-Dress](http://www.tdsb.on.ca/High-School/Your-School-Day/Student-Dress).

## Bullying

The TDSB takes bullying seriously. Whether the bullying happened at school, between students off school property or online, if it impacts student safety or has a negative impact on school climate, the school must investigate and respond to any reports.

Be part of making our schools safer – report bullying.

- If you are a student who is being bullied, reach out
- If you are a parent/guardian and your child is being bullied, reach out
- If you want to make our schools safer, report bullying

As a system, we focus efforts on prevention efforts and creating a welcoming school community. Staff and students are educated on what bullying looks like and how to report. They are engaged through events, activities and prevention programming and encouraged to take on leadership roles to enhance the school community.

We also provide support for both students who have been bullied, students who have engaged in bullying behaviours as well as those who were not the target of bullying but have been impacted. These supports can include:

- support in the school
- youth workers, guidance counsellors, social workers
- closed groups
- specific skill building
- alternative programs

**Student SAFETY LINE**   
**416-395-SAFE(7233)**  
**416-620-9711 (TTY)**  
[www.tdsb.on.ca/safetyline](http://www.tdsb.on.ca/safetyline)

**KidsHelpPhone.ca**  
**1 800 668 6868**

**Kids Help Phone**

## Discipline and Reporting

The TDSB takes a whole school approach to promoting a safe, inclusive and accepting school climate. By working together with staff, students and community we are able to address inappropriate student behaviour and to build strategies that promote and foster positive behaviours.

When dealing with inappropriate student behaviour, the TDSB promotes the use of progressive discipline through a range of interventions, supports and consequences that are both corrective and supportive. Discipline is developmentally and socio-emotionally appropriate and reinforces positive behaviour and better choices.

All school staff are required to report serious incidents that could lead to suspension or expulsion to the school Principal or Vice-Principal. When a student has been harmed, the Principal must also notify the parents of all the students involved.

# Chart of Consequences of Inappropriate Student Behaviour\*

<b>SUSPENSIONS</b> A principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.306 (1)).	<b>Principal May Issue Suspension</b>	<b>Notify Police</b>	
		<b>May</b>	<b>Shall</b>
1. Uttering a threat to inflict serious bodily harm on another person*	1-19 Days		x
2. Possessing alcohol, illegal drugs or, unless the pupil is a medical cannabis user, cannabis	1-19 Days		x
3. Being under the influence of alcohol or, unless the pupil is a medical cannabis user, cannabis	1-19 Days	x	
4. Swearing at a teacher or at another person in a position of authority*	1-19 Days	N/A	N/A
5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school*	1-19 Days		x
6. Bullying*	1-19 Days	x	

*\* Any activity listed in section 306(1) motivated by hate, bias or prejudice based on the prohibited grounds of the Ontario Human Rights Commission (OHRC) and gender identity and expression will be considered suspendable under section 310(1) of the Education Act.*

<b>SUSPENSIONS</b> A principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.306 (1)).	<b>Principal May Issue Suspension</b>	<b>Notify Police</b>	
		<b>May</b>	<b>Shall</b>
1. Willful destruction of school property; vandalism causing damage to school or Board property or property located on school or Board premises*	1-19 Days	x	
2. Use of profane or improper language*	1-19 Days	N/A	
3. Use of tobacco*	1-19 Days	x	
4. Theft*	1-19 Days	x	
5. Aiding or inciting harmful behaviour*	1-19 Days	x	
6. Physical assault*	1-19 Days	x	
7. Being under the influence of illegal drugs*	1-19 Days	x	
8. Fighting*	1-19 Days	x	
9. Possession or misuse of any harmful substances*	1-19 Days	x	
10. Extortion*	1-19 Days		x
11. Inappropriate use of electronic communications or media devices*	1-19 Days	x	
12. An act considered by the school's Principal to be a breach of the Board's or school's code of conduct*		x	
13. Immunization	20 Days	N/A	N/A

*\* Any activity listed in section 306(1) motivated by hate, bias or prejudice based on the prohibited grounds of the Ontario Human Rights Commission (OHRC) and gender identity and expression will be considered suspendable under section 310(1) of the Education Act.*

<b>SUSPENSIONS PENDING POSSIBLE EXPULSION</b> A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.310 (1)). After the suspension is issued an investigation will be conducted by the principal within five (5) school days.	<b>Principal May Issue Suspension</b>	<b>Notify Police</b>	
		<b>May</b>	<b>Shall</b>
1. Possessing a weapon, including a firearm	1-20 Days		x
2. Using a weapon to cause or to threaten bodily harm to another person	1-20 Days		x
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner	1-20 Days		x
4. Committing sexual assault (refer to Board Policy P.045: Dealing With Abuse and Neglect of Students)			
5. Trafficking in weapons or illegal drugs	1-20 Days		x
6. Committing robbery	1-20 Days		x
7. Giving alcohol or cannabis to a minor	1-20 Days		x
7.1 Bullying if, i. the pupil has previously been suspended for engaging in bullying and, ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.	1-20 Days		x
7.2 Any activity listed in section 306(1) motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age mental or physical disability, sexual orientation, gender identity, gender expression or any other similar factor		x	
	1-20 Days	x	x

<b>SUSPENSIONS PENDING POSSIBLE EXPULSION</b> A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at a school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate (Education Act s.310 (1)). After the suspension is issued an investigation will be conducted by the principal within five (5) school days.	<b>Principal May Issue Suspension</b>	<b>Notify Police</b>	
		<b>May</b>	<b>Shall</b>
1. Possession of an explosive substance	1-20 Days		x
2. Sexual harassment	1-20 Days	x	
3. Hate-motivated occurrences	1-20 Days		x
4. Distribution of hate material	1-20 Days	x	
5. Racial harassment	1-20 Days	x	
6. An act considered by the Principal to be a serious breach of the Board's or school's code of conduct	1-20 Days		x
7. Trafficking in cannabis	1-20 Days		x

\*subject to change

## Code of Conduct

At the TDSB, we encourage a standard of behaviour for all students, employees, parents, permit holders and community members to:

- Ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- Promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- Maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- Encourage the use of non-violent means to resolve conflict;
- Promote the safety of people in schools;
- Discourage the use of alcohol and illegal drugs; and
- Prevent bullying in schools.

Read the complete TDSB Code of Conduct (PR585) online.

## Code of Online Conduct

All students are expected to comply with the TDSB Acceptable Use Policy (P088) and the corresponding procedure, Code of Online Conduct (PR571), which protect the rights and safety of students and staff who use online systems and resources through a TDSB computing device or network. All TDSB rules apply when using TDSB computing devices and connections and the Board has the right to monitor their use.

The Student and School Codes of Conduct also apply to social media.

## Digital Privacy

All TDSB students are provided with an account that enables access to the TDSB's technology resources including wireless network access and a variety of digital learning tools including GSuite for Education, Desire to Learn and the Virtual Library. This account is intended for educational purposes only and is not to be shared with anyone.

When using digital tools or apps and working online students are reminded to take precautions to protect their privacy including:

- Never sharing your own (or someone else's) personal, identifiable information including your name, student number, address, phone number, etc.
- Never share your TDSB account password with anyone.
- Do not share or use another person's TDSB account.

Additional rules and tips for working safely online can be found in TDSB's Code of Online Conduct.

## Technology in Schools

Technology is used in classrooms to engage, enhance and support student learning. The TDSB is focused on enabling more technology-based learning tools by adding wi-fi in schools to help improve student learning in the digital age.

Students may choose to bring their own devices, such as smartphones and laptops, to school. This can be an important way for parents and caregivers to stay connected and engaged with their child's learning.

It is important, however, to ensure that technology is used appropriately and responsibly and does not interfere with learning. Social media can enhance learning and networking for the future when used in a positive way, but don't forget that online behaviour matters. As part of digital literacy, students will be taught strategies to engage responsibly on social media platforms.

To learn more about your school's rules around technology, speak with your teacher or Principal. Also, read the TDSB's Code of Online Conduct at

[www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Online-Code-of-Conduct](http://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Online-Code-of-Conduct).

## Student Achievement

Today's students need to be deep thinkers, problem solvers, creators, collaborators, leaders, global citizens, entrepreneurs, and communicators. The global competencies students require are changing the learning process. Therefore, our students need to be deeply engaged in the learning process, leading to positive results.

## Homework

Homework is an important part of every child's school experience and encourages good study habits at an early age. Positive and open school-home partnerships and communication ensure students have the support they need to be successful.

The **TDSB Homework Policy (P036)** is based on current teaching and learning practices, research, student census data and consultation with parents, educators and the community. The policy balances the time required to complete homework with extra-curricular activities and other activities that support personal and family wellness.

### **Grades 9 to 12** (guidelines from Homework Policy P036)

Homework assigned for students in Grades 9 to 12 will be clearly articulated and carefully planned, with an estimated completion time of two hours or less. Homework stress is particularly prevalent for families with children transitioning between major school levels. For this reason, homework, especially for Grade 9 students, should be carefully planned in partnership among subject teachers.

## Virtual Library

The TDSB Virtual Library provides online access to a collection of digital resources that support learning for all students from Kindergarten to Grade 12. Available 24/7 at school and home, it is a great starting place for any learning. Find eBooks for early literacy and independent reading, encyclopaedias for researching topics, videos to support curriculum, and research databases that provide in-depth information, and journal articles. Many TDSB Virtual Library resources include accessibility features, translation tools and are compatible with TDSB assistive technology tools. To access your school's TDSB Virtual Library, visit [www.tdsb.on.ca/findyourschool](http://www.tdsb.on.ca/findyourschool), select your school name, and find the link on the left-hand menu. Ask your teacher-librarian for home access passwords.

## TDSB Student Senate

The Toronto District School Board Student Senate, including Student Trustees and Student Senate Executives, is a group of democratically elected students who work on advocating for students, promoting student voice and supporting active student governance. Furthermore, the Student Senate facilitates communication between Trustees, staff and all students in the TDSB and provides opportunities that foster student leadership through conferences, retreats, mentoring and various other activities.

## Diploma Requirements

Students must earn a total of 30 credits, including 18 compulsory credits and 12 optional credits. To receive your Ontario Secondary School Diploma (OSSD), students must complete the literacy requirement (Ontario Secondary School Literacy Test or Ontario Literacy Course), as well as 40 hours of community involvement.

To learn more about your options and Ontario Secondary School Diploma requirements, visit [www.tdsb.on.ca/choices](http://www.tdsb.on.ca/choices).



## Building Global Competence

Global Competencies and deep learning through technology form a foundation of the TDSB's Vision for Learning and Multi-Year Strategic Plan. We believe that improving student achievement, equity and well-being, as well as strengthening literacy and numeracy skills, can be attained by changing the teaching and learning process to provide students with opportunities to build their global competence.

The TDSB's Global Competencies are: Communication, Collaboration & Leadership, Global Citizenship, Critical Thinking & Problem Solving, and Creativity, Inquiry & Entrepreneurship. These competencies foster deep learning through engaging learning experiences. For more information, visit [www.tdsb.on.ca/mysp](http://www.tdsb.on.ca/mysp).

## Cooperative Education

Cooperative education is beneficial for all students and offers an opportunity to earn high school credits through a course that integrates classroom theory and learning experiences in a workplace. By participating in Co-op, students develop their skills, interests and professional connections while still in high school, in almost any industry. Students can also participate in a number of central programs, working in occupations in healthcare, hospitality, uniformed services, banking and finance, or drama.

## Ontario Youth Apprenticeship Program

Students who participate in Cooperative Education in an apprenticeable trade are able to participate in the Ontario Youth Apprenticeship Program (OYAP) while they are still in secondary school. This program starts in Grade 11 or 12 and allows them to start working on post-secondary apprenticeship qualifications right away. Students have opportunities to become registered apprentices and work toward becoming certified journeymen in a skilled trade while completing their secondary school diplomas. For more information about eligibility, visit [www.oyaptdsb.com](http://www.oyaptdsb.com).

## Dual Credits

Dual credit programs are programs approved by the Ministry of Education that allow secondary students to take college or apprenticeship courses that count toward their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, or degree, or a Certificate of Apprenticeship. Dual credit programs assist secondary school students in completing their OSSD and making a successful transition to college and/or apprenticeship programs.

## School Within A College (SWAC)

SWAC is a Student Success initiative run on all four GTA colleges (Centennial, George Brown, Humber and Seneca College). This program offers students between the ages of 17-20 the opportunity to earn secondary school credits and two college-delivered Dual Credits on a college campus, which count toward their OSSD and college transcript. The primary focus of the SWAC program is to support students who are disengaged and underachieving with the potential to succeed in an adult learning environment.

## Secondary Night and Summer Programs

For more information on adult e-learning (e-credit online courses), please visit <http://schoolweb.tdsb.on.ca/elearning/eCredit-18>. For more information on TDSB e-summer school (online courses), please visit <http://schoolweb.tdsb.on.ca/elearning/e-Summer-School>.

## e-Learning Expands Opportunities

TDSB e-Learning can complement a student's high school experience. Students enrolled in a TDSB secondary school may consider enriching their learning by taking credit courses that are offered in a flexible, encouraging and engaging environment.

TDSB e-Learning offers senior level (Grades 11 and 12) courses that are taught by TDSB secondary teachers. These credit courses count towards the Ontario Secondary School Diploma (OSSD). To find out more, speak to your guidance counsellor, Vice Principal or visit [www.tdsb.on.ca/elearning](http://www.tdsb.on.ca/elearning).

## Mental Health and Well-Being

Student mental health and well-being is an important part of student success and a priority at the TDSB.

Mental health impacts us all. Just as we all have physical health, we all have mental health.

Our mental well-being includes our emotions, our thoughts and feelings, our ability to solve problems and overcome difficulties, our social connections, and our understanding of the world around us. At school, feeling safe, engaged and included all contribute to having a positive sense of well-being. Students need our collective support to be healthy individuals and, the relationship that students have with each other and adults is an important part of that.

### Finding Help When You Need It

Children and youth can suffer from all of the same challenges that confront adults – anxiety, depression, eating disorders, mood disorders, substance abuse, and more. Research shows that one in five children experience mental well-being issues. This statistic translates into approximately 40,000 students in the TDSB. For students who need additional support, there are many resources available.

The first step is connecting with your child's teacher or principal. They are a well-positioned partner who can share what they notice during the time your child is at school. If necessary, they can then connect you to the Professional Support Services team, which includes psychologists, social workers and attendance counsellors.

This team is here to help students overcome obstacles to success. Whether personal, family or school related, concerns can range from bullying to substance abuse or from questions about sexuality or adapting to a new culture. We offer a wide range of services that include individual or group counselling, as well as helping students connect with community resources. In addition, we build on students' strengths to enhance their ability to lead mentally healthy lives.

### Field Trips and Excursions

Field trips are great learning opportunities. To ensure a safe, enjoyable experience for all participants, students need to follow the TDSB Code of Conduct and the expectations of their school while they are off school property during excursions and athletic events. For more information, please refer to the **Excursion Policy (PO33)**.

### Taking Part in Athletics

It is important for student athletes to promote positive social behaviours and attitudes. The Code of Behaviour for Athletes describes expectations for students who take part in TDSB-approved sporting events:

- Compete for the enjoyment of the game and the pursuit of individual and team excellence;
- Strive to understand, respect and follow the rules of the game at all times;
- Demonstrate good sportsmanship and fair play;
- Conduct yourself with honour, dignity and self-control;
- Appreciate the efforts of your teammates and opponents;
- Be generous in victory and gracious in defeat;
- Show respect for authority and decisions of coaches, staff and officials;
- Respect athletic facilities and property;
- Respect the rights of opponents, teammates and spectators on both sides;
- Refrain from the use of profanity, taunting, threatening actions and violence at all times;
- Behave in accordance with all TDSB policies; and,
- Immediately report all suspected concussions to their coach/staff advisor.

### Need Help Now?

#### Kids Help Phone

1-800-668-6868

[kidshelpphone.ca](http://kidshelpphone.ca)

#### Distress Centres of Toronto

@DC\_TO

[www.torontodistresscentre.com](http://www.torontodistresscentre.com)

#### What's Up Walk-In

[www.whatsupwalkin.ca](http://www.whatsupwalkin.ca)

#### Mental Health Toronto

[www.mentalhealthto.ca](http://www.mentalhealthto.ca)

## Create an Allergen-Safe Environment

For anaphylactic students, allergies can cause serious health concerns. Many schools have, for example, peanut safe zones to protect children with this allergy. If your child has an allergy or if you need to be given special medication throughout the day, speak with your Principal about developing an anaphylaxis plan.

## Immunization for Students

Toronto Public Health needs students' vaccination records. By law, students need to be fully vaccinated to attend school. See your doctor for vaccinations. Report student vaccinations online at [toronto.ca/studentvaccines](http://toronto.ca/studentvaccines). Learn more at [toronto.ca/immunization](http://toronto.ca/immunization).

## Vision Testing is Important

Good vision and hearing play an important role in a student's ability to learn. Regular vision and hearing examinations are part of being ready for school. Vision testing is covered by OHIP to age 19 and hearing tests up to age six. Please contact your family physician or 211 Toronto to find an optometrist or audiologist.



## Getting Involved in Your School Community

Parent involvement during high school and beyond remains an important source of guidance and support for students. Students also believe that they can do better at school if they know that their families are interested in their school work, hold high expectations and expect them to succeed.

There are many opportunities for parents and families to get involved including participating in a local school council, taking part on school committees or a community advisory committee. Learn more at [www.tdsb.on.ca/community](http://www.tdsb.on.ca/community).

### Community Involvement

#### Did You Know?

- Students are required to complete a minimum of 40 hours of mandatory Community Involvement prior to graduation.
- These activities must take place outside of class time, beginning in the summer before you start Grade 9 until June of your graduating year.
- You need to complete these hours in places that are on the TDSB list of approved activities (available at [www.tdsb.on.ca](http://www.tdsb.on.ca)) and approved by your Principal.
- Events or activities should support a not-for-profit initiative unless pre-approved by your school Principal or designate.
- Use the Community Involvement Activity Notification and Completion Form to record your hours and obtain signatures before and after the approved activity.



## Supporting Families and Communities

The TDSB serves adults at all stages in their lives and careers through our credit programs, general interest courses and ESL classes.

### International Languages Elementary and African Heritage Programs

In an increasingly global world, learning languages and cultures benefits our students today and helps them build skills for the future. Through our International Languages and African Heritage programs, 28,000 elementary students learn in more than 50 languages. Join us!

For more information, visit [www.ILEprograms.ca](http://www.ILEprograms.ca) or call 416-338-4100.

### Adult English as a Second Language Program

TDSB is proud to be Canada's largest English as a Second Language (ESL) provider. Through our programs, in communities across the city, 20,000 learners strengthen their English language skills, gain insight into Canadian culture, prepare for further education and learn about the settlement, employment and community services available to them. We also offer a certified training program for those who want to teach ESL. For more information, visit [www.ESLtoronto.ca](http://www.ESLtoronto.ca) or call 416-338-4300.

### Adult High Schools

TDSB's five adult high schools support more than 11,000 learners to find a career pathway and meet their academic goals every year in addition to offering a wide variety of credits for those who want to earn their Ontario Secondary School Diploma. Some adult high schools also offer credit programs during the summer. For more information, please visit [www.AdultSchoolsToronto.ca](http://www.AdultSchoolsToronto.ca). Adults can also earn credits in night school. For more information, visit [www.CreditPrograms.ca](http://www.CreditPrograms.ca) or call 416-338-4222.

### Learn4Life General Interest Courses and Seniors' Daytime

Take up a hobby. Hone a skill. Meet new people in your community. Through Learn4Life, TDSB offers more than 2,600 courses – ranging from dance, to bicycle repair, to languages – every year. Join the 25,000 adult learners in our daytime, evening and weekend classes.

For more information, visit [www.Learn4Life.ca](http://www.Learn4Life.ca) or call 416-338-4111.

### TDSB Community Services

Reaching beyond schools to support the community, TDSB offers settlement, employment, language and skills development programs to support adults, youth, newcomers and people with disabilities. There are locations in Toronto, Mississauga and Vaughan. For more information, visit [www.tdsb.on.ca/communityservices](http://www.tdsb.on.ca/communityservices).

### Essential Skills Upgrading Program

This is a free non-credit program for adults where you can improve your reading, writing, math and digital technology skills to help achieve your employability, training, education and independence goals. Classes are available in many locations in Toronto from September to June, Monday to Friday, on a full-time or part-time basis, during the day or in the evening. For more information, visit [www.upgrademyskills.ca](http://www.upgrademyskills.ca) or call 416-396-6905.

### Language Instruction for Newcomers to Canada (LINC) Program

Language Instruction for Newcomers to Canada (LINC) provides language training classes and settlement services that assist adult newcomers to attain the English language proficiency needed to fully participate and succeed in Canadian community and economy. Classes are available in locations across the city of Toronto from September to June, Monday to Friday, on a full-time or part-time basis, during the day or in the evening. In addition, LINC provides support services including transportation assistance (based on eligibility) and onsite childcare. For more information about LINC classes, visit [www.LINCtoronto.ca](http://www.LINCtoronto.ca) and contact the location nearest you.

North: 416-395-4820 | South: 416-396-2930 | East: 416-396-7815 | West: 416-394-6232