

Forest Hill Collegiate Institute

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Student Agenda Book 2019 ~ 2020

*Updates to the information in this agenda book will be
communicated to students and parents/guardians.*

Student Name: _____

Home Form: Semester I: ____ Semester II: _____

Cover design by Sofia Rodriguez

Daily & Special Schedules

Regular Day Schedule		
Time	Day 1	Day 2
Period 1 - 9:00 - 10:20	A	A
Period 2 - 10:26 - 11:42	B	B
Lunch - 11:42 - 12:42		
Period 3 - 12:42 - 1:58	C	D
Period 4 - 2:04 - 3:20	D	C

	Late Opening	Assembly
Period 1	10:00 - 11:05	9:00 - 11:10
Period 2	11:11 - 12:12	11:15 - 12:15
Lunch	12:12 - 1:12	12:15 - 1:15
Period 3	1:12 - 2:13	1:15 - 2:15
Period 4	2:19 - 3:20	2:20 - 3:20

Forest Hill Collegiate Institute History

The original building was erected in 1948 by the Board of Education for the Village of Forest Hill. A total renovation of the school began in 1992 and the new building was completed in spring 1994.

Forest Hill Collegiate currently has an enrolment of approximately 1000 students and 65 teaching staff. It is a school with an undisputed reputation for academic excellence and a strong tradition of student participation and leadership.

Students participate in many extra-curricular activities in the fields of the arts, athletics and other diverse clubs/areas. At Forest Hill, we believe in supporting the interests and passions of every student.

Principal's Message

Welcome to the 2019~2020 school year at Forest Hill Collegiate. This promises to be a very exciting year for the school community with lots of events and student-led initiatives.

This student agenda book outlines the policies and procedures at Forest Hill that are designed support the development of a warm, caring climate that values learning and focuses on individual student success. Students are encouraged to be self-reliant, resilient and advocate for themselves within our supportive school environment. Each student plays an important role in setting and maintaining a positive tone in our shared community.

The staff join me in wishing you a memorable year! It is our hope that we can all work to build an equitable school environment which is safe, caring and welcoming for all.

Plan to make this year your best school year ever. Find a way to leave Forest Hill Collegiate a better place by contributing to the life of the community.



Reiko Fuentes, Principal



Goals of Forest Hill Collegiate

At Forest Hill Collegiate, students are encouraged to become critical thinkers and find ways to discover passion for learning. Students are expected to become involved members of the school community and help to create and maintain a positive learning environment for all.

Students are expected to:

- strive for excellence in all areas of school life;
- be productive and positive members of the school community;
- develop an appreciation for learning;
- be responsible in matters such as attendance, punctuality and participation.

Teachers assist students to reach their goals by:

- teaching the curriculum and evaluating student progress in such a way as to promote the mastery of skills and knowledge and in accordance with the policies in *Growing Success*, the provincial evaluation document;
- communicating with Parents/Guardians;
- providing mentorship and guidance to students as individuals and by offering extra help when needed.

Parents/Guardians support their children by:

- encouraging the student's consistent effort, regular attendance, punctuality and participation;
- reviewing student achievement as reported on Markbook printouts and provincial report cards;
- consistently reporting a student's absence with a reason;
- communicating with subject teachers and administration as necessary and meeting with teachers at Parent-Teacher Interview nights;
- encouraging participation in extra-curricular activities and supporting student-led school events.

Communication between school and families

Students and parent/guardians should regularly check the school website for information and updates.

Parent/guardians are asked to provide an email address as a means for us to communicate with them about school policies, practices and events.

We also use an auto-dialer to send attendance reports and whole-school announcements to the home phone number.

Education Act, R.R.O. 1990, REGULATION 298 OPERATION OF SCHOOLS — GENERAL Requirements for Pupils

- 23.** (1) A pupil shall:
- (a) be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled;
 - (b) exercise self-discipline;
 - (c) accept such discipline as would be exercised by a kind, firm and judicious parent;
 - (d) attend classes punctually and regularly;
 - (e) be courteous to fellow pupils and obedient and courteous to teachers;
 - (f) be clean in person and habits;
 - (g) take such tests and examinations as are required by or under the Act or as may be directed by the Minister; and
 - (h) show respect for school property.

General Information for Students

Announcements

Announcements are read daily and are posted outside the main office for students absent for Period 1. Don't miss out on events and opportunities in the school.

Cafeteria

Students may purchase a full lunch or add to a lunch from home. Students are encouraged to eat in the Cafeteria, but students may eat in other areas of the school. The school is a shared space and everyone is expected to clean up their eating area using the garbage and recycling bins provided. Our building is beautiful and clean, and we need everyone's help to make it to stay that way.

Do not leave items unattended in the cafeteria or in the halls.

Eligibility for School Awards

Students must have at least three courses on their FHCI timetable per semester in order to be eligible for any school awards. Any special consideration requested must be discussed with the Principal at least 10 days before the selection process.

Fees

Fees are not charged for learning materials that are required for completion of the course curriculum (art and science supplies, workbooks, musical instruments)

Fees are required to cover the cost of enhancements to curriculum or for school events.

In the event that a fee causes a hardship, students and/or parents/guardians are urged to speak with a Guidance counsellor or a Vice Principal for assistance. Financial challenges will not prevent full participation in activities at FHCI.

Student Activity Fees

The Student Activity Fee (SAF) of \$60.00 is collected through School Cash On Line (or by the Main Office) starting in the week before school begins. The funds collected support all student activities throughout the year. The fees also cover:

- an agenda to help students organize their time and assignments
- participation in school clubs, athletics, individual and whole-school activities including Hillstock
- *Forester* yearbook
- student card, library access and printing

In the event that a fee causes a hardship, students and/or parents/guardians are urged to speak with a Guidance counsellor or a Vice Principal for assistance. Financial challenges will not prevent full participation in activities at FHCI.

Parking

Students must apply to the main office for a pass to park on school property. A limited number of parking passes are available on a first-come first-served basis from the Main Office. Students who have received a permit may park in the north lot on Mayfair Avenue only.

A student parking I.D. card must be displayed on the dashboard on the driver's side to avoid ticketing for unauthorized parking. The school is not responsible for theft or damage to vehicles parked on school property.

Photo Packages

All students are expected to have their photo taken in the fall. Photo packages may be purchased at that time.

Graduation portraits will be taken during the first weeks of December. Sitting fees and details will be provided for students and parents.

Photocopying and Printing

Photocopying and printing is available to students in the library before school, at lunch and after school. Students are asked to be environmentally conscious when printing.

Posters/Flyers

Permission is required to post flyers and posters in and around the school. Students are asked to see an administrator prior to posting *any* materials. Special non-marking tape must be used and is available in the office. Fire safety rules prohibit posters and signs from being mounted in stairwells.

Resource Room (G44)

Students who need additional learning assistance have access to a variety of services provided in the Resource Room by the Special Education/Student Success teachers. Students interested in these services should speak to their counsellor, Vice-Principal or the ACL of Special Education.

Spare Periods

Students with a spare period may be in the cafeteria, guidance office or library during that period. The tables in the guidance office are for individual study only. Students may be in the library during class time to complete class work provided they have a spare period. Students who wish to socialize during a spare period may use the cafeteria. Students with a spare may not be in the halls, foyer or main entranceway.

Textbooks, Cameras and Musical Instruments

Subject teachers will distribute all required textbooks and course equipment required by students. Teachers will keep a list detailing items issued and returned. Students must write their name in the textbooks for identification and retrieval if lost and found.

Students are expected to treat textbooks and other learning materials with care and to return the items issued to them upon request. Students are required to pay the full replacement cost of lost or damaged school equipment.

Valuables

The TDSB and Forest Hill Collegiate staff cannot be responsible for lost or stolen property. Valuable possessions and significant sums of money should *not* be brought to school nor left unattended in the school, cafeteria, lockers

or Phys Ed change rooms. Students in Phys Ed classes are advised to store their valuables in the gym's secure storage area.

Forest Hill C.I. – Code of Conduct

Students, parent/guardians, teaching 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. If you see concerning behaviour, talk to an adult.

Students at FHCI 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 or be in possession of alcohol, drugs or e-cigarettes 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
- Dress appropriately for school
- Not share lockers or use an unassigned locker

Electronic posting or transmission of comments, discussions, photographs or images which are known or should reasonably be known to be hurtful to a member of the FHCI community is not acceptable and will be addressed.

Many opportunities exist for positive, constructive resolution of conflict between members of the FHCI community through 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.

Assemblies

Assemblies are an important part of school culture and programs. They are used to enrich the educational experience or to provide critical information.

All students are expected to attend assemblies, to be punctual, and to leave headwear, water bottles and school bags in their locked classroom.

Attentiveness and appropriate applause show respect for those performing or speaking. Disruptive behaviour at assemblies and performances will not be tolerated and will result, at a minimum, in the student not being allowed to attend future assemblies.

Computer Use

The TDSB *Code of On-Line Conduct* is printed in the common pages of this agenda book. Students are responsible for knowing and following the policy. A complete copy of the TDSB Policy is available from our website.

FHCI computers are limited in number and are available for student use relative to course expectations. Websites such as *Netflix*, *Facebook* and *YouTube* are not to be accessed from school computers without permission from the classroom teacher.

Students who do not comply with the TDSB and FHCI computer usage policies will have their school accounts suspended and may face further consequences.

Horseplay, Play Fighting, Play Intimidation, Fighting

Behaviours described as horseplay, play fighting and play intimidation are prohibited in school and on school property.

If an interchange between or among students is perceived by staff as antagonistic, it will be dealt with as such. The excuse of, "We were only joking," is not acceptable. Fighting, whether agreed upon or not, is not acceptable.

Identification

Students must identify themselves by their full name when asked by any member of staff. Staff includes caretakers, hall monitor, office staff, support staff, teachers, TDSB security personnel, Vice Principals and Principal. They must give the name they are commonly called by their classroom teachers. No exceptions apply to this requirement of students.

Lockers

All students are assigned a locker and are required to use ONLY the locker assigned. Neither the school nor the Board assumes responsibility for loss or theft of items stored in lockers. Do not leave any valuables in your locker. The sharing of lockers is strictly prohibited. Lockers should be kept neat and clean.

Writing on or defacing lockers will be considered vandalism and will be dealt with accordingly.

Students must empty their lockers and remove their locks by the end of Exam Review Day in June. After that date, locks will be cut off so lockers can be cleaned by the caretakers. FHCI cannot be responsible for returning or storing possessions left in student lockers.

The Administration reserves the right to open lockers for health and/or safety reasons.

Off-Site Events

Many students take part in events that are sponsored by the school and supervised by school staff. Field trips, sports events, competitions, dances, prom and concerts are a

few examples of events that our staff and students participate in each year.

Students at these events are governed by the same school and board policies that apply during regular school hours. Policies regarding alcohol and drugs apply before and during all school-sponsored events even if a student is of legal age.

Students will be asked to leave a school event and can expect further discipline if found contravening school and/or board rules.

A student who comes to a school event under the influence of drugs or alcohol, or uses alcohol or drugs during a school event, will not be permitted to attend another school event for six months and will be subject to other consequences.

Personal Electronic Devices (PEDs)

Students may possess PEDs (cell phones, laptops, iPods etc.) while on school property. *The school assumes no responsibility for the loss or damage of PEDs.* Teachers must be able to teach and assist students, and students must be able to learn, in an environment free of distraction and interruption.

The Toronto District School Board policy regarding personal electronic devices (cell phone, laptop, iPod, video camera, electronic tablets) states:

- Personal electronic devices may be used during instructional class time for educational purposes, *if permitted by the teacher*
- Personal electronic devices may be used outside of instructional class time, so long as the use of these devices does *not* distract from instructional class time, extracurricular activities or co-curricular activities.

The PED must be set to silent or turned off and placed out of view during classes, on excursions and at all extra-curricular and school related activities. The teacher may grant a student permission to use a PED.

If cell phone use interferes with instruction, the personal electronic device will be submitted to a Vice Principal for secure storage and subsequent retrieval from the office. Students who have had their personal electronic devices submitted to a Vice Principal may retrieve them from the main office after 3:30 p.m. following a review of the policy with the Vice Principal.

If a device is confiscated from the student a second time, parents will be notified and the student may retrieve the item at 3:30 p.m. on the next school day following a discussion of the policy with an administrator.

If the issue persists, only a parent/guardian may retrieve the phone from the office.

Student achievement is enhanced by maximizing uninterrupted in-class time. Students will not be excused from class to use a personal electronic device. If there is a critical need for communication between a student and family, please consult the main office for assistance. Main office staff will facilitate emergency contact.

Exams: No personal electronic devices may be used in examination rooms. Students are not allowed to use electronic dictionaries during examinations unless specific permission is given.

Personal electronics in a lockdown: A lockdown in a school is an emergency situation. It is natural that students and staff may want to communicate during these times; however, the safety of the community is our priority. The sound, light and EMR that is generated by PEDs can jeopardize student and staff safety in an emergency situation.

Cell phones are not to be used during a lockdown as they additionally can create a communication barrier for emergency personnel. In an emergency, the office will provide full and immediate electronic communication to students, staff and parents/guardians as permitted.

Expectation of Privacy: Recording, electronic transmission, or posting of photographic images of any person on school property, at school events, and during school activities and/or hours, is prohibited without the permission of:

- 1) the person or persons being photographed;
- 2) the Principal or designate; and
- 3) where the student is below the age of 18 years, the consent of the parent/guardian.

Private Property

Forest Hill Collegiate Institute is surrounded by private property. Students do not have the right to be on private property without the permission of the owner. This applies to the grounds of the Forest Hill Public Library. Please obey the "No Loitering" signs posted at the library.

Smoking & Vaping

Smoking any substance or holding e-cigarettes/ vaporizers/lighted tobacco is not allowed on school property. School property extends to the sidewalk on all sides of the school. Those who smoke on school property will be subject to a fine under the Smoke Free Ontario Act. Smoking is also prohibited on the Forest Hill Public Library property, as indicated by their signs.

Visitors

Persons not registered at FHCI are not permitted on property. FHCI students should not bring friends to school. Special circumstances may be discussed with a Vice Principal. Visitors with a legitimate purpose must report directly to the Main Office.

Dress Code

The school is a shared learning and working environment that is safe, equitable, welcoming and inclusive. As a school we 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.

Articles of clothing that display logos or slogans containing inappropriate language, that do not comply with the TDSB Caring and Safe School policy are **not permitted in the building**.

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

- Outerwear (jackets, coats) is not to be worn in the classroom and must be stored in the student's locker during classtime.
- Students participating in Physical Education classes and/or sports activities are to comply with the requirements of the Physical and Health Education Program and coaches.
- Students who are engaged in musical performances must comply with the dress requirements of the Music Program.
- Specific clothing restrictions may be enforced in science laboratories during experiments. Students are expected to comply with teacher instructions.

School Attendance Procedures

“Regular attendance in school is critical for students’ learning and achievement of course expectations. Teachers and administration frequently review student attendance patterns. If, in the school Principal’s judgment, a student’s frequent absences from school are jeopardizing his/her successful completion of a course, the staff will communicate with the student and parent/guardian to explain the potential consequences of the absences, including failure to gain credits. They will also discuss steps that could be taken to improve the student’s attendance.”

From Ontario Ministry of Education Policy Statements

“If an elementary or a secondary school pupil has been absent for 15 consecutive school days without appropriate supporting medical documentation, the pupil must be shown as a retirement in the register on the day immediately following the last day of attendance.”

From Enrolment Register Instructions for Secondary Schools

A strong relationship exists between student attendance and students’ achievement. Attendance in classes at FHCI is mandatory for all students.

The school day normally begins at 9:00 A.M. and ends at 3:20 P.M. Special day schedules are included in this agenda book. Students are expected to be in their classroom *before* the national anthem is played at the start of the school day.

Students who are in the hall when the bell rings prior to the national anthem are considered late. Students are expected to remain in each class until the teacher dismisses them at the bell.

Reasons for student absences are recorded on the student’s attendance profile as required by the Ministry of Education. The following absences are considered legitimate *only* if they are documented by the parent/guardian via email, phone call or note:

- Illness
- Religious holy day (noted as 'G-Day' on attendance record and not included in absence total)
- Death of a relative or friend
- Required court and/or immigration appearances
- Medical appointment (advance notice required). Students are encouraged to make their appointments outside class time.
- School-authorized field trip (noted as 'excused')
- Participation on a school team (noted as 'excused')
- Rehearsals - drama, music, authorized by Teacher/Staff Sponsor with advance notice to teachers (noted as 'excused')
- Assigned duties of Student Leadership Groups (noted as 'excused')

Other activities scheduled by or for the student during school days are *not* considered a legitimate absence. Every effort should be made to avoid scheduling other activities during school time. Holiday dates are published in this agenda book and on the TDSB website, www.tdsb.on.ca

An absence that is *not* categorized as 'legitimate' may have a negative impact on a student's final mark if evaluations are scheduled during the period of non-legitimate absence. Consult with your Vice-Principal *before* scheduling other activities to determine if an evaluation will be missed and the potential impact on the final mark.

It is the student's responsibility to obtain and complete any work missed during any absence.

If a student is absent for one or two days, the student should consult with a classmate for work during the absence.

For absences due to illness that extend beyond two days, a parent/ guardian are encouraged to contact the teachers to make arrangements for obtaining missed work.

If you are going to be away more than five consecutive days for a planned absence, you must complete a form from the main office prior to the absence.

Holy Days

When a major holy day falls on a school day, the school will remain open and teachers will conduct their classes as planned.

- Students who are *not* observing the holy day are required to attend classes
- Classes will continue and lessons will be taught according to the teacher's schedule
- No evaluations will be scheduled, nor will any assignments be due on or the day after major holy days

If a student is absent for a holy day, and an email, note or phone call of explanation is provided by the parent/guardian, then the missed classes do not count in the student's absence total. Accommodations for absences will be made for students of all religious affiliations.

Absence Procedures

What do I do if...I am absent from school?

Parents/guardians are asked to phone the school and leave a message about the absence. Please call 416-393-1860 ext. 1 to report absences. Parents/guardians may also e-mail foresthill.ci@tdsb.on.ca to report the absence.

The student may bring a note signed by a parent/guardian to the Main Office upon their return. The note is retained by the Main Office. A copy is returned to the student to be shown to all subject teachers.

If the school is not notified of a student's absence in advance, an automated dialer will call parents/guardians. Parents/guardians are asked to contact the school to share the reason for absence.

- In all circumstances, it is the student's responsibility to communicate directly with the teacher, *in advance*,

concerning any event that will prevent the student from attending a class.

- Depending on the circumstances for the absence, the student *may* have the opportunity to complete evaluations missed during an absence. This opportunity will be given at the teacher's discretion.

If no prior notification is provided by email or phone call for an absence, a student will be required to bring a note to the Main Office upon return from an absence. The office will copy the note and the student will show it to all of his/her teachers.

If the student does not bring a note, the classroom teacher will send the student to the office to contact a parent/guardian to obtain the absence reason.

What do I do if...I am late for school?

Students are expected to be on time for class. Students more than 15 minutes late for period 1 must sign in at the Main Office and obtain an admit slip. The student will need to provide a reason for being late.

Persistent lateness will be addressed with the student and parent/guardian by the teacher. Multiple lates will result in a variety of consequences to eliminate the late arrival, including detention.

If the lateness persists, the student will be referred to the Vice Principal.

What do I do if...I want to sign out during the day?

Every student leaving school early *must* sign out in the main office before leaving the school. If the student does not have a note, the student *must* contact the parent/guardian directly from the main office prior to leaving.

A student who becomes ill or feels unwell during school hours *must* report to the Main Office and we will contact the parent/guardian prior to sending the student home. It is crucial that the school have current and complete contact information for parents/guardians at all times.

Regardless of the circumstances or student age, students must *not* leave school without signing out in the office.

What do I do if...I am returning from an appointment?

When you return from an appointment during the school day, you must sign in at the Main Office.

Persistent Absences

If a student has excessive absences, the Vice Principal will meet with the student and his/her parent/guardian to determine how to support improved attendance.

The Ministry of Education states students who miss 15 classes in a row, without notification to the office, must be demitted from their course.

Absence from a Culminating Activity Evaluation

Culminating Activities are completed during the last four weeks of classes and are part of the student's 30% end-of-course mark. Culminating activities and examinations carry the same importance and the same attendance requirement. Thus, attendance during culminating activities is mandatory.

Culminating activity dates and times for all courses are set out in the schedule which is distributed to students and parents/guardians on the school's website (www.fhci.net). Dates for evaluation of culminating activities will not change. Consult with your teacher before scheduling activities to determine if an evaluation will be missed and the potential impact on the final mark. Some courses have culminating activities that take place over several days.

Students are urged to check their Culminating Activity schedule carefully.

If a student misses a scheduled performance/presentation Culminating Activity without a legitimate reason, the student will receive a mark of "0".

A student who does not meet the deadline for submission of a Culminating Activity may have a mark deduction imposed. A student who misses the absolute deadline, will receive a mark of "0".

If a student is too sick to complete a Culminating Activity, the parent/guardian is asked to contact the school as soon as possible. The parent/guardian will be given the FHCI 'Missed Evaluation' form to be completed by a medical doctor and submitted within two days of the missed culminating activity.

If satisfactory documentation of the illness is provided on the missed evaluation form, the Culminating Activity will be rescheduled. Otherwise, the student will receive a mark of '0' for that missed evaluation.

Absence from a final examination

Exam days—five days at the end of Semester 1 and five days at the end of Semester 2—are shown in the school calendar in this agenda book. Specific exam dates and times for all courses are set out in the exam schedule which is distributed to students and parents/guardians. **We are not able to accommodate any changes to the exam schedule nor requests to write an exam at a date/time other than the scheduled date/time shown.**

Do not schedule activities on documented exam days. Missing an exam will have an impact on a student's final mark.

If a student is too sick to write a final exam, the parent/guardian must contact the school before the exam, obtain the FHCI 'Missed Evaluation' form to be completed by a medical doctor, and submit it within two days of the missed exam. Instructions are also provided with the examination schedule.

If satisfactory documentation of the illness is provided on the missed evaluation form, it will be decided by the Administration in consultation with the subject teacher when an alternate evaluation will be written, if required. Extenuating circumstances (death in the family, court dates etc.) warrant communication with the appropriate Vice Principal. Vacations, summer jobs and scheduled appointments are not appropriate reasons to miss an exam and will result in a mark of "0".

Students are urged to check their exam schedule carefully. If a student misses an exam because of misreading a schedule, the student will receive a mark of "0".

Examination Procedures

1. All textbooks and school-owned materials must be accounted for prior to exams being written. In the case of textbooks, a student must either:
 - a) Bring the textbook to the exam room; or
 - b) Pay the full replacement cost for a lost book in the main office and receive a receipt of payment before going to the exam room; or
 - c) Go to the main office before the exam and receive written confirmation that text book will be returned or the full replacement cost of the missing/ damaged textbook will be paid following the exam and prior to final reports being issued.
2. Students without their textbook on the exam day should go to the main office at least 30 minutes before their exam begins to ensure they may obtain the required receipt and arrive on time for the exam.
3. Students should plan to arrive at the school at least 20 minutes before the examination begins. No extra time will be given to students who arrive late. For students who are granted time and a half, extra time will be calculated from the scheduled exam start time.

Students who are more than 30 minutes late for an exam must sign in at the Vice-Principal's office before going to the examination room.
4. Students should bring their textbook and all required supplies (pens, pencils, rulers, calculators etc.) as allowed by the teacher to the examination room. Students may not share or borrow materials.

Water bottles with no labels are permitted. No food is allowed in the exam room.

Bags may be brought in and left at the front of the exam room.

Coats, pencil cases and powered off personal electronic devices must be kept at the front of the classroom.

5. Students are not to talk after entering the room and must leave the materials on the desk untouched until they receive instructions from the supervising teacher.
6. No student may hand in the examination and leave the room before the end of the examination time.
7. Bathroom breaks are not encouraged during an exam as they are disruptive and take away from the time a student has to complete an exam.
8. Before writing the exam, students are advised to check the number of pages of the examination to ensure that none of the pages are missing.
9. At the conclusion of the examination, students should ensure all pages are numbered and their name is on the front of the exam. Their name should appear on any loose pages submitted with the exam.
10. When the end of the examination is announced, students must stop writing *immediately*. The presiding teacher will collect an exam from each student while students remain seated without talking.

Once all exams have been collected, students will be dismissed by the presiding teacher. Students are asked to leave the school quietly as other students may still be writing their exams.

Guidance Department

 @FoHillGuidance

 @fhcguidance

 @tdsbfhcguidance

The Guidance Department at Forest Hill Collegiate Institute offers a variety of services. In addition to Guidance Counsellors, a TDSB Child and Youth Worker, Social Worker and Psychologist are assigned to the school and may be accessible by school referrals. A Settlement worker is also available to assist families new to Canada.

Our comprehensive Guidance program includes:

- Personal and educational counselling
- Post-secondary planning (i.e. apprenticeship, workplace, college, university)
- Career exploration and counselling
- Information on, and referral to, local community services
- Scholarship opportunities & financial aid information
- Community involvement opportunities
- Job opportunities
- Night or Summer School information/registration
- Mental Health and Wellbeing support
- Problem solving support and conflict resolution
- Enrichment and leadership opportunities
- Peer Tutoring

Assignment of Counsellors for School Year 2019-2020

Mr. Oosterhoff	Ms. Robles Evans	Ms. Ng
Surnames A-F	Surnames G - M	Surnames N - Z

Course Changes

Forest Hill Collegiate recommends a full time program of studies for all students. Students under 18 years of age require permission from a parent/guardian to change a timetable. Grade 9-11 students are expected to enrol in four courses each semester; Grade 12 students are expected to enrol in at least three courses each semester.

Policies and Procedures

1. It is a student's responsibility to ensure that their course selection satisfies requirements applicable to:
 - Course prerequisites
 - Graduation
 - Post-secondary plans
2. No timetable will be changed for students requesting a change of teacher.
3. Students requesting course changes must do so using a form in spring or in person by appointment during other times in the school year.
4. The deadline for students wishing to add or change a course is generally two days before the semester begins by noon.

**Specific dates and rules regarding course change procedures are always outlined on the updated timetable before every semester.*

Dropping a Course

In order to be eligible to be an executive member of a major school club students:

- In grade 9 & 10 must have four courses
- In grades 11 & 12 must have at least three courses

on their FHCI timetable in the semester in which they wish to remain on the executive of a major school club.

Requests are made by appointment with a guidance counsellor. Until the request has been granted, students must continue to attend the class.

Full Disclosure and Reports

Students have five days after receipt of their first Ministry report card (November/April) to drop a course at the Grade 11 or Grade 12 level.

After that time, if a student decides to drop a course, the course will appear on the Ontario Student Transcript with: 1) the mark obtained at the time the course was dropped; and 2) "W" to indicate the student withdrew before completing the course.

Students repeating a course for which they have already received a credit will have all marks recorded, but only one credit will be granted.

OUAC transmission dates are Nov 7, Feb 13, April 23, and July 6, Aug 2, Aug 29.

OCAS transmission dates are Nov22, Feb 7, April 24, and July 3, Aug 2, Aug 14.

External credits (FINAL marks only) will be updated to OUAC/OCAS only when an official report card is received from other schools a minimum of one business day prior the February and April transmission dates. The deadline for receiving final reports in June is June 22.

Community Service Hours

In order for a student to earn the OSSD (Ontario Secondary School Diploma) a student must complete 40 hours of community involvement activities.

The Community Involvement Form that is used to document hours is available on the Guidance Website. The form lists in detail the activities that are deemed eligible (and ineligible).

Prior to beginning an activity to accumulate community service hours, students must obtain the required forms from the Guidance office, and it is recommended that students discuss the proposed activity with their counsellor to ensure that the activity conforms to TDSB policy.

In-School Strategies Team (IST)

The In-School Strategies Team consists of Guidance Counsellors, Administration, Special Education Teachers, and Student Success Teachers.

The IST receives referrals on specific students concerning academic or personal issues. Parents/guardians and/or students with concerns about student achievement or well-being may discuss the issue with the Vice Principal or Counsellor who will report on the concern at the IST.

Resources and Links

Ontario Secondary School Diploma Requirements

www.tdsb.on.ca → Students → OSSD Requirements

MyBlueprint - <http://www.myblueprint.ca/tdsb/>

Guidance Facebook Page -

<https://www.facebook.com/tdsbfhcguidance/>

OYAP - <http://oyap.ca/>

Ontario Colleges - <http://www.ontariocolleges.ca/>

Ontario Universities - <https://www.ontariouniversitiesinfo.ca/>

Other Important links are available on the school Guidance Department Website:

<http://schoolweb.tdsb.on.ca/foresthill/Departments/GuidanceCooperativeEducation.aspx>

FHCI Library Learning Commons

The Forest Hill Library Learning Commons (LLC) is the hub of our school. It is an inclusive, flexible space where inquiry-based learning is fostered, students and teachers

collaborate, and technologies are explored. The resources in our LLC support all learning and promote a strong, school-wide reading culture.

One of the most important resources available for student use is the TDSB Virtual Library, it includes the Forest Hill C.I. catalogue and numerous digital resources. Students have access to thousands of online resources, citation tools and databases. These resources can be used by following the steps outlined below.



Connect to your TDSB Virtual Library

anywhere online for news/magazine/journal articles, eBooks, streamed video, images, and recommended websites/tools. Find answers to questions, solve problems, tackle projects, celebrate reading, and have fun.

Three ways to find the Virtual Library

1. **tdsb.on.ca** & search '**Find Your School**'
2. **Log on to aw.tdsb.on.ca** and click '**My Home**' tab
3. **Search online for 'school name TDSB virtual library'**

The LLC is located on the 100 level and is open from 8:30 a.m. to 4:00 p.m. Books, Chromebooks and other materials are available for student use in the LLC and in class. There is a printer and a photocopier available for student use as well.

Teacher-librarians are happy to support your learning in a variety of different ways. We can help you find resources for your assignments, navigate the Virtual Library, pair and use the most appropriate form of technology and find the perfect book! This is your Library, you belong here!

The LLC is available to students to complete course work or engage in quiet study. Students who wish to socialize during a spare period or during lunch may access the cafeteria.

Homework Assignments at FHCI

Rationale

Homework is an integral part of the curriculum at Forest Hill Collegiate. It is seen as an extension of the school day and is regularly assigned. Homework assignments also provide an opportunity for the direct involvement of parents/guardians in the educational development of their children.

By regularly completing assignments, students develop good work skills and study habits and acquire a better understanding of the material. Students are required to complete and submit all assignments.

Purpose

Homework assignments serve a variety of purposes and it is an opportunity for parents to be involved in their children's education. Homework helps students to:

- Review and practice what they've covered in class
- Prepare for the next day's lesson
- Learn to use resources such as libraries, reference materials and internet sites to find information about a subject
- Learn to work independently
- Develop work habits and study skills (homework and assignments provide students with the opportunity to manage time and to meet deadlines.)

In addition, homework can help create greater understanding between families and teachers and provide opportunities for increased communication.

Homework Tips for Students and Parents/Guardians

- Set a regular time for homework; a consistent schedule for homework helps students organize their time and finish assignments. The schedule should take into consideration the amount of homework that has been assigned and the student's extra curricular activity schedule.

- Pick a place—the homework area does not need to be fancy. It should have good lighting and be fairly quiet.
- Students should ensure they have all the materials that they need (dictionary, calculator, pencils, eraser, etc) so that time is not wasted.
- Remove distractions; turn off distractions (music, TV etc.) as they interfere with the student's ability to concentrate. Discourage texting and phone calls during homework time – schedule “communication” breaks.
- Identify appropriate resources; there are homework help websites. Students should talk to their teacher about the appropriate use of computers as a learning and homework tool. Check with the school library to identify suitable web sites.
- Parent/guardians should be involved *appropriately*. Students are more likely to complete homework when parents/guardians monitor their assignments. How closely you need to monitor depends on the individual student.
- Students are encouraged to clarify assignments and due dates prior to bringing them home. Parent/guardians can support, but should not do their child's homework for him/her.
- Talk about the assignment; talking and asking questions can help the student to think through an assignment and to break it down into small, manageable parts. Questions to ask are:
Do you understand what you're supposed to do?
Do you need help in understanding how to do this assignment?
Do you have everything you need to do the assignment?
Does your answer make sense to you?

Consult the teacher if problems persist.

Assessment, Evaluation and Reporting of Student Achievement

Evaluation of student achievement is determined by the procedures outlined in the Ministry of Education evaluation document, *Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, First Edition Covering Grades 1 to 12*, which is provided electronically to all parents/guardians at FHCI.

In the TDSB, there is an expectation of fair, consistent and transparent assessment, evaluation and reporting strategies. Assessments and evaluations are designed to provide students with multiple, positive opportunities to demonstrate their learning skills, work habits, and their understanding of the curriculum expectations.

Students at Forest Hill Collegiate follow the program and diploma requirements in *Ontario Secondary Schools (OSS) Grades 9 - 12 1999* and *Education Policy and Program Update to April 30, 2010*.

- The primary purpose of assessment and evaluation is to improve student learning and achievement.
- Other purposes of assessment and evaluation include the placement, promotion and certification of students.
- Assessment and evaluation in all courses are based on the knowledge and skills described in the curriculum expectations and the achievement charts in the subject curriculum documents.
- In order to earn a credit in any course, students are responsible for demonstrating evidence of achievement of the knowledge and skills described by the OSS curriculum expectations.
- Detailed course outlines describing the expectations, content and evaluation for each course are posted at <http://schools.tdsb.on.ca/foresthill/Home>
- At the beginning of each course, teachers will tell students the types of assignments and tests that they should expect and how their final mark will be calculated.

Supporting and Evaluating Student Achievement

Students are evaluated in four achievement categories: Knowledge/ Understanding, Thinking, Communication, and Application.

In English, French, ESL, and Music, the subject "strands" form the primary framework for tracking and recording student marks, instead of the achievement categories.

Evaluation of the achievement of the curriculum expectations is based on the achievement chart and mark weightings are shared in the Course Outlines

Determining the Student's Final Report Card Mark

Term Mark (70%)

Students will engage in a variety of assessments to improve their knowledge and skills, as well as evaluations to demonstrate achievement of the curriculum expectations. Evaluations are designed to be fair, consistent and meaningful. Students are expected to attend class regularly, to participate in evaluations when they are scheduled, and to submit completed work in a timely fashion. Prior to determining the student's term mark, the teacher will review the student's term mark to determine the most consistent, more recent level of achievement.

Missed Evaluations

Students with a documented 'legitimate' absence may be given an opportunity to complete missed evaluations. If a student is absent for several evaluations, independent verification of the reason for each absence may be required before the student may complete missing evaluations.

When a student does not complete an evaluation without legitimate reason, a mark of '0' will be assigned.

If several evaluations are missed, and there is no evidence that the student has achieved a significant number of

curriculum expectations, the missing evaluation(s) will affect the 70% term grade.

End of Course Mark (30%)

Formal examinations and/or culminating activities will determine the remaining 30% of the student's final grade in the course. Examinations and culminating activities are scheduled during the last three weeks of each semester and during the formal exam schedule. Families are advised to NOT book appointments or travel plans during this important time of the semester.

Final Achievement Mark

The student's final achievement mark, which appears on the report card and transcript, is the sum of the term mark (70%) and end of course mark (30%).

Learning Skills

Student achievement in six Learning Skills is communicated to students and parents/guardians by means of the Provincial Report Card, Grade 9 - 12.

Due Dates

Due dates apply to evaluations which include assignments, projects, presentations and tests. Teachers will use a variety of strategies to help support the development of student work habits that will ensure that students are prepared to learn and complete school work. Teachers, students and parents will work together and if, in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include but are not limited to:

- speaking with the student about the reason for not completing the assignment;
- helping students develop better time-management skills;
- maintaining ongoing communication with students and/or parents about due dates and late

assignments, and scheduling conferences with parents if the problem persists;

- having the student come and complete the assignment with the teacher outside of class time;
- taking into consideration legitimate reasons for missed deadlines;
- holding teacher-student conferences;
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- setting up a student contract and negotiating a new deadline;
- reviewing the need for extra support for English language learners;
- referring the student to the In-School Support Team to access the Student Success teacher's support;
- referring the student to the In-School Support team to review whether the student might require special education services or Child and Youth Worker support;
- requiring the student to work in the Vice Principal's Office to complete the assignment;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- deducting up to 10% of the value of an evaluation for assignments which are submitted late for marking;
- deducting the full value of the assignment if the work may no longer be submitted for evaluation.

A late assignment might result in the deduction of marks when previous late submissions have been made in the same course and significant strategies to encourage on-time submissions have been unsuccessful.

When a teacher assigns a project, test or other work to be submitted for evaluation, the teacher will announce the due date. Due dates are established to provide students with timelines that connect evaluations with the meaningful ongoing work that is happening in the

classroom. For major projects, the teacher will monitor the progress of the students to ensure students are progressing toward meeting stated due date. Students are responsible for keeping track of due dates and must manage their time accordingly and must understand that they will be held accountable for incomplete, missing and late assignments.

An **absolute deadline** is a date after which work cannot be submitted for evaluation. An absolute deadline may in some circumstances exist once evaluated work is returned to students.

Students may request additional time to complete evaluations, and teachers can, when warranted and possible, provide extensions and negotiate revised deadlines. Such requests should be made by students to the individual teacher directly prior to the due date. Revised deadlines will be documented and communicated with parent/guardians (for students under the age of 18) so they can help to ensure that work is completed for evaluation.

"The professional judgement of the teacher, acting within the policies and guidelines established by the ministry and board, is critical in determining the strategy that will most benefit student learning." (Growing Success, p. 46)

Requirement for Academic Honesty

All students at Forest Hill Collegiate are expected to submit their own work for evaluation.

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

- seek clarification from teachers about plagiarism;
- seek assistance when their research skills need improvement;
- understand the penalties for academic dishonesty and plagiarism;
- ensure that all their work is original and that they cite sources accurately, consistently, and completely.

Students are expected to demonstrate academic honesty on all assignments, presentations, tests and examinations.

Academic Dishonesty – Plagiarism

Plagiarism is copying, reproducing or paraphrasing portions of someone else's published or unpublished material, and representing them as one's own thinking by not citing the source, or by failing to use appropriate quotation marks even if the source has been cited.

Plagiarism also includes copying and using information from the internet or other electronic sites without citing the source.

Ensuring there is no plagiarism applies to all assignments including lab reports, diagrams, essays, and computer projects.

Academic Dishonesty – Cheating

Cheating is acting dishonestly or unfairly to gain unearned marks. In the case of an evaluation, cheating is a deviation from the honest behaviour that is expected in an evaluation situation.

Examples of cheating include: copying from another student's work; copying/using another student's work on an evaluation; unauthorized use of electronic media during an evaluation or bringing unauthorized notes or notations into an evaluation.

When academic dishonesty—plagiarism or cheating—is suspected, the teacher will report this to a Vice-Principal. If academic dishonesty is confirmed, the student and the parent/guardian will be informed of the details regarding the academic dishonesty and the resulting consequences.

Students involved in academic dishonesty—including assisting another student to plagiarize or cheat—will face academic consequences. All students involved in academic dishonesty may receive a mark of "0" for the evaluation, no matter what their role.

This policy will apply regardless of when academic dishonesty is discovered, whether before, during or after an

evaluation. If it is discovered after an evaluation has been marked, the submission will be re-evaluated and the mark changed to reflect academic dishonesty.

Ensuring privacy of student work

It is up to each student to ensure the privacy of their own work. Students who submit work done by another student will receive a mark of "0". Similarly, a student who shares his/her work with another student, regardless of the reason or cause, will receive a mark of "0" if the work is plagiarized. This includes giving or emailing an assignment to another student for the purpose of giving that student 'guidance' on completing that assignment. Both parties will receive a mark of "0".

Achievement Reporting Cycle

Semester 1

Curriculum Night for Grade 9 ParentsSeptember 19, 2019
*Markbook/Interim Printout Week of October 15, 2019
Teacher Interviews all GradesOctober 24, 2019
Midterm Reports to studentsNovember 13, 2019
*Markbook Printout to students..Week of December 16, 2019
Semester I Examinations..... January 22 – January 28, 2020
Semester I End of Course Mark ReviewJanuary 29, 2020
Semester I Report Cards distributed February 7, 2020

Semester 2

*Markbook /Interim Printout Week of March 9, 2020
Teacher Interviews all Grade March 26, 2020
Midterm Reports to students April 22, 2020
*Markbook Printout for students Week of May 25, 2020
Semester II Examinations.....June 17-23, 2020
Semester II End of Course Evaluation Review .. June 24, 2020
Semester II Report Cards Mailed..... Week of July 1, 2020

*The Markbook printouts are issued to students in every subject during the weeks shown. They list all marks earned to date by the student as well as the standing of the class on each evaluation. Parents should ensure they receive and review the Markbook printouts with their child at each issue date.

Student Activities

Prefects

The Prefects is a group of student leaders in our school. Prefects provide ongoing and invaluable support to the staff and administration of Forest Hill. They represent the student body in the eyes of the community. They provide mentorship to Grade 9 students. Prefects are selected by teachers and current year prefects. Selection for these positions is held in the spring for the following year. In order to be eligible to be a Prefect, students must have full time status (3 classes) during the Prefect term (April – April)

Student Council

The Student Council is composed of an executive (President, Senior Vice President, Junior Vice President, Secretary/Social Media Rep., Treasurer, Social Representative, and Sports Representative) elected by the student body.

Student Council elections are held in May. Students interested in presenting themselves as candidates may request a copy of the Student Council Constitution from the Main Office. In order to be eligible to hold a Student Council Executive position, students must have full time status (3 classes) during the term (May – May)

Be a true part of the F.H.C.I. community by supporting your Student Council and contributing to school spirit. Students who wish to have new activities introduced to Forest Hill should contact the Student Council Executive.

Major Clubs

Athletic Council Music Directorate Production Crew

These clubs are actively involved in the everyday life at FHCI. Separate applications are completed in the Spring of the previous school year. All executive members must be full time students at FHCI. New students are welcome to join the organization each year.

Clubs and Student Organizations

Students may start a new club by obtaining a staff sponsor and submitting a club charter application form. "Club Fair" provides students an opportunity to join clubs and groups. Some leadership groups require an application which is announced to students well in advance.

List of Current Clubs and Organizations

Art Club • Because She's A Girl • Black Student Alliance • Board Games Club • Caring and Safe Schools Committee • Chess Club • Christian Fellowship Club • Computer Science Club • Cookies for a Cure • COPE Council • Cubing Club • Dance Fashion Show • DECA • Drama Club • Environmental Club (LEAP) • Filipino Club • For the Benefit of Others • French Club • Forester Yearbook • Gender Sexuality Alliance (GSA) • Golden Falcon Newspaper • History and Politics Club • Investment Club • Jewish Culture Club • K-pop & Dance Club • Lifters' Club • Math Club • Multiheritage Club • Newcomers' Club • Peer Tutors • Save the Animals Club • Science Club • Sports Management Club • Video Game Club •

Instrumental and Vocal Music

Mega Band, Chamber Strings, Combined Strings, Jazz Ensemble, Forest Voices

Expectations of students participating in extra-curricular activities

Students are expected to comply with the school's Code of Conduct, be responsive to and cooperative with staff sponsors of the activity.

Participation in extra-curricular athletics

As per the TDSSAA Constitution, in order to be eligible to participate in a major school activity students:

- in grade 9 & 10 must have four courses;
- in grade 11 must have at least three courses;
- Students who have achieved 22 credits must have at least 2 courses;

on their FHCI timetable in the semester in which they wish to participate in a major school activity.

TDSSAA Spectator Admission Requirements

Regular Season and Exhibition Games

- Only students from the “host” or “home” school are permitted to attend.
- A Student Activity Card with photo identification is mandatory for entry as a spectator into the competition venue.

TDSSAA Code of Conduct for Spectators

(Article 2, section 3 & Appendix I of the TDSSAA Constitution)

It is expected that all spectators will:

- i. Cheer in a positive manner
- ii. Respect the decisions of the officials
- iii. Respect the athletic facilities and property
- iv. Respect the authority of the TDSB staff members who are supervising games
- v. Be courteous and respectful to fellow spectators
- vi. Not interfere with the game in any manner
- vii. Refrain from the use of profanity, taunting, threatening actions, or violence
- viii. Behave in accordance with all TDSB policies

Spectators who are unable to meet the above expectations will be asked to leave and may be subject to further discipline according to their school's Code of Conduct.

Physical Education Program

Clothing and Equipment

The physical education program at Forest Hill involves a rotation through various activities and sports. Active participation is a requirement in all Phys Ed classes.

In order to maintain an acceptable level of hygiene, both personal and in the facility, the following clothing expectations are in place for students:

- Appropriate athletic shorts or track pants/leggings
- T-shirt (FHCI crested purchased from the Phys Ed department as part of the Gr. 9 uniform)
- Running shoes
- Bathing suit & towel
- Sweatshirt/track suit for outdoor use in cool weather

Notes:

1. Running shoes are to be athletic-style shoes with rubber, non-marking soles.
2. Students participating on school teams will be asked for a team fee and a uniform deposit which will be refunded when the uniform is returned clean and on time.

Athletic Programs

The athletics program at Forest Hill Collegiate is extensive and varied.

1. **Physical and Health Education Courses.**
Courses are offered in all grades from 9 to 12. In grades 9, 10 and 11 courses are gender specific - eg. Girls' Phys Ed and Boys' Phys Ed and Grade 10 Girls' Personal Fitness. In Grade 12, all courses are Co-Educational. Co-educational Aquatics is offered in Grade 11 & 12.

A variety of activities, involving both individual skill and team participation are included in the courses. All courses include a rotation through the various facilities

available; the gyms, weight and fitness room, pool, outdoor sports and health room.

Students may be excused from participation only on presentation of a medical certificate. Students who do not participate without presentation of a medical note will receive a mark of "0" on daily participation.

2. **Intramural System**

The Intramural program operates for all students regardless of athletic ability and is organized by the Athletic Council. Participation is voluntary and events and games are held during the lunch hour.

Intramural sports may include: soccer, ball hockey, basketball, volleyball, badminton, tennis, table tennis, ultimate frisbee etc.

The focus of the intramural program is on participation and enjoyment.

3. **Interscholar Sports**

Forest Hill is a member of the Toronto District Secondary Schools Athletic Association which oversees and organizes interschool competition in a wide variety of sports for both male and female students. Each team is sponsored by a member of the staff on a voluntary basis. Forest Hill has routinely been involved in the following interschool sports: Basketball, Swimming, Badminton, Volleyball, Skiing & Snowboarding, Hockey, Track and Field, Tennis, Ultimate Frisbee, Baseball, Cross-country, Soccer and Rugby.

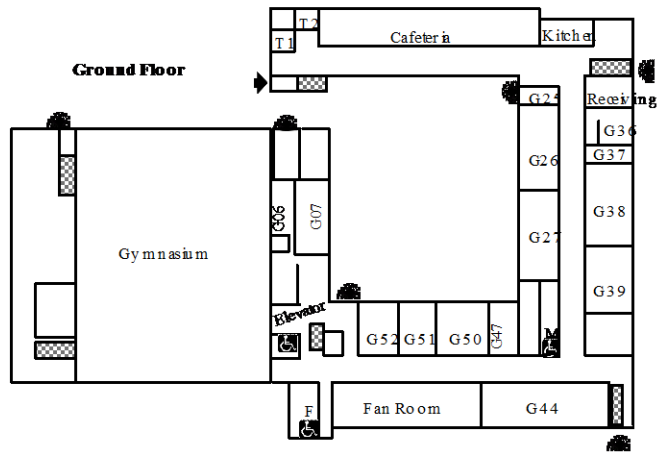
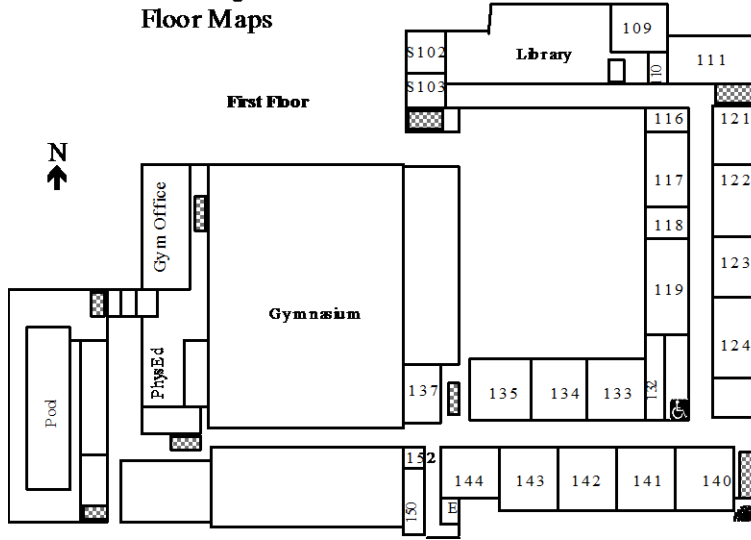
Participation on a school team is limited to students who are engaged in a full-time commitment to FHCI for the full semester in which the sport is played.

Making Contact

A complete list of school staff and their email addresses can be found on the school website.

Principal.....Ms. Fuentes (reiko.fuentes@tdsb.on.ca)
Vice Principals:
.....Ms. Papadopoulos (agoritsa.papadopoulos@tdsb.on.ca)
.....Mr. Ghassibe (joseph.ghassibe@tdsb.on.ca)
Office Administrator Ms. De Jesus
Main Office Staff.....Ms. Liscoumb, Ms. Manolakos, Ms. Everett
School-Based Safety MonitorMr. Maule
Guidance Counsellors Ms. Ng, Mr.Oosterhoff, Ms. Robles Evans
Special Education Ms. Honess
ESL..... Ms. Halas
Guidance Secretary Ms. Sukhdeo
Head CaretakerMr. Manone

**Forest Hill Collegiate Institute
Floor Maps**



Forest Hill Collegiate Institute Floor Maps

