

# Parent Handbook

Macdonald Collegiate Institute  
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[schoolweb.tdsb.on.ca/johnamacdonald](http://schoolweb.tdsb.on.ca/johnamacdonald)

**2021 – 2022**

Principal: Helen Vokas  
Superintendent: Cassandra Alviani-Alvarez  
Trustee: Manna Wong

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## Mission Statement

Macdonald C.I. is a student-centered, community school which strives to maintain its traditions of academic, athletic, and artistic excellence, to educate the whole person, and to encourage all students to reach their individual potentials.

Our Values:

- Encouragement
- Self-Discipline
- Excellence
- Cooperation
- Fairness

## Message from the Principal

Welcome to Macdonald Collegiate Institute. The Macdonald community provides a rich learning experience for all students that reaches beyond classrooms. Hands-on experiential opportunities, co-curricular activities, extensive sports, and a variety of academic supports are tailored to the diverse community and bonds all students, parents, and staff at Macdonald. We encourage students to be active, making everyone's experience at Macdonald rewarding.

We believe in collaborating with students and parents as a team to support your child, as they reach their potential. If you have concerns, we encourage you to contact our staff. As partners in your child's education we would like you to:

### COMMUNICATE

- changes in contact information to keep lines of communication open
- illness and excused absences by calling the day of the absence and providing notes upon return
- concerns of any social, emotional, or academic issues that may be affecting your learner

### BE INFORMED

- review the school calendar to anticipate upcoming events, i.e. report cards, special events, etc.
- review your child's agenda for all the expectations of behaviour, attendance, diploma requirements and other valuable information about the running of the school
- review TDSB policies and procedures at [www.tdsb.on.ca](http://www.tdsb.on.ca)

### MONITOR

- your child's work habits and due dates for assignments. Students should always be reviewing work in preparation for upcoming tests whether assignments are due or not.
- your child's progress by knowing when to expect a report card (see school calendar)
- attendance by responding to phone calls from the automated system and pushing 2 to acknowledge receipt of the notification
- homework assignments

### ENCOURAGE

- your child to participate in inter/intramural programs. Students, who participate in sports or the Arts, generally do better in school.
- respectful behaviour towards all

### PARTICIPATE

- in Parent-Teacher Interviews to meet the teachers and learn about curriculum expectations
- as a volunteer for School Council to give a voice to the governance of the school

The Macdonald Parent Handbook provides you with information that you will find important. Please take a few moments to review it, to help you better understand the attendance, the assessment and evaluation policies, the school calendar, dates, and other important information.

If you have any questions, please contact the school.

#### IMPORTANT CONTACT NUMBERS

Main Office: 416-396-6793  
Guidance: 416-396-6793 ext. 20041

## Message from the Chair of the School Council

Macdonald CI has a strong school council that is committed to the education and wellbeing of students, staff, and the community. Education is a partnership involving parents, students, teachers, principals, school boards, government, and the community. Involvement in the Macdonald School Council provides the opportunity to strengthen that partnership, and to be part of a dedicated team working to ensure a high quality of education and an accountable education system. By participating as a school council member, you can help your council discover new and exciting ways to contribute to the education of students at Mac. Your participation can make a difference!

Our School Council meetings take place virtually at 7:00 p.m. and are on the following dates:

- October 27, 2021
- November 24, 2021
- January 26, 2022
- March 30, 2022
- May 25, 2022

## Frequently Asked Questions

Questions	Answers
I am new to Ontario. How can I learn about the high school education system here?	<ul style="list-style-type: none"> <li>• Contact the Settlement Worker at 647-888-1494 or Guidance Counsellor at 416-396-6793 ext. 20041</li> </ul>
Who can I ask about my child's progress in his/her courses?	<ul style="list-style-type: none"> <li>• Contact your child's teacher. The Staff directory is on our website.</li> <li>• Contact a Guidance Counsellor at 416-396-6793 ext. 20041</li> <li>• If your child is receiving Special Education support and has an IEP (Individual Education Plan), contact the Special Education Department at -416-396-6793 ext. 20469.</li> </ul>
<p>My son/daughter says they are being bullied at school? What can they do? What can I do?</p> <p>My son/daughter is aware of an unsafe situation that involves other students? What can we do?</p>	<ul style="list-style-type: none"> <li>• Students can call the student safety line and remain anonymous (416-395-SAFE). All information will be investigated.</li> <li>• Speak to a Vice Principal.</li> <li>• Encourage your son/daughter to speak to a staff member.</li> <li>• Speak to a Guidance Counsellor.</li> </ul>
My son/daughter never has homework and says all work has been completed at school. Is this true?	<ul style="list-style-type: none"> <li>• There is always homework! Ask to see their notebooks. If class work is completed, your child can organize their binders and review class notes from each day. When in doubt, contact your child's teacher.</li> <li>• Review the student agenda, and virtual learning platforms.</li> </ul>
I think my child needs extra help in his/her courses. How can I find out what help is available?	<ul style="list-style-type: none"> <li>• Peer Helpers are also available upon request from the Guidance Office. Free online math tutoring for grades 7-10 is available (see Page 15).</li> <li>• Contact your child's teacher. Department phone numbers are provided in this handbook and staff directory is on the website.</li> </ul>
My son/daughter says there are no classes today. How can I check?	<ul style="list-style-type: none"> <li>• Call the Main Office at school at 416-396-6793.</li> <li>• Check the list of special dates in this handbook or the school website. All holidays, exams days, and late starts are listed.</li> </ul>

## Macdonald CI Day Schedule

	Regular Day	Late Start
Period 1	9:00 a.m. – 11:30 a.m.	10:00 a.m. – 12:00 p.m.
Lunch	11:30 a.m. – 12:15 p.m.	12:00 p.m. – 12:45 p.m.
Period 2	12:15 p.m. – 2:45 p.m.	12:45 p.m. – 2:45 p.m.

## Macdonald CI Expectations

### For Students to:

- arrive on time prepared for each class
- attend and participate in all timetabled classes and remediation as assigned
- complete all assigned work, and be responsible for work missed during all absences
- follow the TDSB, school and classroom policies
- communicate to your parent/guardian school activities and progress
- be familiar with the TDSB Code of Conduct and the Code of Online Conduct published in the agenda book

### For Parents and Guardians to:

- report student absence and provide written documentation on the date your child returns to school
- support learning at school and at home
- understand the TDSB, school and classroom policies
- monitor student's progress
- communicate and connect with the teachers and the school

### For Staff to:

- deliver programs in accordance with the school and the TDSB policies
- work in accordance with the TDSB and school policies in establishing classroom routines
- model a professional and business-like demeanor
- communicate information regarding student progress and behaviour to students, parents, and administration
- provide both leadership and authority within the school
- foster conflict resolution strategies
- attend to discipline concerns

## Report Cards & Parent-Teacher Meetings

There are two reporting periods in each modified semester:

	Semester 1	Semester 2
<b>Mid-Term Provincial Report:</b>	November	April
<b>Final Provincial Report:</b>	February	June

Parent/Teacher meetings are held once each semester on dates indicated on the school calendar. We encourage you to come and meet teachers and discuss your child's progress.

If you have questions at other times, phone the school and ask the subject teacher to return your call. If you have questions about your child's program, feel free to call the Guidance Office.

## Attendance Policy

To experience success at Macdonald CI, regular and punctual attendance is expected of your learner. When your child is absent the following is expected:

1. All absences for students under 18 years of age must be explained in writing by a parent/guardian. A student must present a note to the main office the day after the absence. An admit slip or a note received will be provided for the student to show all subject teachers. Students 18 and over must follow the same procedure with their own note. Notes should include the following information:
  - student name clearly printed
  - date(s) of absences including times for partial day absences
  - reason for absence or lateness
  - signature of parent/guardian
2. Students should consult with teachers immediately on return from any absences to arrange for missed tests or assignments.
3. If a student is leaving school before the end of the day, they must come to the main office and sign out. Students must have parental/guardian permission before leaving the building. If the student does not have a note, they must come to the main office and a parent/guardian will be called for permission.
4. Students who are absent from school for an extended period must provide appropriate documentation.

### Consequences of Non-Attendance

1. Automated system contacts the home regarding absences.
2. If an acceptable explanation is not provided immediately upon return, a parent/guardian will be contacted by your teacher(s) or will be told to bring in a note with more information.
3. If late and/or absences for classes accumulate, teachers will contact parents. If this continues a student will be required to see a counsellor/VP. A "tracking sheet" may be put into effect. This sheet requires the student to obtain the signature of every teacher and to return it to the office daily.  
Note: Failure to have the Tracking Sheet signed and returned will result in Step 4.
4. If the attendance pattern does not improve, a parental interview with a Vice-Principal will be required. Persistent absences will lead to further consequences.

### **Lengthy Absence**

For a lengthy illness of more than 5 days, a doctor's certificate is required.

To withdraw a student from school for reasons other than health, a parent must contact a Vice Principal. The student must see the attendance secretary for a copy of the appropriate form; once this has been filled out and approved by Administration, the request for leave will be considered. The student is responsible for all work missed and accepts responsibility for any lack of school progress or failure that may result from the absence.

### **Late for Class/School**

A student is considered late for Period 1 if they are not at their seat **by 9:00 a.m.** If a student arrives late for school with a note indicating that the student has been to a medical or dental appointment (or similar), he/she will be required to report to the Main Office and sign in.

For all other periods, students are late if they are not at their seat at the start of each period. This will be documented in the attendance system. Students are expected to report promptly to all classes.

## **Assessment & Evaluation Policies**

At the beginning of each course, teachers will give each student a course outline that provides information about the department evaluation policy, as well as the course evaluation policy. For most courses, seventy percent (70%) of the final mark is comprised of the term work such as tests, projects, assignments, essays, etc. The remaining thirty percent (30%) is in the form of a formal evaluation such as an exam or final project.

The term mark (70%) is typically divided into four achievement categories:

- Knowledge
  - Thinking
  - Communication
  - Application
  - Reading and Literature
  - Writing
  - Oral Communication
  - Media Studies
- or

Achievement categories have a different weight depending on the course, grade, and level. Marks for most evaluations and tests are divided into these four achievement categories which provide students, teachers and parents/guardians, information about the areas on which students need to focus.

### **Assessment, Evaluation and Reporting**

"The primary purpose of assessment and evaluation is to improve student learning" (*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grade 1- 12, 2011, p.6*). 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 and work habits and their understanding of the curriculum expectations.

There are three forms of assessment:

- *Assessment of Learning* is the evaluation of what the student has achieved, or what they have learned,
- *Assessment for Learning* assists the students and teachers, to determine student progress and to guide learning, and
- *Assessment as Learning* helps students to reflect on how they learn to become better students.



The evaluation of Learning Skills & Work Habits is not to be included in the calculation of the course mark unless indicated in the Course Curriculum Expectations. All students in the Toronto District School Board are expected to submit their own work for evaluation. Cheating and plagiarism will not be tolerated. (See Academic Honesty).

### **Homework**

Homework is an integral part of student success at Macdonald CI. Teachers assign homework to students so that they can practice independently, the material covered. Homework may include things such as:

- Daily assigned work for the following day
- Reading in preparation for the following day
- Reviewing the day's work

The amount of homework assigned per subject varies. Students should develop good study skills by setting aside time to complete all their homework. Homework should be completed thoroughly and on time.

### **Due Dates/Late Assignments**

When assigning a project, test, or other work to be submitted for evaluation, the teacher provides a due date which students are expected to meet. For major projects, the teacher monitors student progress to support students in completing work by the due date. Students do not have an automatic right to submit work late. They must discuss an extension to the due date with the teacher *before* the due date, at which point the teacher makes the decision about a possible revised due date.

Depending on the reason for the lateness, the teacher may choose, as a last resort, to deduct up to a maximum of 10% from the value of the assignment. If seeing a marked assignment would give another student an academic advantage, then a late assignment may not be submitted after the marked work has been returned to the rest of the class.

Examples of situations where a late assignment is likely to result in a loss of marks:

1. Other strategies to encourage on-time submissions have been tried and documented.
2. There has been a pattern of late submissions by the student in the course.
3. The student has not initiated a discussion to arrange for a revised due date.

**Note:** Students and/or their parents/guardians/caregivers must inform the school ahead of the due date if a request for accommodation of religious beliefs, practices and observances requires a rescheduled submission of student work.

### **Final Culminating Projects and Examinations (Special Note: NO EXAMS for 2021-2022)**

Students are informed at the start of their course if there is an examination or a final culminating activity that accounts for 30% of their mark. Students should start preparing for final evaluations the day the course begins. Examination schedules listing the date, the time and the room number of all exams, and the examination policies are distributed to students approximately one week before the start of the examination period. Last minute studying or "cramming" is strongly discouraged.

### **Major Evaluations – Attendance Policy**

All students must write all final evaluations or formal examinations throughout the year. Any student who is absent from any formal examination or final evaluation will receive a "0" unless a medical certificate is provided to the Vice Principal. **No exceptions can be made for students who may request a leave for vacation or travel overseas.**

# Academic Honesty

## **Cheating**

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

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

## **Plagiarism**

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

- Submitting an essay/assignment written by someone else, e.g., buying an essay online, downloading an essay from a website, having someone else complete one's assignment, or copying or using work including homework done by another student
- Piecing together material from one or several sources and adding only linking sentences
- Quoting or paraphrasing material without citing the source of that material, including, but not limited to books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form
- Copying and pasting from the internet or other electronic sites without citing the source
- Omitting quotation marks for direct quotations even if the sources have been cited

## **Teachers**

To ensure academic honesty and avoid instances of plagiarism, teachers will:

- Define plagiarism, and teach students the research skills that help them avoid plagiarizing (evaluating sources, note making, paraphrasing, proper citing of sources) so that students increase skills and confidence in submitting their own work for evaluation
- Use a variety of excellent print and electronic resources (including ones produced by the TDSB) to assist in the instruction of research skills
- Provide age-appropriate instruction about students' ethical responsibility to avoid plagiarism
- Create research assignments and tests that involve higher-order critical thinking that engage students, therefore reducing the opportunities for students to plagiarize
- Avoid creating assignments that require students to simply gather facts on a topic without engaging in problem solving, making choices, or reflecting
- Give students time to work on the assignment occasionally in class so that the teacher can assess, on an ongoing basis, the research skills students are developing, and can provide support as needed
- Ensure that assignments for evaluation, tests and exams are to be completed, whenever possible, under the supervision of a teacher
- Apply the procedures for dealing with instances of plagiarism consistently and fairly

- Structure major research assignments so that process steps in completing the assignment (bibliographies, thesis statements, outline, notes, drafts) are required of the students and are assessed
- Ensure that students understand the function and purpose of [www.turnitin.com](http://www.turnitin.com) as they may be required to submit their assignments through this website
- Clearly inform students of the consequences of plagiarism in the course outline distributed at the beginning of the course
- Model exemplary practices, ensuring that handouts and media used in class demonstrates adherence to current copyright and public performance laws

### **Students**

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

- Seek clarification from teachers about actions that constitute plagiarism
- Seek remediation when their research skills are deficient
- Understand the penalties for academic dishonesty and plagiarism
- Ensure that all their work is original and that they cite sources accurately and consistently

### **Consequences of Academic Dishonesty**

It is the intention of the TDSB to provide a consistent and fair approach to dealing with instances of academic dishonesty, specifically with plagiarism and cheating. When plagiarism/cheating is detected, the following process will be followed:

#### **Investigation**

- When a teacher discovers evidence of plagiarism/cheating, the teacher will discuss the matter with the student(s) involved
- The teacher will determine if plagiarism/cheating has occurred
- The teacher may consult with the principal/vice-principal to review the situation or whether there may be a consistent pattern of academic dishonesty.

#### **Communication**

If the teacher confirms plagiarism/cheating has occurred:

- The teacher will inform the principal/vice-principal of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences
- The teacher will inform the student of the consequences of this instance of plagiarism/cheating
- The teacher will inform the parent(s)/guardian (when the student is under the age of 18) that plagiarism/cheating has occurred and the consequences of this action

#### **Minimum Consequences for Plagiarism**

- A mark of zero may be awarded for the assignment in question, as there has been no evidence that the student has demonstrated research skills required to demonstrate achievement of the course/curriculum expectations
- In the professional judgment of the teacher/principal, he/she may provide an opportunity at another time for the student to demonstrate evidence of proper research skills
- Depending on the nature of the offence and in discussion with the principal/vice-principal, the student's other teachers may be alerted
- Repeated pattern of academic dishonesty may result in an escalating severity of consequences

**Appeal**

All students who face the consequences of plagiarism or cheating have the right to appeal the teacher's decision to the administration. Students may appeal their case to the administration only after they have first discussed the matter with their teacher.

**Informing Students and Parents**

Student agendas will include information on the importance of understanding the scope of cheating and plagiarism and the potential interventions and consequences of engaging in academically dishonest behaviour.

Schools will inform students and parents where appropriate, of the definitions of cheating and plagiarism and the consequences of such actions. Teachers will review academic honesty with students at the beginning of the course or school year.

**Facilitating Academic Honesty in Students**

- Teachers support students in the development of the skills and habits that make them successful learners. As part of this responsibility, teachers use their professional judgment to select strategies that will assist students to complete their work in an academically honest manner.
- Teachers support the development of effective research strategies.
- Teachers will be clear in their expectations for student behaviour during assessment activities and tasks.

## Parent Concern Protocol

### **Classroom Concerns Brought to the Administration**

If a parent brings a concern to the administration about a classroom or teacher-related matter, the administrator will undertake one or more of the following actions depending on the nature of the concern and its circumstances:

- Advise the parent to discuss the concern directly with the teacher and resolve it at that level
- Gather any relevant information to determine the facts and circumstances
- Discuss the concern with the teacher and offer advice to the teacher where advice is required to resolve the concern, and inform the parent of the outcome
- Meet jointly with the teacher and the parent to discuss the concern where the Principal determines that such a meeting will resolve the concern
- Consult with the Superintendent of Education, other Board staff, or the Board's Legal Services where required, to assist in resolving the concern
- Refer the concern to the Superintendent of Education if the parent does not agree with the decision of the Principal and wishes to appeal to a higher staff authority
- Where the administration refers the concern to the Superintendent of Education, the Superintendent of Education will consult with the administration and parent, make a final decision, and communicate the decision to the administration and parent

### **School Concerns Brought to the Administration**

If a parent brings a concern about a school policy, procedure, activity, event, or situation to the administration, the admin will undertake one or more of the following actions depending on the nature of the concern and its circumstances:

- Contact the parent to discuss and resolve the concern
- Gather any relevant information to determine the facts and circumstances
- Consult with the Superintendent of Education, other Board staff, or the Board's Legal Services where required, to assist in resolving the concern
- Refer the matter for school council discussion and advice where the concern relates to a matter appropriate for school council consideration
- Refer the concern to the Superintendent of Education if the parent does not concur with the decision of the administration and wishes to appeal to a higher staff authority
- Where the administration refers the concern to the Superintendent of Education, and/or the parent brings the concern directly to the Superintendent of Education, the Superintendent of Education will consult with the administration and parent, make a final decision and communicate the decision to the administration and parent;
- Where the parent brings a concern about a policy or program matter which is beyond the scope or jurisdiction of the school to address, the administration advises the parent of the appropriate person(s) to whom such concern should be directed, and assists the parent with the referral where necessary

For further information regarding Parent Concern Protocol, please see the [TDSB Operational Procedure PR505](#).

## General Information

### Awards Eligibility

In order to be eligible for a Macdonald school award or scholarship, a student must be a full-time student (Grade 9-11: minimum 8 Macdonald day school courses; Grade 12: minimum of 6 Macdonald day school courses). Private school courses are not eligible as criteria for any school awards.

The *Macdonald Medallion* is awarded to students whose overall average on a full course load is 90% or more, in their day school program. The *Macdonald Honour* is awarded to students whose overall average on a full course load is 80% or more, in their day school program.

### Cell Phone/Electronic Devices

Electronic devices such as cell phones are permitted on school premises and may be used in hallways during non-instructional time if it does not impede on the learning of others. Cell phones should be out of sight and turned off while in the classroom unless the teacher has granted permission for use to enhance curriculum delivery and expectation. If parents need to contact their child while they are in school, please call when class is not in session or call the Main Office. We also always encourage students to keep their valuables safe. Do not keep valuables, electronic equipment, or expensive clothing in your locker. The school and Toronto District School Board accept **NO** responsibility for lost belongings.

### Change of Contact & Medical Information

It is essential, in the event of an emergency, that we have updated records to contact parents/guardians. It is imperative to return the Student Information package no later than the 1<sup>st</sup> week of the school year. **Please inform the office immediately of any change of address, home or business telephone numbers and medical information we would need to provide to the paramedics if required.**

### Parking

Students must not park in the areas designated for staff. Students may park in the yellow lined area. Do not park in the fire routes or your car will be tagged or towed.

The circular driveway at the front of the school is intended for immediate drop-offs and pick-ups only. Parents who need to wait for their students, should wait in the south parking lot. The circular driveway is a fire route and access must not be restricted.

### Smoking/Vaping

In keeping with the policy of the Toronto District School Board and with updated federal, provincial, and municipal regulations, there shall be no smoking or vaping anywhere on the property of Macdonald CI. Violators will be fined by the Municipal authorities.

### Student Agenda

Each Macdonald CI student is given an electronic Student Agenda at the start of the school year. When used consistently, the Student Agenda can act as an efficient time management tool. Students should use the agenda to keep track of daily work and extra-curricular activities. Grade 9 & 10 students received a hard copy of the agenda book for 2021-2022.

You will also find valuable information on study tips, the Code of Conduct, evaluation policy, school safety, student extra-curricular activities and many other topics, which we encourage you to review with your learner. The Agenda can also be found on the school website and the TDSB Connects App.

## Macdonald CI – Staff & Contact Information

### Administration

Helen Vokas – Principal

Laura Pagnotta - Vice Principal

Clenton Morrison - Vice Principal

### Support Staff

#### Office Staff

Maria Romano (OA)

Teresa Burdi

Sheron Dinally

Christine Elawar

Nadia Fagan

#### Caretaking Staff

Loui Karaoulis (Head Caretaker)

Joel Borromeo

John Ferguson

Nester Galapon

Dolores Lee

Catherine Mizzi

#### Classroom Support

Jolanta Kurtyka (EA)

Francine Galicia (CYW)

Jennifer Storey (CYW)

#### School Based Safety Monitor

Jamie Callingham

#### Social Worker

Randolph Sealy

### Teaching Staff can be contacted by:

- Email: Staff email addresses are available on our school's website under [Staff Directory](#)
- Phone: 416-396-6793

### Department Extensions:

Business	x20452
Co-op Education	x20021
Computers	x20465
English	x20453
ESL	x20045
Family Studies	x20455
French	x20467
Geography	x20456
Guidance	x20041
History	x20457
Library	x20020
Math	x20459
Music	x20460
Phys. Ed. (Boys)	x20461
Phys. Ed. (Girls)	x20462
Science	x20464
Special Education	x20469
Student Success	x20442
Tech Education	x20463/20466
Visual Art	x20451

#### Homework Help

If your child needs help to review materials, tests, quizzes, or exams there are FREE resources written by Ontario Certified teachers available on the following websites:

#### Ontario Educational Resource Bank: (All Subjects Available)

<http://resources.elearningontario.ca>

User ID: *tdsbstudent* Password: *tdsb*

#### Math Homework Help: (Sun-Thurs Evenings)

<http://homeworkhelp.ilc.org>