



Bay School Of Canada

245 Fairview Mall Drive, Suite 723
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School Course Calendar: 2018-2019

The importance and value of completing a secondary education and the school's commitment to reach every student to help them achieve a successful outcome from the secondary school experience.

Goals and Philosophy

Bay School of Canada (BSC) is a private school in Toronto Ontario Canada. At BSC, we offer high quality OSSD online high school classroom course and modern OSSD online courses which strive to ensure our students' academic and personal success.

Education is the key for individual further life and career. Our university preparation courses are designed to prep our students with the knowledge and skills they need to meet the entrance requirements for university programs. Our courses and programs follow Ontario School curriculum guidelines, and the policy documents.

Mission Statement

- Provide students with the modern online technology delivery system to teach knowledge and skills essential for personal and professional success.
- Promote Canadian values and concepts with its education programs to all students;
- Provide quality education that responds to the needs of our students as well as the community;

Students from all over the world will have the opportunities for quality education at BSC. We also provide our students the opportunity, environment and support to achieve excellence in class or online. BSC aims at providing rewarding academic programs in a modern technology environment. Our programs not only provide students with knowledge and skills needed for university but also educate students with confidence and personal goals for the society and the workplace of the twenty first century.

In Ontario, students are required to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma Course curricula at BSC have been developed according to Ontario provincial guidelines. The Ministry of Education Ontario inspects the secondary school curriculum.

The school operates on a three-semester system, and summer school. However, online students may study year round.

Entry dates:

September - December (Fall)

January - April (Spring)

May - August (Summer)

Online students may study year round



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Ontario Secondary School Diploma

The student needs to have 30 credits in order to graduate and earn an Ontario Secondary School Diploma (O.S.S.D.). Overseas students may be granted a maximum of 24 equivalent credits based on their academic achievements from their home country.

Diploma Requirements

- Earn 18 compulsory credits
- Earn 12 optional credits
- Complete 40 hours of community involvement activities
- Pass the Ontario Literacy Test

Compulsory Courses (total of 18)

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

COMPULSORY CREDITS (TOTAL OF 18)

4 credits in English (1 credit per grade)

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

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

2 credits in science

1 credit in the arts

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

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

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

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

3 additional credits, consisting of 1 credit from each of the following groups:

- Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education



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- Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education
- Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

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

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

Community Involvement – 40 hours

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents.

Before beginning any community involvement activity, each student must complete and submit a “Notification of Planned Community Involvement Activities” form. The student will select an activity (or activities) from the list of approved activities, or an activity that is *not* on the list, provided that it is not an activity that is on the ministry's or school's list of ineligible activities (see “Ineligible Activities” below).

If the activity is not on the school's list of approved activities, the student will have to obtain written approval from the principal (that is, the principal's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her parents, and must also have one parent sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal (for example, the student's teacher-adviser). More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

When the activity is completed, the student must fill out the “Completion of Community Involvement Activities” form. The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. The student must submit the form to the principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the principal.

Students will provide their parents with a copy of the school's document “Information on the Community Involvement Diploma Requirement”, which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.



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Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

Policies on Substitutions for Compulsory Courses

Up to 3 compulsory courses may be substituted in the opinion of students' parents or guardians, or school Principal. The total number of credits required for a diploma remains at 30.



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The Ontario Secondary School Literacy Test (OSSLT)

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9.

The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC) or the adjudication process. Mature students have the option to enroll directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

*A **mature student** is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.*

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal.

Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it. Students who are English language learners may be entitled to special provisions. For students with special education needs, accommodations will be available on the day of the test. For students for whom required accommodations were not available on the day the OSSLT was administered. A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered.



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A student who has successfully completed the OSSLT in either English or French at the student's previous board is considered to have 64 ONTARIO SCHOOLS, KINDERGARTEN TO GRADE 12 met the literacy graduation requirement and will not have to retake the test in the other language after transferring to the receiving board.

For students who entered Grade 9 in the 1999–2000 school year, successful completion of the test was not required. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

The Ontario Secondary School Literacy Course (OSSLC) Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12*. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student.

Mature students may enroll directly in the OSSLC. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

For students with special education needs, accommodations specified in the student's Individualized Education Program (IEP) is available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of Part Two: Secondary Schools 65 the literacy requirement for graduation, no modifications of the expectations are permitted. Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enroll directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered.

Waiving Prerequisites:

The school principal has the authority to waive a prerequisite for a course. This documentation will be placed in the student's OSR.



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RECORDING AND REPORTING

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario.

Principals are required to collect information for inclusion in the OSR for each student enrolled in the school and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

The Ontario Student Record (OSR) Guideline sets out the policies with regard to the establishment of the OSR; the responsibility for the OSR; the components of the OSR; the access to the OSR; the use and maintenance of the OSR; the transfer of the OSR; the retention, storage, and destruction of information in the OSR; and the correction or removal of information in the OSR.

Ontario Student Transcript (OST)

The Ontario Student Transcript is the student's official record of credits earned and other graduation requirements completed. All Ontario courses taken by the student at the Grade 11 and 12 level, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a course within five school days after the midway point of the first term, the withdrawal will not be recorded.

A student's final result on the Literacy Test as well as confirmation that the student has completed the community involvement requirement will also be included on the student transcript. A copy is available, upon request, by a student and/or parent (if the student is under the age of 18). This transcript is the official document a person must present whenever evidence of secondary education standing is required.

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST is established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit.

All information recorded on the transcript is kept up to date, either in print or electronic form, and is copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST will be stored in the OSR folder.

The transcript will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;



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Note:

- *Only one credit will be granted for a course that a student has successfully completed twice.*
 - *If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.*
- confirmation that the student has completed the community involvement requirement;
 - confirmation that the student has completed the provincial secondary school literacy requirement;
 - confirmation that a student in a Specialist High Skills Major has completed all the requirements (see section 9.2).

The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits.

7 required compulsory credits

- 2 credits in English
 - 1 credit in mathematics
 - 1 credit in science
 - 1 credit in Canadian history or Canadian geography
 - 1 credit in health and physical education
 - 1 credit in the arts, computer studies, or technological education
- 7 required optional credits
7 credits selected by the student from available courses

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript.



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List of Available Courses

BAT4M, BBB4M, CGW4U,
CIA4U, CPW4U ENG4C,
ENG4U, HFA4U, HHS4U,
HHS4C, HSB4U, HZT4U, ICS4U,
IDC4U, MAP4C, MCV4U,
MCT4C, MDM4U, MHF4U,
OLC4O, PSK4U, SBI4U,
SCH4U, SNC4M, SPH4C,
SPH4U, SBI3U, ENG3U,
ENG3C

Substitutions for Compulsory Credits

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the OSSD or the OSSC, substitutions may be made for up to 3 compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. The sum of compulsory and optional credits will not be less than 30 for students aiming to earn the Ontario Secondary School Diploma. Each substitution will be noted on the student's Ontario Student Transcript.

Withdrawal from a Course

Withdrawals occurring within **5 days** of the issuing of the first report card from the school will result in the mark not being recorded on the OST.

A withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal.

Withdrawals at anytime from Grade 9 or 10 courses are not recorded on the OST.

If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.



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Repetition of a Course

Only one credit is earned if course is repeated.

In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark.

Experiential learning programs

Experiential learning programs expand students' learning by understanding more about the industries they may want to pursue in the future. School of Canada does not operate a Cooperative Education Program at this time.

Prior Learning Assessment and Recognition

Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario secondary school.

The PLAR process involves two components: challenge and equivalency.

- The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document.
- The equivalency process involves the assessment of credentials from other jurisdictions.

The PLAR process at BSC involves equivalency only. Equivalent credits are granted by the school principal based on the high school courses students have taken. The principal determines the total credit equivalency of the student's previous learning, and the number of compulsory credits and optional credits still to be earned.

Students must successfully complete the provincial secondary school literacy graduation requirement. The principal determines the number of hours of community involvement activities that the student will have to complete. The principal records the results of the equivalency assessment in the student's Ontario Student Record (OSR). Equivalency credits are for placement only and are granted in accordance with *Appendix 2, Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011*.



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Equivalent Credits

Out of province students or transfers from non-inspected private schools may be granted equivalent credits upon the Principal's evaluation of the student's previous learning.

"Equivalent Credits" are entered in the "Course Title" column.

"PLE" entered in the "Course Code" column.

"EQV" in the "Percentage Grade" column.

The total number of credits entered into the "Credit" column.

The number of compulsory credits entered into the "Compulsory" column.

Prior Learning Assessment and Recognition (PLAR) for Mature Students

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways:

- 1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process;
 - 2) they may present education and/or training credentials for assessment through the equivalency process; or
 - 3) they may take the courses. It should be noted that Levels 2 and 3 in both classical languages and international languages are equivalent to Grades 11 and 12, respectively, and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.
- Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school.
 - Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.
 - Mature students working towards the OSSD under OS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement.
 - Principals will determine the number of hours of community involvement activities that a mature student will have to complete.



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Other Courses and Programs Authorized for Credit

- Locally Developed Courses

Locally developed courses are courses that may be developed by a board for students in a particular school or region to accommodate educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents.

*Such courses require the approval of the ministry, with the exception of religious education courses developed by Roman Catholic schools boards. The document *Guide to Locally Developed Courses, Grades 9 to 12: Development and Approval Procedures* outlines the development and approval requirements and procedures for these courses. Boards may develop courses locally that can be counted as optional credits in Grades 9 to 12 in any discipline.*

Boards may develop locally and offer one Grade 9 course in English, in mathematics, in science, and in French as a second language, and one Grade 10 course in English, in mathematics, in science, and in Canadian history that can be counted as a compulsory credit in that discipline.

A student may count no more than seven (7) such locally developed courses as compulsory credits. Students who successfully complete eight locally developed compulsory credit courses may count the eighth course as an optional credit.

Seven locally developed compulsory credit courses have been approved by the ministry for use by school boards across the province: Grades 9 and 10 English, Grades 9 and 10 mathematics, Grades 9 and 10 science, and Grade 10 Canadian history.

Locally developed compulsory credit courses may be used only to meet the compulsory credit requirements that they have been designed to meet; they may not be used as substitutions for courses that meet any other compulsory credit requirements. If universities, colleges, and/or employers recognize a school's Grade 11 or 12 locally developed course for admission purposes, this information must be stated clearly in the school's program and course calendar. It must also be made clear to students that some postsecondary institutions or employers may not recognize a locally developed course. The policy for locally developed courses also applies to inspected private schools.

- Religious Education Courses

Credits earned for the religious education courses may be counted towards the 12 optional credits required for an Ontario Secondary School Diploma.

- Roman Catholic Schools

Roman Catholic school boards are responsible for developing credit courses in religious education. A Roman Catholic board that develops such courses does not have to seek approval for them from the ministry. Students may earn up to 4 credits in religious education.



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-Inspected Private Schools

Credit courses may be developed in religious education by inspected private schools. Students may earn up to 4 credits in religious education. These locally developed religious education courses require the approval of the ministry

-Dual Credit Programs

Dual credit programs are ministry-approved programs that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both their Ontario Secondary School Diploma and a postsecondary certificate, diploma, or degree, or a Certificate of Apprenticeship.

Students may earn up to 4 optional credits for college-delivered dual credit courses. Students may not use college-delivered dual credits to meet compulsory credit requirements or to satisfy the related course requirement for a cooperative education program.

Dual credit programs must be developed and implemented in accordance with ministry policy as outlined in Dual Credit Programs: Policy and Program Requirements (2013).

Note: A maximum of 4 credits earned through a dual credit program or through a combination of a dual credit program and a program in music taken outside the school and awarded through Option One may be used to meet the optional credit requirement for the OSSD.

COURSE OUTLINES

Detailed course outlines have been prepared for all courses offered at BSC. The outlines provide details regarding each individual course including, curriculum expectations, course content, teaching and learning strategies, along with program considerations. A copy of each course outline is available on the school website.

To gain access to outlines of the courses of study, please click on the website:

www.BaySchoolofCanada.com

Ontario curriculum policy documents

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



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COURSE DESCRIPTIONS

ENG3C ENGLISH

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

ENG3U ENGLISH

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

SBI3U BIOLOGY

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

BBB4M BUSINESS

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

CGW4U GEOGRAPHY

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. Students will investigate a range of topics including culture, economic, and geopolitical relationships, regional disparities in the ability to meet basic human needs, and protection of the natural environment. Students will use geo-technologies and skills of geographic inquiry and analysis to develop and communicate balanced opinions about the complex issues facing Canada and a world that is interdependent and constantly changing.



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CIA4U ECONOMICS

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

CPW4U POLITICS

This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

ENG4C ENGLISH

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

BAT4M ACCOUNTING

This course emphasizes study of accounting principles related to financial statements. Students will learn about ways in which information in these statements is used in making business decisions, and about the effects on financial statements of using different methods of inventory valuation and adjusting and reversing entries. Students will also study means of financing a business and ways in which the strength of a corporation can be determined through the reading of its annual report.



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ENG4U ENGLISH

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

HFA4U SOCIAL SCIENCE

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

HHS4C SOCIAL SCIENCE

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.



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HHS4U SOCIAL SCIENCE

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

HSB4U SOCIAL SCIENCE

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

HZT4U PHILOSOPHY

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

ICS4U COMPUTERS

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

IDC4U INTERDISCIPLINARY STUDIES

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.



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MAP4C MATHEMATICS

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

MCT4C MATHEMATICS

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

MCV4U MATHEMATICS

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

MDM4U MATHEMATICS

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; apply counting techniques, probability, and statistics in modeling and solving problems; and carry out a data management investigation that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest.

MHF4U MATHEMATICS

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.



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OLC4O LITERACY

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

PSK4U HEALTH AND PHYSICAL

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

SBI4U BIOLOGY

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refinement of skills needed for further study in various branches of the life sciences and related fields.

SBI4U CHEMISTRY

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

SNC4M SCIENCE

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.



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SPH4C PHYSICS

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

SPH4U PHYSICS

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

CREDIT SYSTEM and COURSES

- A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours of classroom instruction.
- The half-credit courses scheduled for 55 hours.
- Credits are granted to students by the School principal, on behalf of the Minister of Education.

Types of Courses Offered in Grade 11 and 12

- **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- **University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **Workplace preparation courses** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- **Open courses**, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.



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Course Codes

All Ontario credit courses have a common course code system.

The first 3 characters represent the course name; for example ENG (English).

The 4th Character indicates the grade or language level; for example 1 (Grade 9).

The last character indicates the course type or destination; for example D (Academic), C (College), U (University).

ACHIEVEMENT

Assessment and Evaluation of Student Achievement

Overview

1. Students are informed in writing of the weighting of categories in each subject at the beginning of the course and of the way in which the final grade is derived.
2. The final mark in every course is comprised of 70% Term Work plus 30% Final Evaluation, which can include a culminating activity(ies) or performance scheduled at or near the end of the course. All of the overall curriculum expectations included in the final evaluation are taught and practiced through a variety of methods, such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. Teachers will use “Assessment for Learning”, “Assessment of Learning”, and “Assessment as Learning” practices to help students identify; what the learning goals are, where they are in relation to the learning goals and what next steps they need to take to achieve the goals.
3. Evidence of student achievement for evaluation is collected over time from three different sources – student products, observations, and conversations. Bay School of Canada is strongly aware that using multiple sources of evidence increases the reliability and validity of the evaluation of students learning.

Demonstration of Learning

1. Teachers provide opportunities to students to demonstrate their learning during units of work and use assessment for learning and assessment strategies to support students.
2. Teachers give feedback to students about how well the learning expectations are being met. This allows adjustments to be made to both teaching and learning before students are evaluated.
3. Only evaluations or assessments of learning are included in the student's report mark. Students are evaluated on their knowledge, thinking, communication and application skills.
4. Day-to-day homework assignments are usually part of assessment and are not evaluated for reporting purposes.
5. Students must have multiple and varied opportunities to demonstrate their learning.



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Expectations and Consequences

1. Prior to an evaluation, students know the criteria on which they are assessed as well as the method of evaluation (e.g. checklist, rubric, etc.), and the relative worth of each category (knowledge, thinking, communication and application)
2. Students are expected to complete their assignments by an established timeline. If work will be late, students must negotiate alternate deadlines; assignments must arrive within reasonable timelines, or a mark of zero may be assigned.
3. Missed and/or incomplete assignments/tests may prevent a teacher from evaluating a student's ability to meet course expectations.
4. Students who miss an evaluation may be given an alternate opportunity, or may lose the credit.

Report Cards

The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation).

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. At the end of each term and after each mid-term, a Report Card will be given to students with the percentage final grade achieved, credit earned, attendance details and a record of the learning skills and work habits demonstrated by the student.

The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course.

Learning Skills and Work Habits

Students are assessed regularly on their achievement of the learning skills and work habits. These assessments do not form part of the final grade but are reported separately.

School Supports and Resources

We have highly qualified teachers with a broad range of experience, knowledge, and various teaching strategies.

Personalized Care: Our teachers may offer classroom and/or online teaching

Small Classes: Individual attention is important for learning.

University/College Placement Assistance: Individual study plans are developed with the assistance of our guidance counselor to ensure a university/College placement that will best utilize each individual's strengths and meet each student's career goals.

Student Services: A combination of Academic and Personal Services is provided by BSC to support every aspect of students' lives during their studies at BSC.



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Online Class System Requirements for Hosts and Attendees

PC-based Users

Win 8, Win 7, Windows Vista, Windows XP

Browser: Internet Explorer, Mozilla Firefox, Google Chrome, Opera.

Android Users

All phones and tablets running Android version 2.3 or higher.

Mac-based Users MAC OS® 10.7 or above

Browser: Safari, Firefox or Google Chrome.

iPhone and iPad Users

iOS 6.0 or above with iPhone 4, 4S, 5C or 5S, iPad – all models.

Internet Connection A reliable Internet connection is required with a cable modem. DSL or better is recommended.

Headphones and Microphones Headphones or speakers and a microphone are required. A USB headset is recommended.

Optional Equipment For Presenters and Attendees

Live Video: A web cam is need for live video broadcasting.

Handwriting: A digital tablet or a supported tablet computer (for example a Tablet PC) is recommended for easier drawing or handwriting.



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Online Course Policy and Procedure

- Online course registration site: www.BaySchoolofCanada.com
- Online credit courses are available 24/7 online
- Students may complete one online course within a minimum of three (3) months
- Students may complete one online course within a maximum of one (1) year
- Login 100% attendant records is required for each credit
- Online credit course is 110 hours in length
- Students may repeat the online lecture as needed
- Students may make up all missing lectures
- Students may make up all missing homework, quiz, tests, and assignments etc.
- All homework, quiz, tests, and assignments must be submitted before the final exam.
- Students who pass the final exam may receive one credit.



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STUDENT RESPONSIBILITIES

Attendance

All classes are mandatory.

- Students who do not achieve the required attendance as stated in the school policy are subject to expulsion.
- Students who are absent from class for more than five (5) consecutive days without sufficient cause will be automatically expelled.
- Students who are expelled may apply for partial tuition refund in accordance to the refund policy.
- If students report an illness to their instructor/professor, the school encourages the instructor to make accommodations for the student to keep up with the class.
- If a student is frequently absent for illness or appears ill or distressed for an extended time, there may be some more serious underlying problem. Although students are generally a healthy population, many students have chronic illnesses and their academic pursuits may be disrupted frequently. It can be helpful in such cases to encourage the student to be as open as possible in sharing with their instructor how their condition has been affecting their studies. Together, the instructor might be able to reach a mutual agreement about special arrangements.
- In exceptional cases (i.e. mental health issues or diseases requiring quarantine such as influenza), their family doctor may provide the student/patient with a written document which may help clarify the reason for absence.
- A student who is absent for a test/quiz/performance demonstration without sufficient reason will receive a grade of zero. Upon adequate proof, (i.e. a doctor's certificate) the instructor may provide a make-up test/quiz/performance demonstration. The make-up must be written outside of regularly scheduled class hours and the maximum mark that the student can attain is 70. Only one date will be arranged and failure to write the make-up as scheduled will result in a zero grade.



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Late Assignments

There will be consequences for not completing assignments on time or for submitting late assignments.

In order to help prevent and /or address late and missed assignment, the recommendations are as follow:

- Clarify the reason for not completing the assignment;
- 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 minutes;
- Maintaining ongoing communication with students and/or parents about due dates and late assignment, and scheduling meetings with students if the problem persists;
- Taking into consideration legitimate reasons for missed deadlines;
- Setting up a student contract;
- Using counseling or peer tutoring to try to deal positively with problems;
- Holding teacher-student conferences;
- Reviewing the need for extra support for English language learners;
- Requiring the student to work with a school team to complete the assignment;
- Deducting marks for late assignments, up to and including the full value of the assignment.

Cheating and Plagiarism

Cheating and plagiarism will not be tolerated in BSC. All homework and assignments students submit for evaluation must be their own work. Academic honesty is essential for the development and acquisition of knowledge. Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. Students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records.



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Student Code of Conduct

The student Code of Conduct exists to identify and explain to the student body those school policies that most directly affect student life. Having voluntarily enrolled as students at Bay School of Canada, all students are presumed to be knowledgeable of, and to have agreed to abide by, the rules and regulations set forth in this student Code of Conduct, both on and off campus.

1.0 STUDENT RIGHTS, FREEDOMS & RESPONSIBILITIES

Bay School of Canada's is dedicated to the best principles of higher education in a democratic society, the following rights, freedoms, and responsibilities are set forth:

1.01 All students guaranteed freedom of expression, inquiry, and assembly. Students have the right to organize groups or to join associations in support of any cause or common interest as long as that support is voiced in an orderly manner and place that does not disrupt the regular operations of the school.

1.02 The student press is to be free of censorship except as applicable under appropriate laws.

1.03 A student, group, or organization may distribute written material on campus, with prior approval, as long as the distribution does not disrupt the regular operations of the school.

1.04 All applicable local, provincial, and federal laws shall be upheld at all times. The school expects that each individual and group within the school community will obey these laws. Failure to do so subjects the offender(s) to the possibility of disciplinary action and/or action by authorities.

1.05 Students will, at all times and in all activities, respect the rights of others, maintain responsible behavior conducive to the teaching and learning environment, and uphold the integrity of the school on and off campus.

1.06 In addition to abiding by the student Code of Conduct, students assuming leadership roles, in either elected or appointed capacities, will accept the responsibility to uphold and support the student Code of Conduct.

1.07 When behavior deemed to be in violation of or not in accordance with the student Code of Conduct, the school has the right to take disciplinary and/or civil action against those involved.

2.0 GENERAL POLICIES

2.01 ALCOHOL The school is dedicated to providing a healthy, safe, comfortable, and productive environment for students, faculty, staff, and guests. All members of the school community are expected to maintain self-control. Conduct should be consistent with ideals of academic excellence, health, and responsible social behavior, including recognition of the rights of others. The possession or consumption of alcoholic beverages is not permitted in the school.



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2.02 ANIMALS/PETS It is the policy of the school to prohibit the presence of animals/pets on school property, except for fish and assistance animals necessary to help persons with disabilities.

2.03 ASSAULT Physical abuse and/or other conduct which endangers the health or safety of any person is prohibited. Examples include, but are not limited to: fighting or assault in any form. All combatants may be charged.

2.04 DEFACEMENT OF SCHOOL PROPERTY Any activity that can cause the defacement of school property is not permitted.

2.05 DISHONESTY Dishonesty is defined as an individual or group's action, or omission of action, which is intended to mislead, defraud, or deprive school officials, boards, students, faculty members, or members of the community at large of rights to information, accuracy of record, or property. Dishonesty includes, but is not limited to: the intention to produce counterfeit documents, possession of equipment with the intent to produce counterfeit documents, production of counterfeit documents, forgery, falsification of records, lying, falsification of checks or money orders, theft, unauthorized entry into school facilities; falsification and/or manipulation of computer data.

2.06 DRUGS Every person shall be responsible for compliance with all local, provincial, and federal laws regarding controlled substances and/or prescription drugs including, but not limited to, their use, sale, distribution, possession, or manufacture. Additionally, in the interest of public health and the safety of our students, the school prohibits the possession and consumption of experimental drugs and mind-altering plants, and other substances used to induce intoxication or impairment. Violations of this policy and/or any local, provincial state, or federal law regarding controlled substances and/or prescription drugs may subject the person to proceedings with authorities.

2.07 EMERGENCY EQUIPMENT Tampering with or misuse of fire-fighting equipment, including fire suppression systems, call boxes, emergency exits, warning devices, or any hindrance of emergency procedures is a threat to the community and is grounds for immediate disciplinary action, and any other school response as may be appropriate.

2.08 ELEVATOR Tampering with elevators and/or elevator equipment, such as forcing open the doors, riding outside the cab, or performing any other activity that endangers personal safety or the safety of others or affects the functioning of the elevator, is prohibited.

2.09 ELECTRONIC MEDIA Computing and networking facilities are intended for conducting and fostering the instructional, research, and administrative activities of the school. The following activities involving the use of school computer resources (including computers, computer networks, connections to network services such as the internet and web pages, subscriptions to external computing services, any peripheral devices, computer labs, computing centers, and public access areas) are prohibited and may result, at a minimum, in the immediate denial of computer access and privileges:



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2.09(a) Creating, modifying, executing, reverse engineering, or retransmitting any computer program or instructions intended to gain unauthorized access to, or make unauthorized use of, a computer resource, software or licensed software.

2.09(b) Communicating any information concerning any password, personal identification number or other confidential information without the permission of its owner or the controlling authority of the computer authority that oversees that information.

2.09(c) Creating, modifying, executing, or retransmitting any computer program or instructions intended to obscure the true identity of the sender of electronic mail or electronic messages, collectively referred to as "Messages," including, but not limited to, forgery of Messages and/or alteration of system and/or user data used to identify the sender of Messages;

2.09(d) Accessing or intentionally destroying files, software, or licensed software on a computer resource without the permission of the owner of such files, software, or licensed software or the controlling authority.

2.09(e) Making unauthorized copies of licensed software.

2.09(f) Communicating any credit card number or other financial account number without the permission of its owner.

2.09(g) Inhibiting or interfering with the use of the network or computing resources used by others.

2.09(h) Transmitting unsolicited information that contains obscene, indecent, or lewd material.

2.09(i) Violating any laws or participating in the commission or furtherance of any crime or other unlawful or improper purpose.

2.09(j) Students are prohibited from violating Copyright Law in any manner.

2.10 FAILURE TO COMPLY Students who do not comply with reasonable requests from school staff or administrators or who do not complete conduct-related sanctions may have their school records placed on hold, and appropriately charged with failure to comply.

2.11 GAMBLING Every person subject to the jurisdiction of this code shall be responsible for compliance with all local, provincial, and federal laws regarding gambling. Violations of any local, provincial, or federal law regarding gambling may subject the person to proceedings with authorities

2.12 GUESTS/VISITORS Any visitor who is not on official business must be a guest of a student, faculty member, or staff member.

2.12(a) Guests are subject to all applicable rules and policies as are members of the school.

2.12(b) A guest must identify him/herself when called upon by a school official, and to identify his/her host.

2.12(c) The conduct of a guest is the responsibility of the student serving as host.

2.12(d) Guests are not permitted to attend student classes without the permission of a school official.



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3.13 HARASSMENT Any words or acts deliberately designed to disregard the safety or rights of another and which intimidate, degrade, demean, threaten, haze, or otherwise interfere with another person's rightful action will not be tolerated on the basis of the standards of the school community and therefore may be subject to disciplinary action. The school prohibits behavior, or attempts thereof, by any student or student organization, whether acting alone or with any other persons, leading to physical harm or threat of physical harm to any person or persons, including but not limited to: Harassment, whether physical, psychological, verbal, written or digital-based, which is beyond the bounds of protected free speech, and directed at a specific individual(s), and likely to cause an immediate breach of the peace; Physical, sexual or psychological assault, or other forms of physical abuse; Conduct which threatens the mental health, physical health or security of any person or persons including stalking, intimidation or threat that unreasonably impairs the security or privacy of another member of the school community; Intentional disruption or obstruction of lawful activities of the school or its members including their exercise of the right to assemble and to peaceful protest. All members of the school community are protected from harassment, including, but not limited to, members according to their race, ethnicity, age, gender, disability, sexual orientation, and religion.

3.14 IDENTIFICATION CARDS Student ID cards are the property of the school, are not transferable, and must be surrendered to the school upon request.

3.15 INTERFERENCE A student shall conduct his/her self in a manner that does not interfere with or disrupt any school teaching, research, administrative, disciplinary, public service, learning or any other authorized activity.

3.16 IRRESPONSIBLE CONDUCT Individuals and groups shall behave in a manner that does not infringe on the personal or property rights of others and is appropriate for a community of scholars.

3.17 OFFICIAL NOTICES

3.17(a) Students shall respond immediately to any reasonable request from any school official, who properly identifies himself/herself as such.

3.17(b) When asked for their ID cards, students are required to surrender their student ID card and to comply with the request of the officer, administrator, staff, or faculty member.

3.18 SALES, DISTRIBUTIONS, AND SOLICITATION Solicitation of off-campus donors or sponsors, including solicitation of goods and merchandise, must be approved by and coordinated with the school.

3.19 SMOKING RESTRICTIONS Smoking is prohibited in the school.

3.20 WEAPONS Students are prohibited from the use and possession of dangerous weapons or facsimiles of dangerous weapons on school property.



Bay School Of Canada

245 Fairview Mall Drive, Suite 723
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The Academic Year

Fall September 2018 (First Semester)
Winter/Spring Semester February 2019 (Second Semester)
Summer Semester 2019 (Third Semester)

BSC SCHOOL YEAR CALENDAR 2018-2019



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School Year Calendar: 2018 - 2019

Month	1st Week					2nd Week					3rd Week					4th Week					5th Week					PA days	Instr days	Exam days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31			
						H																						
September	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28								
	H																											
October	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31					
					P	H																						
November				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30			
															P													
December	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31							
					P											B	H	H	B	B	B							
January		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31				
		H	B	B	B																			*P				
February					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28				
															P	H												
March					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29			
											B	B	B	B	B													
April	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30						
															H	H												
May			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31			
															H													
June	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28								
																	P	P	P									
July	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31					
	H																											
Total																												

Note: *Semester Change: The first day of second semester is February 1, 2019. Secondary school calendar includes PA Day for semestered schools only on January 31, 2018 and a PA Day for full-year schools only on June 26, 2019

Legend

P -Professional Activity Day; E -Scheduled Exam Day; B -Board Designated Day; H -Statutory Day; / -Half Day;
 P* -Professional Activity Day Devoted to Provincial Education Priorities;