

VISION STATEMENT

To be the first choice private school for students throughout the world.

MISSION STATEMENT

At Columbia International College, under our unique Total Care Education System®, we passionately deliver a world class education and living experience which is *student focused*.

We treat our students, parents and each other with respect and equality. We celebrate diversity in cultures. We communicate openly and honestly. And we continuously create and implement innovate ways to improve our Total Care Education System®, our services and internal environment.

Maximizing our students' personal growth and their potential for success are our prime concerns. We accomplish this through dedicated, caring, friendly and professional staff.

At CIC, we provide our staff with personal and team recognition as well as competitive rewards for achieving clearly defined goals.

Our commitment to excellence extends to the mutual benefit of our local community.

GENERAL INFORMATION

OBJECTIVES OF SCHOOL

- To provide high quality of educational programs
- To provide students with an environment that promotes academic excellence through Total Care Education
- To provide students with year-round quality living conditions
- To provide peace of mind of parents

EQUAL EDUCATIONAL OPPORTUNITY

Columbia International College is committed to equal opportunity education for all students. At Columbia, we recognize and take into account the viewpoints, experiences, and needs of students from various national, ethnic, religious, or linguistic origins.

THE ONTARIO SECONDARY SCHOOL DIPLOMA

An OSSD shall be granted by the Ministry of Education, on the recommendation of the principal of the school last attended, to a student who has commenced the first year of a secondary school program on or after September 1, 1999, and who has earned a minimum of 30 credits.

GRANTED CREDITS

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours.

DIPLOMA REQUIREMENTS

In order to earn an Ontario Secondary School Diploma, a student commencing a secondary school program on or after September 1, 1999, must earn a minimum of 30 credits. A student must:

- Earn 18 compulsory credits
- Earn 12 optional credits
- Complete 40 hours of community involvement activities
- Successfully complete the provincial secondary school literacy diploma requirement

COMPULSORY CREDITS (TOTAL OF 18)

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in The Arts
- 1 credit in Health and Physical Education
- .5 credit in Civics
- .5 credit in Career Studies

Plus:

- 1 additional credit in English, or a third language, or Social Sciences and Humanities, or Canadian and World Studies, or Guidance and Career Education, or Co-operative Education
- 1 additional credit in Health and Physical Education, or The Arts, or Business Studies, or Co-operative Education
- 1 additional credit in Science (Grade 11 or 12) or Technological Education, or Co-operative Education

ELECTIVE CREDITS (TOTAL OF 12)

- 12 credits selected from available courses.

- Students may substitute up to three (3) ESL or ELD courses for compulsory English requirements. The remaining English credit shall be chosen from on the compulsory English courses offered in Grade 11 or 12. Additional ESL or ELD credits may be counted as optional credits for diploma purposes.
- Students must successfully complete Grade 12 English ENG4U to get into an Ontario University.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory Credits (total of 7)

- 2 credits in English
- 1 credit in Canadian Geography or Canadian History
- 1 credit Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit Arts or Technological Education

Optional Credits (total of 7)

7 credits selected by the students from available courses.

The provisions for making substitutions for compulsory credits (described in section3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling 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 vocational programs or other kinds of further training, or who plan to find after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript update accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student when a student has fulfilled the appropriate requirements.

ONTARIO STUDENT TRANSCRIPTS

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. It also records the credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma.

The transcript will also show:

- The student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses
- A list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained.
- Identification of any course that has been substituted for one that is a diploma requirement.
- Confirmation that the student has completed the community involvement requirement.
- The student's successful or unsuccessful completion of the Ontario Secondary School Literacy diploma requirement.
- An indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

FULL DISCLOSURE

The following procedures will be used upon withdrawal from a course and repetition of a course.

Grades 9 and 10

Withdrawals from grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST (Ontario Student Transcript).

Grades 11 and 12

If a student withdraws from a course after five (5) instructional days following the issue of the mid-semester report card, the withdrawal is recorded on the OST by entering a "W" in the "credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column. Withdrawals prior to that time are not recorded.

Repetition of a course

Students who repeat a Grade 11 or 12 course that they have previously completed successfully, can earn only one credit for the course. However, each attempt and percentage grade is recorded on the OST, and an "R" is entered in the "credit" column for the course(s) along with the lower grade.

ONTARIO STUDENT RECORDS

An Ontario Student Record (OSR) file is maintained for each student. This record is a basic element in the process of monitoring a student's progress through school. Once a student's progress and achievement have been measured and assessed, they are recorded on an OST which is kept in the OSR. Other data recorded are: date of birth, schools attended, names of parents/guardians.

Students have the right to access his/her OSR. Parents of a student may access the student's OSR until the student turns eighteen years of age. A non-custodial parent has the right to make inquiries and may be given information concerning the child's health, education, and welfare.

PROVINCIAL SECONDARY SCHOOL LITERACY DIPLOMA REQUIREMENT

All students who enter Grade 9 in the 1999-2000 school year or subsequent years must successfully complete the Provincial Secondary School Literacy Test in order to earn a Secondary School Diploma. The test will identify those students who have not demonstrated the required skills and will identify which areas in which these students need remediation.

All students will write this test in order to graduate.

Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take the Ontario Secondary School Literacy Course, Grade 12, Open (OLC4O) to achieve both a Grade 12 credit and satisfy the Literacy Diploma requirement in order to graduate with an OSSD.

ACCOMMODATION OF THE TEST

To qualify for accommodation for taking the test, a student must normally have an IEP that describes the required accommodations. The student may be, but does not have to be, formally identified as an "exceptional pupil" by an Identification, Placement, and Review Committee (IPRC) in order to have an IEP.

DEFERRALS OF THE TEST

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Such students could include some students who have been identified as exceptional; student who are registered in English as a second language/English literacy development (ESL.ELD) courses; and student who were not successful in acquiring the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury or other extenuating circumstances. Documentation must be submitted to the principal of the school in such cases.

EXEMPTIONS FROM THE TEST

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the OSSLT and clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

SUBSTITUTIONS FOR COMPULSORY COURSES

Substitutions may be made for a limited number of compulsory credit requirements. The total of compulsory and optional credits will not be less than thirty (30) for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen (14) for those aiming to earn the Ontario Secondary school Certificate. Each substitution will be noted on the student's Ontario Student Transcript.

PREREQUISITE COURSES

Courses in Grades 11 and 12 may have prerequisites for enrolment. The principal will determine whether or not the prerequisite should be waived for a student.

GUIDANCE AND CAREER EDUCATION PROGRAM

The guidance and career education program is a vital part of Columbia International College. Through the program, students will acquire the knowledge and skills needed to learn effectively, to live and work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. The program will be delivered throughout various means, including classroom instruction (L.E.A.D.), the teacher-advisor program (house teacher), orientation and exit programs, completion of the annual education plan, career exploration activities, and individual assistance and short-term counselling.

The goals of this program are outlined in the policy document entitled *Choices into Action Guidance and Education Program Policy of Elementary and Secondary School, 1999*. The content of the program is organized in to three areas of learning – student development (i.e. the development of habits and skills necessary for learning), interpersonal development (i.e. the development of knowledge and skills needed to get along with others), and career development (i.e. the development of knowledge and skills needed to setting short and long term goals and for planning the future.)

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of school principal, who grants credits.

A maximum of four (4) credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two (2) in one subject area. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.

REMEDIAL PROGRAMS

Remedial programs are available in English (EOA4Z). This intensive, non-credit course is designed to assist students building fundamental skills and improving abilities in the subject area.

Any student who is having difficulty in a course is eligible for remedial studies through:

- 1) Mandatory tutorials with teachers/tutors at school and at the residence
- 2) Computer lab tutorials with ESL teachers

ACADEMIC MATTERS

COURSE DESCRIPTIONS AND PRE-REQUISITES

The courses offered by this school have developed according to the Ontario Curriculum documents developed by the Ontario Ministry of Education.

OUTLINES OF THE COURSES OF STUDY

All course outlines are available from the Principal and Guidance Office for parents or students to examine.

ACADEMIC COURSES

These courses focus on essential concepts and include additional related materials. Greater emphasis is placed on theory and abstract thinking than on practical applications. Students in Grade 9 who successfully complete these courses may choose either the academic or the applied course in the same subject in Grade 10. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination.

APPLIED COURSES

These courses focus on essential concepts, with greater emphasis placed on practical hands-on applications of the concepts. Students in Grade 9 who successfully complete these courses may choose either the applied or the academic course in the same subject in Grade 10. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination.

OPEN COURSES

Open courses are offered in all secondary grades and are designed to prepare students for further study in certain subject and to enrich their education generally.

CROSS-OVER COURSES

These courses are on-line 30 hour module courses offered to students who wish to change from academic courses to applied or applied courses to academic. The Principal may recommend that students complete these courses in order to be better prepared. No credit is granted for these courses.

TRANSFER COURSES

Transfer courses, available in Grades 10, 11 and 12 offer students a means of transferring from one type of course to another if their interests and goals change during secondary school. Like the other types of courses, transfer courses are credit-based and are counted towards the 30 credits required to meet diploma requirements. These courses will provide partial credits since they require students to demonstrate achievement of new curriculum expectations. The credits earned will qualify as optional credits towards the diploma requirements.

UNIVERSITY PREPARATION COURSES

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers.

UNIVERSITY/COLLEGE PREPARATION COURSES

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

COLLEGE PREPARATION COURSES

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers.

MINISTRY APPROVED LOCALLY DEVELOPED COURSE

We offer one locally developed course approved by the Ministry of Education and Training, in the subject of French

- FSF13 is a credit course designed for students who do not have the necessary French background to study Core French. This course does not meet compulsory credit requirements.

NON-CREDIT SCHOOL DEVELOPED COURSES

- EOA4Z is an intensive non-credit course designed for high school students in order to help them enter academic English courses.
- iBT5Z and iBT6Z are non-credit courses designed for high school students in order to prepare them for TOEFL.

GRADING SYSTEM

Maximum mark 100%

Passing mark 50%

PROGRESS REPORTS/REPORT CARDS

A progress report will be issued to students one month after the semester begins. Students will also receive a mid-term report card and a final report card. A copy of all reports will be mailed and available on e-report cards to parents.

EXAMINATIONS

Examinations will be written at the time and place indicated in the final examination schedule. Students are responsible for reporting any conflict (writing two (2) exams at the same time) to their teachers as soon as the draft of the final examination schedule is posted.

MISSED DEADLINES POLICY

All students at Columbia International College (C.I.C.) are expected to submit all assignments on time and to write tests and exams at scheduled times.

- 1) If a student misses a test, he/she must communicate the reason to the teacher and make arrangements to write a departmental make-up test at the test center the following day.
- 2) A student who misses a second test will be referred to the Vice Principal or Principal for counselling and disciplining.

If a student misses an assignment deadline, the teacher will offer ONE of the following options:

- Submit what has been completed as of the deadline;
- Finish the assignment in a supervised testing center after school hours on the same day;
- Give alternative assignment;
- Give additional assignment.

Parents will be informed immediately regarding missed test of assignment deadline.

ACADEMIC DISHONESTY POLICY

All students are expected to submit their original work to fulfill academic requirements.

In a suspected case of plagiarism, presenting the work of someone else's as his/her own, a student will be given the opportunity to prove his/her own. If plagiarism is evident, a student will be given another opportunity to demonstrate his/her knowledge by completing a new assignment in the supervised environment under newly imposed deadlines.

The students will be referred to the Principal for counselling and disciplining.

Guidance counsellor and parent will be informed immediately.

If it has been proven that a student cheated on a test, the student will be given a new copy of the test to be completed in class during the remaining time or write a departmental make-up test at the test center.

The students will be referred to the Principal for counselling and disciplining.

Guidance counsellor and parent will be informed immediately.

ACADEMIC OFFICE - ROOM 103

The principal and Academic Personnel deal with disciplinary, attendance, residence, and academic issues. This includes transcripts, report cards, and personal information, such as home address, Canadian address, telephone numbers, etc.

GUIDANCE OFFICE - ROOM 100

The Guidance Counsellors assist students with personal and academic matters. This includes academic planning, study plans, adjustment to life in Canada, and personal counselling.

ENGLISH LANGUAGE TEST - MAPLE BUILDING

Information and applications for TOEFL, MELAB, and CAEL exams can be obtained in this office.

UNIVERSITY PLACEMENT OFFICE ROOM 109

The University Counsellors assist students with University and College applications, coordinate the AP program, and provide students with College/University information and SAT registration forms.

L.E.A.D. OFFICE - ROOM 206

The Leadership Enrichment and Development (LEAD) Office facilitates all clubs, organizes portfolios, and issues LEAD report cards.

ATHLETIC DEPARTMENT

The Athletic Department designs and delivers programs that address the needs of physical and recreational activities for our students. Some of the programs are Recreational and Competitive Intramural Sports, Special Events, Student Assistance, Residence Recreational Program, Columbia Crew (Leadership Development). The program runs year round and changes every semester.

COMPUTER LAB

An open access computer lab is available during the school day and after school in room 111.

IMMIGRATION REGULATIONS

According to immigration regulation, students under visa must be enrolled in full time study. Grade 12 students can take a minimum of three credits each semester. All ESL and Grade 9, 10 and 11 students must take four (4) credits. These courses constitute full time study. Students wishing to take fewer or more credits must seek approval from the principal.

GUIDLINE FOR DETERMINING EQUIVALENT EDUCATION CREDITS (PLE)

The principal, based on the school transcripts and external exam reports provided by the student will determine equivalent credits. The specific guidelines for equivalent credits are available in the Guidance Office and in the college's international offices for parents or students to examine.

COURSE CHANGES

All students will be given counselling each semester regarding Study Plans and course selection for the following semesters.

Returning students can only make changes to their Study Plan before the registration dates in person or by e-mailing their guidance counsellor. No course changes will be made by students during the first 2 days of a semester. After that, new students have 3 school days to make course changes with their Guidance Counsellor, while only exceptional cases will be considered for returning students.

LINKS BETWEEN COMMUNITY AND SCHOOL

Through partnerships with the Volunteer Centre of Hamilton, Ronald McDonald House, and McMaster University, students may volunteer within the Hamilton Community.

Students may experience Art through a partnership with the Hamilton Art Gallery.

Community involvement is encouraged through fund-raising events that benefit the Terry Fox Foundation, the United Way, The Mother's Day telethon, CHML Christmas Tree of Hope, and other worthwhile local and international organizations.

CO-OPERATIVE EDUCATION

Through partnerships with business and industry, a co-operative education program allows students to gain valuable career experience, work with members of the community, and practice their oral and written English language skills.

Students from all over the world benefit from the opportunity to write and speak English in a Canadian business environment.

Students in this very successful program gain credits towards their Ontario Secondary School Diploma while at the same time gaining valuable career experience and getting a chance to practice English language skills. Columbia International College works through the Industry Education Council in Hamilton to make available work experience opportunities at more than 500 businesses in Hamilton. A teacher monitor visits students regularly at the workplace to ensure that they are following the learning guidelines set out in each student's individual Training Plan. Teacher monitors, business supervisors, and students work together to make this an unforgettable learning experience for students. The co-operative education program is linked to a class taken currently or within the past school year.

COMMUNITY INVOLVEMENT DIPLOMA REQUIREMENT

As part of the diploma requirements, students must complete 40 hours of community involvement activities (10 hours per year of study at an Ontario School). This requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Student may not fulfill the requirement through activities that are counted towards a credit (co-operative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place during students' designated lunch hours, after school, on weekends or during school holidays.

Community Involvement Activities may include:

- Senior Scholars (peer tutoring)
- Prefects in both the residences and the school
- Fundraising campaigns organized by the school and the community. Funds go to charitable organizations
- Service projects organized by school clubs and organizations

Students will maintain and provide a record of their community involvement activities. Completion of the required hours must be confirmed by the organizations or persons supervising the activities.

The Community Service Coordinator will provide assistance with the Community Involvement diploma requirement. For parent to obtain access to the Ontario Curriculum, visit the Ontario Ministry of Education website at <http://www.edu.gov.on.ca/eng/parents/>

STUDENT RESPONSIBILITIES / CODE OF CONDUCT

ATTENDANCE

Attendance is compulsory. Letters, with translation, will be sent to students and parent after 5, 10, and 15 absences. The administration and staff of CIC believe that good attendance is an essential for solid academic achievement. It is the policy of this school and the Ministry of Education that attendance is recorded for each period of the school. Students are responsible for all work missed related to absences. The student is responsible for making arrangements with the teacher to complete this work to the teacher's satisfaction.

PUNCTUALITY

Students are required to be on time for classes and other school activities. Students will be marked absent if they are more than 20 minutes late for class.

BEHAVIOUR

All students are expected to behave acceptably and to follow the code of conduct. Students are asked to respect others by staying away from hallways while classes are in progress.

UNIFORM

Students should be in proper uniform at all times during the school day. See the uniform policy document.

SMOKING

There will be no smoking in school or residences or in identified zones surrounding school and residences.

CODE OF CONDUCT

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teacher and staff have the right to be safe, and feel safe, in their school community. With the right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself.

DISCIPLINE POLICY – ACTS: A PROGRESSIVE DISCIPLINARY SYSTEM

Columbia International College consists of the School and Residences as one entity. The College's discipline policies are designed to create an environment in which all student can develop a sense of security, a sense of community, a sense of purpose and a sense of personal competence.

The staff at CIC believes that one of the major functions of the school and residences is the preparation of youth for responsible global citizenship. We foster a learning environment that reinforces the concepts of self discipline and the acceptance of personal responsibility.

In order to maintain an environment conducive to attaining the highest of quality of education, we have developed disciplinary policies and regulations relating to student conduct which delineate acceptable behaviour and provide the basis for sound disciplinary practices within the school. Consequences of inappropriate behaviour are clearly outlined. These policies and regulations are enforced fairly, uniformly and consistently without regard to nationality, creed, colour, or sex. The Academic Administrative Committee (AAC) will consider mitigating circumstances when issuing consequences under ACTS. Conflict mediation and a formal apology may be used in place of ACTS in cases of dispute among students.

STUDENT BEHAVIOR – ADMINISTRATIVE REGULATIONS

It is important to maintain and encourage acceptable standards of student behaviour. The primary purpose of such standards is the success of the student in an educational environment. All school personnel are committed to maintaining an atmosphere of mutual respect, identifying the causes of student misconduct, finding constructive methods for preventing and controlling such misconduct, and consistently applying school rules.

1. Students are responsible for their own behaviour.

2. Teachers are responsible for

- ◆ providing instructional and management programs
- ◆ conducting well planned and effective classroom programs
- ◆ handling disciplinary problems within the classroom
- ◆ supervising students on the campus or on field trips
- ◆ daily reporting of attendance to prevent absenteeism

3. Parents are expected to cooperate with school personnel by assuming responsibility for the behavior and attendance of their children.

4. Counsellors are expected to assist students with academic and career planning, with personal issues, and in making wise choices leading to success in school.

5. Members of the Academic Administrative Committee (AAC- Principal, Vice-Principal, Residence Director, and Assistant to the Vice-Principal) are responsible for the interpretation and enforcement of standards of student behavior in the school and for the maintenance of a good learning environment.

6. Student Services and Liaison/Admissions staff is expected to help students assume responsibility for their actions, liaise between parents and the school, and assist with non-academic issues such as visa renewal.

7. Residence Hallmasters, Senior Hallmasters, and Routine for Success Teachers are responsible for maintaining a living environment that is safe and fosters mutual respect. They will also deal with discipline issues that may arise in residence.

Depending on circumstances, some or all of the methods cited below may be used in fostering appropriate student behavior:

- ◆ Place in the Actions, Consequences & Training for Success (ACTS)
- ◆ Involve parents through teleconference
- ◆ Refer pupils to counsellors and/or administrative personnel
- ◆ Refer to health agencies
- ◆ Utilize community resources
- ◆ Assign class extension
- ◆ Use Behavior contracts
- ◆ Suspend from class or school
- ◆ Expel from the school

OVERVIEW OF COLUMBIA ACTS (ACTIONS, CONSEQUENCES & TRAINING FOR SUCCESS)

- ◆ ACTS may be applied whenever students violate the school / residence discipline policy.
- ◆ ACTS is subject to change upon review.
- ◆ All ACTS consequences will be documented and placed on student tracker
- ◆ Students who miss a given ACTS Stage without an authorized reason (e.g. documented illness, family emergency) will be sent to the next ACTS Stage.
- ◆ Students who miss an ACTS Stage for an authorized reason will repeat that Stage at the earliest opportunity.
- ◆ All ACTS Stages issued will be posted to the eReport system when available

Stage 1 ACTS: Reorientation

- ◆ Issued for first-time minor violations of discipline policy
- ◆ may be recommended by all staff and issued by hallmasters, teachers, senior hallmasters, or AAC member
- ◆ 2 hours of intensive education and re-orientation, Friday evening from 3:45PM-5: 45PM, followed by a questionnaire related to the violation.
- ◆ Counselling may be done by Senior Hallmasters, Homeroom teachers or Guidance Counsellors, and Liaison/Admissions staff. Consequences of Stages 2,3,4,5 will be reviewed.

- ◆ Students placed on re-orientation for 3 unauthorized absences in any class will be placed on the AAC tracking sheet. These students must then see the Assistant to the VP, the VP, or the ESL Department Head whenever absent and before returning to class.
- ◆ Students who receive a second Stage 1, in any semester, for any reason, is moved up to Stage 2

Stage 2 ACTS: Counselling and Physical Consequences or call to parents or referral to AAC member:

- ◆ Issued for repeat of any Stage 1 violations or for violations as listed below
- ◆ May be recommended by all staff and issued by Senior Hallmaster or AAC Member.
- ◆ Parents/agents/HK Office informed via phone call or email from Residence Office or Academic Office and e-report.
- ◆ Students will be required to do physical chores in school or residence or in the community supervised by a ACTS instructor
- ◆ Additionally, CIC reserves the right to deny privileges including but not limited to trips, activities, residence sign-out, and earlier curfew times.
- ◆ A warning letter may be issued advising the student and parents of the consequences in Stages 3,4,5 (including Notice of Review of Student Status, Notification of Canada Immigration, options at Stage 5)
- ◆ Students who do not fulfill the requirements of this stage may be assigned Stage 3 ACTS or be evicted from residence and/or have their student status terminated

Stage 3 ACTS: Counselling, Supervised Grounding and Removal of Privileges or suspension from classes for 1-5 days

- ◆ Issued for repeat of any Stage 1 or 2 violations or for violations as listed below
- ◆ May be recommended by all staff and issued by AAC.
- ◆ Parents/agents to be informed via phone call or email from Residence Director or Vice-Principal.
- ◆ One weekend (2 days) of supervised grounding in Oak Hall (under supervision of ACTS instructor). The student will have no privileges, no phone, computer for school work only, no sign-out, and food sent to the room. Student must complete homework to be assigned by teachers. Community work may be assigned.
- ◆ Additionally, CIC reserves the right to deny privileges including but not limited to trips, activities, residence sign-out, and earlier curfew times.
- ◆ Family pays for room and supervision costs (minimum \$50 per day) at Oak. Non-residence students will pay more for meals.
- ◆ If Stage 3 is issued for attendance, student may be asked, in addition, to attend one week (8 hours) of class extensions to make up missed academic work
- ◆ A Notice of Review of Student Status may be issued and copied to parents
- ◆ A Notice of intent to Notify Canada Immigration should behaviour fail to improve may be issued
- ◆ Students who do not fulfill the requirements of this stage may be assigned Stage 4 ACTS or be evicted from residence and/or have their student status terminated

Stage 4 ACTS: Counselling, Suspension and Supervised Grounding or Suspension from school **for at least** one week with two weekends grounding at Oak Hall under supervision of the ACTS instructor

- ◆ Issued for repeat of any Stage 1, 2, or 3 violations or for violations as listed below
- ◆ May be issued only by the Principal.
- ◆ Parents/agents informed via phone call from Principal.
-Or-
- ◆ Suspension from Total Care Residence for two weeks immediately following the violation with grounding at Oak Hall under supervision of the ACTS instructor. The student will have no privileges, no phone, computer for school work only, and no sign-out,. Student must complete all missed classwork and assignments that will be provided by teachers and counsellors, including assigned physical activity.
- ◆ Family pays for administrative and supervision costs (minimum \$150 per week) at Oak. Non-residence students will pay more for meals (\$250 per week).
- ◆ Students will be monitored in the ACTS wing of Oak Hall for two weeks following ACTS Stage 4

- ◆ Students who do not fulfill the requirements of this stage may be assigned Stage 5 ACTS or face an eviction and/or expulsion hearing or be required to serve any other additional ACTS Stage as deemed necessary by the AAC.

Stage 5 ACTS - Expulsion or Severe Consequences or Parents come to supervise student

- ◆ Issued for repeat of any Stage 3 or 4 violations or as an alternative to non-readmission or termination of student status or eviction and/or expulsion after an Expulsion Hearing
- ◆ May be issued only by the Principal
- ◆ Parents/agents will be informed by the Principal before Disciplinary Hearing and will be invited to participate in Hearing.
- ◆ ACTS Stage 5 includes provisions to :
 - Move student to Oak Hall under close supervision for the rest of the semester or for a longer period of time as deemed necessary by the AAC.
 - Impose an earlier curfew (10PM)
 - Remove sign-out privileges after curfew
 - Remove access to all electronic equipment after curfew except for school work
 - Invoice parents for an extra \$150 per week for room costs (\$250 for non-residence students).
 - Initiate weekly communication with parents
- ◆ Family pre-pays for administrative and supervision costs (minimum \$150 per week for 18 weeks) at Oak. Non-residence students will pay more for meals (\$250 per week).
- ◆ Students who do not fulfill the requirements of this stage may be evicted from residence and may be expelled from school or be required to serve any other additional ACTS Stage as deemed necessary by the AAC.

EXAMPLES OF DISCIPLINARY VIOLATIONS AND ACTS CONSEQUENCES

Disciplinary Policy Violation	Minimum ACTS Stage applicable *
Continuous lates in any class	Minimum STAGE 1
Demonstrations of affection that should remain private	Minimum STAGE 1
Being in possession of alcohol or under the influence	Minimum STAGE 1
Conducting unauthorized business in school or residence	Minimum STAGE 1
Gambling	Minimum STAGE 1
Open Flame in room (e.g. burning candle or incense sticks)	Minimum STAGE 1
Cooking in room	Minimum STAGE 1
Overnight visitor in the residence room	Minimum STAGE 1
Loud noise in residence disturbing room-mates or neighbours	Minimum STAGE 1
Not observing quiet study time in residence	Minimum STAGE 1
School bus safety	Minimum STAGE 1
Bicycle, rollerblades, skateboards in school or residence	Minimum STAGE 1
Poor housekeeping	Minimum STAGE 1
Pets in residence	Minimum STAGE 1
Unauthorized items in residence room TV, VCR, Additional Appliances, such as fridge	Minimum STAGE 1
Change of room and residence without	Minimum STAGE 1

Disciplinary Policy Violation	Minimum ACTS Stage applicable *
permission	
Ignoring a fire alarm	Minimum STAGE 1
Unsafe practices : <ul style="list-style-type: none"> • Lending and or borrowing residence key • Propping door open, opening the door to stranger • Removing window screen, blinds or curtains • Throw, drop, shoot or hang any object from window 	Minimum STAGE 1
Failing to wake up in the morning	Minimum STAGE 1
Skipping a class	Minimum STAGE 1
Not participating in a Routine for Success activity	Minimum STAGE 1
Residence Sign-out	Minimum STAGE 1
Missing ACTS 1 without an authorized reason	Minimum ACTS Stage 2
Second uniform policy violation	Minimum ACTS Stage 2
First violation of the smoking policy	Minimum ACTS Stage 2
Second ACTS 1 violation	Minimum ACTS Stage 2
Disrespect/ lying to staff	Minimum ACTS Stage 2
Fighting between two students	Minimum ACTS Stage 2
Fraud	Minimum ACTS Stage 2
Possessing or viewing pornography in school or residence	Minimum ACTS Stage 2
2 or more consecutive or 3 unauthorized absences in any class	Minimum ACTS Stage 2
Repeated unauthorized curfew violations	Minimum ACTS Stage 2
Missing ACTS 2 without an authorized reason	Minimum ACTS Stage 3
5 unauthorized absences in any class	Minimum ACTS Stage 3
Third ACTS 1 violation	Minimum ACTS Stage 3
Tampering with fire protection equipment	Minimum ACTS Stage 3
Continuous extended unauthorized absences	Minimum ACTS Stage 3
Harassment and bullying	Minimum ACTS Stage 3
Vandalism or Theft	Minimum ACTS Stage 3 plus costs or restitution

Disciplinary Policy Violation	Minimum ACTS Stage applicable *
Threatening staff or students	Minimum ACTS Stage 3
Gang membership or gang activity	Minimum ACTS Stage 3
Possession of a weapon or replica	Minimum ACTS Stage 3
Giving alcohol to a minor	Minimum ACTS Stage 3
Sneaking a member of the opposite sex into the residence	Minimum ACTS Stage 3
Coming to school or residence impaired by alcohol	Minimum ACTS Stage 3
Assault on staff or students without bodily harm	Minimum ACTS Stage 3 or mediation/ apology
Possession of small quantities of illegal substances	Minimum ACTS Stage 3
Any form of interaction that has a sexual connotation	Minimum ACTS Stage 3
Making false or misleading statements to staff during an investigation	Minimum ACTS Stage 3
Using illegal substances	Minimum ACTS Stage 3
Missing ACTS 3 without an authorized reason	Minimum ACTS Stage 4
10 unauthorized absences in any class	Minimum ACTS Stage 4
Repeat Stage 3 violation of School or Residence rules	Minimum ACTS Stage 4
Repeated Stage 3 or 4 violations	ACTS Stage 5
Continuous extended unauthorized absences	ACTS Stage 5
Second violation of the smoking policy	Minimum ACTS Stage 5
An alternative to eviction and/or expulsion	ACTS Stage 5

- * Note**
1. The actual ACTS stage applied will depend on the severity of the violation. For example, disrespect to staff involving failure to follow instructions may result in ACTS 2 whereas more serious disrespect such as rude comments or swearing may result in ACTS 3 or ACTS 4. Senior Advisors or an AAC member will determine the appropriate stage.
 2. At the end of the semester, documentation may be removed from the student's file upon the recommendation of academic and residence staff
 3. Repeated violations may result in a higher ACTS Stage, not necessarily the next
 4. Any ACTS violations that occur during the holidays will be recorded as part of the upcoming semester
 5. Students who stay up past light out to use the internet may have to turn in their computers in to staff at curfew and pick them up after class the next day. Parents may be notified.
- Policy violations not listed in the ACTS may be added from time to time by the Principal

SUSPENSION FROM SCHOOL

A student may be suspended from the school for a period of 3-5 days for any offense deemed serious enough by the Principal to warrant suspension. The suspended student will be marked absent in each class and will work on assigned lessons in a designated area of the school or residence.

NON-READMISSION

The school reserves the right to deny readmission to any registered student who fails the same English course for 3 consecutive semesters due to poor attendance and attitude, and / or who has received more than 4 warnings for reason of discipline.

CLASS EXTENSION POLICY

1. Class extension will be in the Maple Building Auditorium from 4:00 PM – 6:00 PM.
2. Class extension will be issued by teachers.
3. After completing the class extension form, the staff member issuing the class extension should:
 - Have the student sign the form, acknowledging detention).
 - Submit the form to the Academic Office by 3:00 PM.
4. A class extension log book will be kept in the Maple Building
5. the staff member supervising class extension will pick up form from the Academic Office and the log book from the Maple Building Secretary and:
 - Ensure that all class extension forms have been countersigned.
 - Transfer information from the class extension form into the logbook under the date (and time) column on which the class extension is to be served.
 - Sign the class extension form after the student service the class extension.
 - Return the signed class extension form(s) to the issuing teacher(s).
6. Each class extension shall be no longer than 2 hours to be served in one day.
7. A staff member will supervise all class extensions. Prefects and / or Senior Scholars may be asked to assist.
8. Students who fail to appear for class extension without an acceptable reason may be issued ACTS and will still be required to serve the class extension. Acceptable reasons include a doctor's note or a note from the residence hallmaster for illness, a TOEFL test, a university / college entrance test, or travel to a consulate for visa renewal.
9. Class extension may be issued:
 - After 2 lates in any calendar month;
 - For unexcused absences;
 - For failure to do homework;
 - For disciplinary reasons.
10. Unexcused absences include all absences except those where a student provides evidence of:
 - Illness (a doctor's note or a note from the residence hallmaster);
 - A TOEFL test appointment;
 - A university / college entrance test appointment;
 - Travel to a consulate for a visa renewal.
11. Students who are late for a class extension will serve the balance of the time on the assigned day and serve another class extension the following day.
12. Students will complete work assigned by the staff member issuing the class extension.
13. Students must show their photo ID card when reporting to class extension.

SUMMARY OF COURSES OFFERED

COURSES	FALL	WINTER	SUMMER
ESLAO, ESLBO, ESLCO, ESLDO, ESLEO	*	*	*
ENG1D, ENG2D, ENG3C, ENG4U, EOA4Z, EBT40, OLC4O, IBT5Z, IBT6Z	*	*	*
MPM1D, MPM2D, MCR3U, MCV4U, MHF4U, MDM4U	*	*	*
MCF3M, MOA3Z, MOA4Z, MAP4C	*	*	
CGW4U, PPL2O, PPL3O	*	*	*
ICS3U, ICS4U	*	*	*
BAF3M, CIA4U, BAT4M, BBB4M, AVI4M	*	*	*
SNC2D, SPH3U, SCH3U, SBI3U, SPH4U, PSE4U	*	*	
SBI4U, SCH4U	*	*	*
CHC2P, CGC1P, GLC2O, CHV2O, CLN4U	*	*	
GPP3O, HHS4M, HSB4M, BOH4M, BB12O, BMI3C, CIE3M, BTT2O	*	*	
ADA4M, AVI3M, AWD4M, AMU1O, AMU2O, AMU3M, AMU4M, AMI3M, AMI4M, AMV4M	*	*	
CHY4U, LKADU, EWC4U, FSF4U, ENG4C	*	*	
AVI1O, HSP3M, LKODU, LWSAO, MFM2P, PSE4U, FSF13		*	
MFM1P, SNC1D, SNC2P	*		
CO-OP			*

These courses will be offered provided there is sufficient enrollment of students.

COURSE CODE

ADA – Drama
 AMU, AMI, AMV – Music
 AVI, AWD – Visual Arts
 BAF, BAT – Accounting
 BBB – International Business
 BBI – Introduction to Business
 BMI – Introduction to Marketing
 BOH – Business Leadership
 BTT – Introduction to Information Technology in Business
 CO-OP – Co-operative Education (work experience)
 CGW/CGC – Geography
 CHC – Canadian Studies
 CHY – World History
 CLN – Canadian and International Law
 CHV/GLC – Career Studies / Civics
 CIE, CIA – Economics
 ICS, TIK – Computer Science
 ENG, EBT – English
 ESL – English as a Second Language
 EWC – Writer's Craft
 FSF – French
 GLS – Learning Strategies: Skills for Success in Secondary School
 GPP – Leadership Studies
 HHS – individuals & Family in a Diverse Society
 HSP – Anthropology, Psychology, and Sociology
 HSB – Challenge & Change in Society
 LKM/LKA – Chinese (Mandarin)
 LKO – Korean
 LWS – Spanish
 MAP/MOA/MCR/MCF/MPM – Mathematics
 MHF – Advanced Functions
 MCV – Calculus and Vectors Mathematics
 MDM – Data Management

OLC – Ontario Literacy Course
 PSE – Exercise Science
 PPL – Physical Education
 SBI – Biology
 SCH – Chemistry
 SNC – Science
 SPH – Physics

LEVEL OF DIFFICULTY

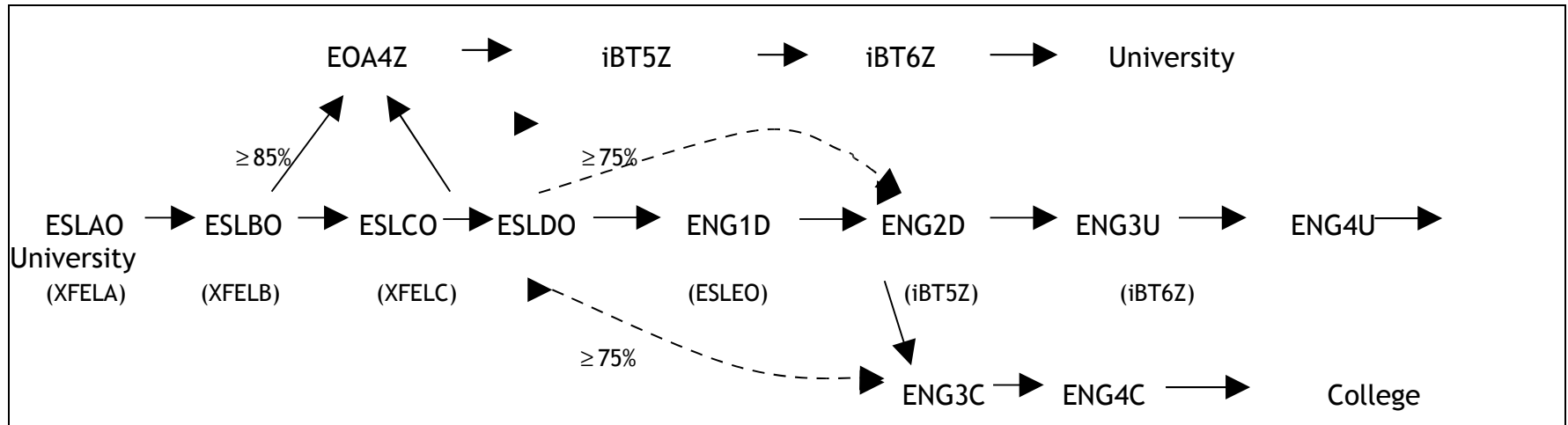
ESLAO – Level 1
 ESLBO – Level 2
 ESLCO – Level 3
 ESLDO – Level 4
 ESLEO – level 5

Z – Non-Credit
 D – Academic
 O – Open
 P – Applied
 M – University / College
 C – College
 U – University

GRADE LEVELS

4 – Grade 12
 3 – Grade 11
 2 – Grade 10
 1 – Grade 9

ENGLISH PROGRESSION CHART - New Academic Stream



() indicate that a course is optional

Passing mark is 50% in all courses.

9wk EOA4Z non-credit course offered to pre-university students in October, March, and May

18wk EOA4Z non-credit course offered to pre-university students in August and January

The XFELA, XFELB, XFELC are non-credit additional 55 hour courses offered in the evenings.

EOA4Z	↗ 0% - 49%	➔	ENG1D
	↗ 50% - 59%	➔	ENG2D or ENG3C
	➔ 60% - 69%	➔	ENG2D or ENG4C
	↘ 70% - 79%	➔	ENG3U or ENG4C
	↘ 80% - 100%	➔	ENG4U

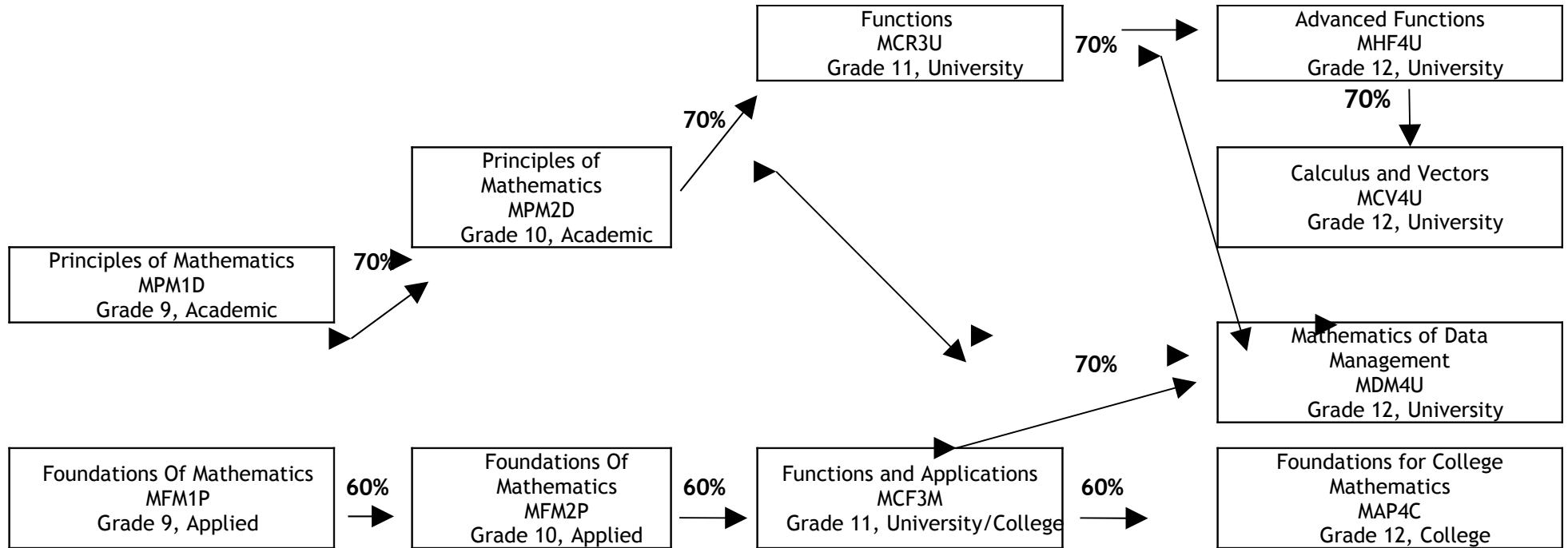
iBT 5Z	course mark : 50% - 79%	➔	ENG3U + (iBT6Z)*
	iBT TOEFL score ≥ 70	➔	ENG4U + (iBT6Z)*
	course mark ≥ 80% plus iBT TOEFL score ≥ 65	➔	ENG4U + (iBT6Z)*

Effective starting May 2008

• MATH PROGRESSION CHART

Prerequisite Chart for Mathematics, Grades 9-12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Important Notes about the Math Progression Chart:

1. Each percentage in the chart is the **recommended** grade for success from the prerequisite course.
2. The passing mark in each course is 50% according to the Ontario Curriculum for Mathematics
3. Students going into a course with a passing grade lower than the recommended mark will be placed on Academic Support from the start of the semester in order to ensure success.

Science Progression Chart

