

Towards Ahimsa Secondary School

Course Calendar 2024-2025



An Initiative by IMJM Canada

Note: Towards Ahimsa Secondary School is pending approval by the Ministry of Education. It is currently unable to grant credits towards OSSD. (Sept 1, 2024).

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Towards Ahimsa Secondary School

Course Calendar for 2024-2025

The School Values

Towards Ahimsa Secondary School values secondary education as a time for personal and spiritual growth. Each course taught through the lens of Jain philosophy, emphasizes ethical decision-making, compassion, and non-violence. This approach deepens students' understanding of Jainism and its relevance to contemporary life.

Beyond academics, we focus on building a strong sense of community. Through collaborative projects and community service, we nurture connections among youth, creating a supportive environment. Completing secondary education here equips students with not only academic skills but also a moral and communal foundation for a purposeful life.

The School Philosophy and Goals

Our school's philosophy is deeply rooted in Jain principles, promoting values such as non-violence, compassion, and respect for all living beings. We aim to foster a holistic educational environment that nurtures both the intellectual and ethical development of our students. Our goals include:

- **Academic Excellence:** Providing high-quality education that meets provincial standards and prepares students for success in higher education and their future careers.
- **Character Development:** Instilling values of honesty, integrity, and empathy, encouraging students to lead lives of purpose and responsibility.
- **Community Engagement:** Encouraging students to actively participate in community service and social justice initiatives, fostering a sense of global citizenship and a commitment to making a positive impact in the world.
- **Lifelong Learning:** Inspiring a love of learning that extends beyond the classroom, encouraging curiosity, creativity, and critical thinking.

By integrating these goals into our curriculum and school culture, we aim to develop well-rounded individuals who are not only academically accomplished but also compassionate and ethical members of society.

Requirements for Accessing Course Content

An internet connection is required, with broadband wired or wireless preferred. Speakers, a microphone, and a webcam are necessary; most laptops have these built in. The computer should be running macOS 13 or later or Windows 11. Supported browsers include Edge, Firefox, Chrome, and Safari. As well, you will need a GMAIL address.

School Contact Details

If a parent or student needs to contact the school or a TASS staff member, please feel free to email info@imjmcanada.org or phone (416) 497-0093.

2. Overview of Secondary School Credentials in Ontario

This section highlights the Ontario Secondary School Diploma (OSSD), Ontario Secondary School Certificate (OSSC), and Ontario Certificate of Achievement (OCA).

Ontario Secondary School Diploma (OSSD)

In line with Ontario education policies, TASS stresses the importance of remaining in secondary school until age eighteen or earning the Ontario Secondary School Diploma (OSSD). This commitment ensures that students are prepared for further education and meaningful contributions to society. We provide the support and resources necessary to keep students engaged, motivated, and on track to achieve their OSSD.

To earn an Ontario Secondary School Diploma (OSSD), a student must earn a total 30 credits.

A credit (1.0) is granted in recognition of successful completion of a course for which a minimum of 110 hours of learning time has been scheduled.

A half-credit (0.5) is granted in recognition of successful completion of a course for which a minimum of 55 hours of learning time has been scheduled.

If you started Grade 9 in 2023 or earlier, you need the following to earn your OSSD:

- earn 18 compulsory credits.
- earn 12 optional credits.
- pass the literacy requirement, *Ontario Secondary School Literacy Test/Course*.
- earn at least two online learning credits.
- complete a minimum of 40 hours of community involvement activities (details on page 14).

If you started Grade 9 in 2024 or in later years, you need the following to earn your OSSD:

- earn 17 compulsory credits.
- earn 13 optional credits.
- pass the literacy requirement, *Ontario Secondary School Literacy Test/Course*.
- earn at least two online learning credits.
- complete a minimum of 40 hours of community involvement activities.

Please discuss with TASS administration if more clarification is required. Ref: <https://www.ontario.ca/page/high-school-graduation-requirements>

Ontario Secondary School Certificate

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, distributed as follows.

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

The 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 is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (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 updated 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 the returning student has fulfilled the appropriate requirements

Ref: <https://files.ontario.ca/edu-ontario-schools-policy-programs-2016-en-2022-01-19.pdf>

3. Courses offered in 2024 - 2025 School Year

In 2024-2025, Towards Ahimsa Secondary School will be offering the following course(s):

HRT3M - World Religions & Traditions Study various world religions to deepen understanding of Jainism and promote tolerance. The course prepares students to engage respectfully while upholding Jain principles.

Ministry Description: This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

Prerequisite: None

4. Student Records

Ontario Student Transcript

The Ontario Student Transcript (OST) records student achievements in secondary school. For Grades 9 and 10, only successful courses are listed. For Grades 11 and 12, all courses are listed, including those not completed successfully, unless withdrawn before the Full Disclosure date. The OST also includes the Grade 10 Literacy Requirement and community involvement hours.

Ontario Student Record

The Ontario Student Record (OSR) is the official educational record for students enrolled in Ontario schools, including TASS. Each school maintains an OSR for every student registered there, which includes details such as achievement results, credits earned, diploma requirements fulfilled, and other important educational information. The OSR is safeguarded under the *Education Act* and *Freedom of Information* legislation in Ontario. For students enrolled in both TASS and another Ontario secondary school, the OSR will be kept at the school where the student is primarily attending (usually the one where most courses are taken). TASS does not manage the OSR for students who have already graduated from another institution. If a student is attending another school full-time—whether public or private—and is taking only a single course with TASS, their OSR remains with their primary school. TASS will only create or hold an OSR if TASS is the student's sole school of responsibility.

An OSR will include the following components:

- Form 1A
- Report Cards: Virtual High School will file both the midterm and final report cards in the student's OSR or Virtual High School will send these report cards to the student's school where this OSR is held
- Ontario School Transcript (OST)
- Documentation Files for such things as IEP, psychological assessments, Violent Incident Form, etc.
- Prior Learning Assessment and Recognition (PLAR) Challenge for Credit:
- Cumulative Tracking Record
- Cumulative Community Involvement Report
- Ontario Secondary School Literacy Test results
- Office index card
- Additional information identified as being conducive to the improvement of the instruction of the student.

Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder containing the Ontario Student Transcript and the Office Index Card will be maintained for fifty-five years after a student retires.

5. Other Credit-Related Considerations

Substitution of Compulsory Credits

TASS will not substitute compulsory credits. If a student would like to request a substitution for a compulsory credit, they should contact the administration at their homeschool.

Prior Learning Assessment and Recognition (PLAR) Credits

TASS is unable to provide PLAR opportunities to students. If a student would like to submit a PLAR request they should contact the administration at their homeschool.

Reach Ahead Courses

TASS does not offer reach-ahead courses for grade 8 students seeking secondary school credit. Students interested in reach ahead courses should consult their home school.

External Music Credits

TASS is unable to grant music credits. If a student would like to request to earn an external music credit they should contact the administration at their homeschool.

Credits Earned Online

Students have the opportunity to earn credits online through e-learning, the Independent Learning Centre (ILC), and continuing education courses for credit. To take advantage of online credits, students should consult with the administration at their homeschool.

Summer School Credits

TASS does not offer summer school. If you wish to take summer courses, please contact your administration or guidance department at your homeschool as soon as possible.

Waiving Prerequisite Courses

TASS does not waive prerequisite courses. Students wishing to take courses must meet the prerequisites listed in ministry policy documents.

Course Changes

Students are encouraged to choose courses carefully, but we understand that career goals and post-secondary plans can change. Course changes are allowed until October 1, 2024, as long as they are academically appropriate, space is available, prerequisites are met, and there is approval from the parent and teacher.

Cooperative Education, Dual Credits, and Job Shadowing

TASS does not offer cooperative education courses, dual credits, or job shadowing opportunities. However, teachers are encouraged to design authentic and experiential projects that are relevant to students' lives. For Coop and Dual credits, students should contact their administration or guidance department at your homeschool.

Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) assesses students' literacy skills to ensure they meet the provincial graduation requirement.

Towards Ahimsa Secondary School does not supervise the OSSLT. Please contact your homeschool for details on how to fulfill this graduation requirement.

Ontario Secondary School Literacy Course (OLC40)

This course helps students develop the literacy skills needed for the Ontario Secondary School Literacy Test (OSSLT). Completing the course fulfills the provincial literacy requirement for graduation.

Students who have attempted the OSSLT at least twice, with at least one unsuccessful attempt, are eligible for the course. Those who have met the literacy requirement may also be considered under special circumstances, at the principal's discretion.

Towards Ahimsa Secondary School does not offer OLC40. Please contact your homeschool if you choose to take this course.

Online Learning Graduation Requirement

Online learning, or *e-learning*, allows secondary students to take courses fully online without needing to be in a physical classroom. Students might need to visit school for final exams or to access resources like internet, devices, and support services.

This differs from *remote learning*, which involves virtual classes during disruptions like snow days or emergencies.

Since the 2020-21 school year, all Grade 9 students must earn two *online* learning credits for the Ontario Secondary School Diploma (OSSD), unless exempted.

Parents who wish to opt-out or exempt their child from the online graduation requirement must complete the opt-out form available from their child's homeschool.

Courses at Towards Ahimsa Secondary School do not fulfil the OSSD online learning credit requirement because TASS courses have a synchronous component.

6. How to Read Ontario Course Codes

The course coding of all programs offered through Towards Ahimsa Secondary uses a 5-character system that is established and recognized by the Ministry of Education.

Here is an example of how to interpret these codes:

SBI 4U

S - The first character indicates the major area of study for the course. In this case it area of study is Science. Other major areas of study include:

- A = Arts
- B = Business Studies
- C = Canadian and World Studies
- E = English or English as a Second Language (ESL) or English Literacy Development (ELD)
- F = French
- G = Guidance and Career Education
- H = Humanities and Social Sciences
- I = Interdisciplinary Studies or Computer Studies
- L = Classical Studies and International Languages
- M = Mathematics
- N = First Nations, Métis, and Inuit Studies
- P = Physical and Health Education
- S = Science
- T = Technological Education

BI - The second and third character serves as the course descriptor within the subject area. In this case it is Biology.

4 - The fourth character represents the grade level, which in this case the grade level is 12:

1 - Grade 9 **3** - Grade 11
2 - Grade 10 **4** - Grade 12

D - The fifth character identifies the course type or pathway, which is this case is Academic:

Grade 9 & 10	Grade 11 & 12
W - Destreamed	C - College preparation
L - Locally Developed	E - Workplace preparation
O - Open	M - University/College preparation
D - Academic	O - Open
P - Applied	U - University preparation

At TASS, a sixth character is used by schools to identify specific programs.

7. Academic Year and Schedule

Towards Ahimsa Secondary School is a full-year school. All 1.0 credit courses run from September to June. Courses that are 0.5 credits run in a semester format, (S1 and S2). Full Disclosure Date is the last day to drop a course without the mark appearing on your permanent transcript.

Key Dates for 1.0

For 1.0 Credit Courses

- Start Date: September 18, 2024
- End Date: June 29, 2025

- Mid-term Report Card: January 18, 2025
- Final Report Card: June 30, 2025
- Exam Day: June 29, 2025
- Last day to change course selection: October 1, 2024
- Full Disclosure Date (the last day to drop a Grade 11 or 12 course without the mark appearing on your permanent transcript): January 22, 2025

Weekly Timetable

Classes run twice a week on Wednesdays and Sundays. See School Calendar below for specific class days, breaks, exam days, and reporting days.

	Sun	Mon	Tues	Wed	Thur	Fri	Sat
Classtime	6:30-7:45pm 7:45-9:00pm			3:30-4:30pm			

Month	Number of Instructional Days	Number of Instructional Hours	Scheduled Examination Days	1st Week							2nd Week							3rd Week							4th Week							5th Week						
				S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
Aug 2024	0							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Sept 2024	5	7		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
Oct 2024	7	11.5				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Nov 2024	7	11.5						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	
Dec 2024	6	10.5		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
Jan 2025	7	11.5				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		
Feb 2025	7	11.5							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		
Mar 2025	5	8							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
Apr 2025	8	14		30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			
May 2025	7	11.5					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
June 2025	8	15.5	1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					
July 2025	0				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			
Total	70	113.5	1	The 2024-2025 calendar provides for 116 instructional hours between Sept 1, 2024 - and June 30, 2025. Wednesday instructional hours are 1 hour. Sunday Instructional hours are 2.5 hours. Exams are 1.5 hours long. FD - First Day B - Designated Holiday H - Statutory Holiday J - Jain Event R - Reporting Day E - Examination Day																																		

8. Course Selection 2024-2025

Course Selections for the next school year are made by May. Students have the opportunity to modify their course selections later in the year. Courses with insufficient enrollment may not be offered.

The Ontario Curriculum offers a diverse array of courses, please see Ontario curriculum policy documents: <https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>. This year, Towards Ahimsa Secondary School is offering:

HRT3M1: World Religions & Traditions

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief. Prerequisite: None.

Ref: <https://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf#page=358>

Integration of Jain Principles

At Towards Ahimsa Secondary School, all courses are taught through the Jain lens, focusing on ethical decision-making, non-violence, community service, and sustainability. This approach helps students connect with core values, think critically, and act responsibly, so they can use Jain principles to make a positive impact on the world. *For more details, please see specific course outlines available from the teacher.*

Community Service (Seva) Projects

Incorporated into the course curriculum to align with the principles of Jainism, focusing on non-violence, environmental sustainability, and social justice.

Possible projects could include organizing clean-up drives, community awareness campaigns, or volunteering with local charitable organizations.

Educational and Community Resources

TASS provides access to a library of Jain books and connections with Jain scholars. Additionally, students can use local public libraries and online resources for their research. Teachers will guide students to various resources as needed throughout the course.

Please note: Grade 9 students interested in enrolling in HRT3M will need to obtain a signed assessment letter from their homeschool English or Geography teacher to confirm their readiness for the course. Please see the TASS administration for a copy of the letter.

9. Learning Strategies and Supports

At TASS, our administration and teachers focus on providing differentiated instruction to support students with special needs through:

- **Accessibility and Inclusive Classrooms:** Ensuring all students have equal opportunities to learn in classrooms that meet a range of learning needs.
- **Accommodations and Differentiated Instruction:** Recognizing diverse learning styles and offering tailored instruction to support all learners.
- **Assessment and Evaluation:** Using varied methods to assess and evaluate students, allowing them to show their understanding in different ways.

Supporting Student Needs

TASS Guidance Counsellors support students in social, emotional, educational, and career development. They help with personal issues, academic concerns, and career exploration. Students are encouraged to explore their interests and develop skills in time management, study habits, goal setting, and decision-making. Counselors also provide empathetic support to students at risk of not graduating, helping them set goals and create success plans.

Support for Post-Secondary Pathways

Counselors are available to discuss post-secondary options with students, including pathways to the workplace, college, or university. They provide resources and guidance to help students explore their future opportunities. Parents are also encouraged to consult with counselors about their child's progress and future plans.

Individual Education Plan

An Individual Education Plan (IEP) is a document that outlines a student's learning needs and any accommodations or services they require to be successful in their courses. The IEP helps students, parents, and teachers work together to address learning difficulties and outline the support needed. While IEPs are standard in public schools, they are not required in private schools. Students at TASS with an IEP are encouraged to share it with their teacher and our administration. We will use this information to provide the best possible support in their courses.

At TASS, we strive to support every student. However, we may not be able to accommodate needs that exceed what our inclusive classroom can offer. The TASS Administration ensures that when we accept a student with special learning needs, we are confident we can support them effectively within the existing curriculum.

English Language Learners

While TASS does not offer dedicated English as a Second Language (ESL) courses, we can provide support based on students' English proficiency. Please consult with TASS administration to learn about the available support for English learners.

English language support aims to enhance students' listening, speaking, reading, and writing skills for both everyday and academic use. For formal ESL courses, students should speak with their administration at their homeschool.

10. Assessment and Evaluation

TASS teachers and guidance counselors will support students throughout their academic journeys. Our assessment and evaluation processes are fair and transparent, promoting holistic development and a comprehensive view of student performance while adhering to government standards.

Continuous Assessment: Students will be assessed throughout the course using some or all of the following strategies.

Assessment for Learning (Formative Assessment)

1. Online Quizzes and Tests: Short assessments to gauge understanding and provide feedback to guide future learning.
2. Discussion Forum Participation: Monitoring engagement and contributions to adjust teaching and provide ongoing support.
3. Interactive Simulations and Activities: Virtual exercises to offer immediate feedback and adjust instruction based on student performance.
4. Peer Review: Students provide feedback on each other's work, promoting learning through critique and collaboration.
5. Self-Assessment Tools: Students evaluate their own learning progress, helping them identify areas for improvement and adjust their learning strategies.

Assessment as Learning (Self-Assessment and Reflection)

1. Self-Assessment Tools: Encourages students to reflect on their learning and progress, fostering self-awareness and personal responsibility.
2. Reflective Journals and Learning Logs: Students document their learning experiences and reflections, helping them track progress and develop critical thinking.
3. Recorded Presentations: Students create and review their own presentations, enhancing their understanding and self-evaluation skills.

Assessment of Learning (Summative Assessment)

1. Essays and Research Papers: Summative assignments that assess comprehensive understanding and analytical skills.
2. Digital Projects and Portfolios: Final projects or collections of work that demonstrate the application and synthesis of knowledge.
3. Case Studies and Scenario-Based Assignments: Assess the application of knowledge to complex, real-world problems through digital submissions.

Final Evaluation: Final exams will take place in June to assess students' understanding and application of concepts learned over the year. Exams will be administered either in person or online through a secure third-party platform, such as ProctorU. More information and specific details will be provided in the Spring.

11. Community Involvement Activity Hours

Forty hours of Community Involvement Activity is a requirement for earning an OSSD. These hours are recorded and submitted to the Ministry of Education by your homeschool.

Students can complete their 40 hours of community involvement at any time during high school. Grade 8 students can start earning hours in the summer before Grade 9.

Students must get approval from their home school principal before starting any community involvement activities. Students are encouraged to choose community involvement activities that align with their interests and talents. Students can choose any eligible activities to reach their 40-hour requirement. Those under 18 should plan these activities with their parents/guardians.

Activities cannot be from the ministry's or board's list of ineligible activities. If an activity is not on the approved list, the student must ask the principal for permission using the school's established process.

Ineligible Community Involvement Activities

The Ministry of Education 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, course, or program in which the student is enrolled (e.g., cooperative education course, experiential learning activities)
- 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
- contravenes the minimum age requirements to work in or visit a workplace stated in regulations made under the Occupational Health and Safety Act
- contravenes any other applicable legislation, regulation or policy
- contravenes the policies and procedures of the organization that is supervising the student's community involvement activities
- 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, the handling of securities, or the handling of valuable items such as jewellery, works of art, or antiques
- 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)
- involves activities that promote discrimination, harassment, or puts the safety of the student or others at risk.

Eligible Community Involvement Activities

Please review the list below for eligible activities. If the student would like to do an activity not listed below, they must gain permission from the Principal before beginning the activity.

- **Non-Profit Support:** Assisting with fundraising, awareness campaigns, sports/recreation events (e.g., track meets, summer games), or office/clerical work (e.g., reception, computer work).
- **Community Events:** Helping organize or participate in carnivals, parades, food drives, and local service club activities (e.g., 4H Clubs).
- **Environmental Projects:** Engaging in community clean-ups, planting trees or flowers, recycling, and beautification efforts.
- **Support for Seniors:** Serving snacks, assisting with activities, or participating in visiting and reading programs.
- **Committee Work:** Joining advisory boards, neighborhood associations, or other community committees.
- **Religious Activities:** Volunteering in children's programs, Pathshala, or special events at religious organizations.
- **Youth Programs:** Helping with programs like 4H, Scouts, Girl Guides, drop-in centers, breakfast programs, and camps.
- **Animal Care:** Volunteering in animal care, horseback riding programs, or local petting zoos.
- **Arts & Culture:** Assisting in art galleries, performing arts productions, cultural events, or community library programs.
- **Individual Assistance:** Providing help with shopping, tutoring, light snow removal (no snowblower), housekeeping, letter writing, or hospital visits.
- **School Community Service:** Supporting school activities such as organizing tournaments, assisting students, library work, technical crew for productions, school governance, fundraising, or art events.

Recording Your Community Involvement Activity Hours

Please seek the necessary forms to record your Community Involvement Activity Hours from your homeschool.

12. Code of Conduct

General Code of Conduct for TASS Community Members

The following Code of Conduct applies to TASS Staff, TASS Volunteers, Students, and Parents/Guardians of Students.

ACCEPTABLE BEHAVIOUR

Standards of acceptable behaviour focus on:

- a) respect, civility and responsible citizenship
- b) safety

a) Respect, Civility and Responsible Citizenship

All students and school community members must:

- follow all applicable laws
- follow our policies and the policies of the school board and school
- show honesty and integrity
- always treat others with dignity and respect both in person and online, especially when there is disagreement or difference
- respect and treat others fairly, regardless of their:
 - race
 - ancestry
 - place of origin
 - colour
 - ethnic origin
 - creed (religion)
 - sex, gender identity, gender expression or sexual orientation
 - age
 - marital or family status
 - disability
- respect the rights of others
- show care and respect for school property and the property of others
- respect the environment around us
- respect yourself and set yourself up for success
- take the proper steps to help those in need
- respect others' need to work in an environment that is good for learning and teaching
- seek help from school staff to resolve conflict peacefully, if necessary
- not swear at or verbally abuse anyone
- not use mobile devices (for example, cellphone, tablet, smartwatch) during class time except when:
 - a teacher says to use them as part of learning
 - they are needed for a health or medical reason
 - they support special education needs

b) Safety

All students and school community members must not:

- start or join in any form of bullying, whether in-person or through technology (for example, through texts or social media posts)
- start or join in hate propaganda or types of behaviour motivated by bias, prejudice or hate against a distinct group
- inflict, or encourage others to inflict, bodily harm
- commit sexual assault or sexual harassment
- threaten or intimidate another person
- be in possession of a weapon, including guns
- traffic weapons or illegal drugs
- commit robbery
- commit vandalism that causes damage to school property or property:
 - of a school community member
 - located on school grounds
- be in possession of alcohol, recreational cannabis or illegal drugs
 - for students, this would also include being in possession of e-cigarettes, tobacco and nicotine products, and using or being under the influence of alcohol, recreational cannabis, tobacco, e-cigarettes or illegal drugs
- give others alcohol, illegal drugs, cannabis for recreational use, tobacco, e-cigarettes and accessories (for example, vape juice, a pipe, lighter or rolling papers)
- record, take or share non-consensual recordings or photos of members of the school community

Online Code of Conduct for TASS Community Members

TASS provides online systems and resources for students and staff, accessible through computers and networks. Our policies and conduct codes apply to ensure user rights and safety, reflecting our values of non-violence, ethical living, and respect.

ACCEPTABLE BEHAVIOUR ONLINE

Standards of acceptable behaviour online focus on:

- a) personal safety
- b) unacceptable sites and materials
- c) usage guidelines
- d) responsible practices

a) Personal Safety Rules

- Share personal information (e.g., name, address, phone number) only with trusted individuals and keep it private.
- Respect others' privacy by sharing their information only with permission.
- Keep your passwords secure and confidential.
- Obtain consent from all individuals before sharing photos, especially of minors.
- Report any suspicious or troubling interactions to a teacher or administrator right away.
- Share school event details only with those who need to know and avoid public forums.

b) Unacceptable Sites and Materials

- Engage with appropriate content and report any accidental encounters with inappropriate material immediately.
- Ensure that all content you access, share, or distribute is:
 - Legal, respectful, and non-threatening.
 - Free of inappropriate language or material.
 - Non-offensive in religious or political contexts.
 - Not encouraging illegal activities or violence.
 - Free of defamatory, obscene, or sexually explicit content.
 - Shared with consent if it includes personal data.
 - Not spam, chain letters, or deceptive in nature.

c) Usage Guidelines

- Use online resources responsibly and avoid excessive use that could disrupt services.
- Report any issues or harm to systems or information, whether accidental or intentional.

d) Responsible Practices

- Use your own account and keep your passwords secure.
- Copy or share information and software only with proper authorization.
- Adhere to security measures and report any breaches immediately.
- Respect copyright laws by using and crediting others' work appropriately.

13. Attendance Expectations

TASS online courses are designed based on the Ministry of Education's curriculum expectations and are delivered by our teachers. These courses meet the same standards as those in traditional schools.

TASS online courses are synchronous. Full-credit courses follow a full-year format.

- Students are required to attend a 75-minute live session on Sundays (see the calendar for specific dates).
- Students are expected to spend 75 minutes on an independent study assignment, to be completed by the assigned due date.
- Students are expected to spend 60 minutes each Wednesday to Mid-week Reflections, which are due by Friday of the same week.

Students receive support through posted materials, tutorials, office hours, and individual conferences. All students are invited to an online orientation session in early September, to meet their online teacher and ask questions.

Parents/Guardians are expected to notify the school or teaching staff when a student is going to be absent or late for class at **(416) 497-0093** or **info@imjmcanada.org**. Include the student's name, class, and reason for absence.

The school will contact parents if a student fails to log on or is absent without notification. This process ensures that each student's well-being is monitored.

Consistent absences or lateness will be addressed with understanding and compassion, focusing on resolving any underlying issues and finding solutions.

Regular attendance and active participation reflect your commitment to both your education and the community.

Attendance During Synchronous Virtual Classes

- Teacher will take attendance at the start of the class by prompting the student
- Be present and engaged in class.
- If you need to step away for a few minutes, let your teacher know via private message or as directed, and update them when you return.

If you leave the class frequently or for extended periods, your teacher will check in to offer support. If you are unresponsive or inactive for a significant part of the class, it may be recorded as an absence. Continued unresponsiveness could lead to follow-up with your parent/guardian and school administration.

Attendance During Excursions

- Teacher will take attendance at the start of the excursion
- You cannot leave an excursion early unless it has been discussed with your parent/guardian in advance and they have provided a written note.

14. Student Rights and Responsibilities

At Towards Ahimsa Secondary School (TASS), we believe in creating an amazing learning environment together. Attending TASS is a special opportunity, and while there will be both exciting and challenging days, we ask you to stay committed. By engaging fully, you'll not only learn valuable Jain concepts for daily life but also build lasting friendships in our community.

We trust you to naturally embrace these responsibilities:

Student Rights

1. **Right to a Respectful Learning Environment:** Students have the right to learn in an environment free from discrimination, harassment, and bullying.
2. **Right to Access Educational Resources:** Students have the right to access necessary learning materials and resources to support their education.
3. **Right to Privacy:** Students have the right to privacy regarding their personal information and academic records.
4. **Right to Fair Evaluation:** Students have the right to fair and transparent evaluation of their work and performance.
5. **Right to Express Opinions:** Students have the right to express their opinions and engage in discussions in a respectful manner.

Student Responsibilities

- Respect for Others:** Students are responsible for treating all members of the school community with respect and kindness.
- Active Participation:** Students must actively participate in scheduled classes and complete assignments in a timely manner.
- Attendance and Punctuality:** Students are responsible for attending all classes on time and notifying the school of any absences or lateness.
- Honest Work:** Students must submit original work and avoid plagiarism and academic dishonesty.
- Safe and Responsible Use of Technology:** Students are responsible for using online systems and resources appropriately, respecting digital privacy, and reporting any issues.
- Compliance with School Policies:** Students are expected to adhere to all school policies, procedures, and codes of conduct.