Towards Ahimsa Secondary School

Course Calendar 2025-2026

An Initiative by IMJM Canada

Note: Towards Ahimsa Secondary School is accredited by the Ontario Ministry of Education and authorized to grant high school credits toward the Ontario Secondary School Diploma (OSSD).

BSID #: 884635

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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 macOSX 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. 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.

4. 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, 2025, 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 (OLC4O)
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 OLC4O. 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 are taught synchronously.

5. 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:

<div style="text-align:center;">

SBI 4U

</div>

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.

6. 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 Grade 11 or 12 course without the mark appearing on your permanent transcript

Key Dates
For 1.0 Credit Courses
- Start Date: September 9, 2025
- Mid-year Report Card: January 28, 2026
- Full Disclosure Date: February 4, 2026
- End Date / Exam Day: June 24, 2026
- Final Report Card: June 28, 2026

For 0.5 Credit Courses (S1 - Semester 1 / S2 - Semester 2)
- S1 Start Date: September 9, 2025
- S1 Mid-semester Report Card: November 1, 2025
- Full Disclosure Date: November 9, 2025
- S1 End Date / S1 Exam Day: January 28, 2026
- S1 Final Report Card: February 8, 2026

- S2 Start Date: February 1, 2026
- S2 Mid-semester Report Card: April 15, 2026
- Full Disclosure Date: April 22, 2026
- S2 End Date / S2 Exam Day: June 24, 2026
- S2 Final Report Card: June 28, 2026

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	7:45-9:15pm			3:30-5:00pm			

Ontario - Ministry of Education   **Towards Ahimsa Secondary School**   *Full Year School Calendar For 0.5 & 1.0 Credit Courses 2025 - 2026*

Month	Number of Instructional Days	Number of Final Exam Days	Number of Instructional Hours	1st Week S	M	T	W	T	F	S	2nd Week S	M	T	W	T	F	S	3rd Week S	M	T	W	T	F	S	4th Week S	M	T	W	T	F	S	5th Week S	M	T	W	T	F	S
Aug 2025	**0**					1	2	3			4	5 H	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 2025	**7**		**10.5**		1	2	3	4	5	6	7	8	9 FD	10 (2)	11	12	13	14 (3)	15	16	17 (4)	18	19	20	21 (5)	22	23	24 (6)	25	26	27	28 (7)	29	30				
Oct 2025	**8**		**12**			1 (1)	2	3	4	5 (2)	6	7	8 (3)	9	10	11	12 B	13 H	14	15 (4)	16	17	18	19 (5)	20 J	21	22 (6)	23	24	25	26 (7)	27	28	29 (8)	30	31	
Nov 2025	**8**		**10.5**							1	2 (1)	3	4	5 (2)	6	7	8	9 (3)	10	11	12 (4)	13	14	15	16 (5)	17	18	19 (6)	20	21	22	23 (7)	24	25	26 (8)	27	28	29
Dec 2025	**6**		**9**	30 (1)	1	2	3 (2)	4	5	6	7 (3)	8	9	10 (4)	11	12	13	14 (5)	15	16	17 (6)	18	19	20	21 B	22	23	24 B	25	26	27	28 B	29	30	31 B			
Jan 2026	**8**		**12**					1	2	3	4 (1)	5	6	7 (2)	8	9	10	11 (3)	12	13	14 (4)	15	16	17	18 (5/R)	19	20	21 (6)	22	23	24	25 (7)	26	27	28 (8/E)	29	30	31
Feb 2026	**7**		**10.5**	1 (1)	2	3	4 (2)	5	6	7	8 (3)	9	10	11 (4)	12	13	14	15 B	16 H	17	18 (5)	19	20	21	22 (6)	23	24	25 (7)	26	27	28							
Mar 2026	**6**		**7.5**								1 (1)	2	3	4 (2)	5	6	7	8 (3)	9	10	11 (4)	12	13	14	15 B	16	17	18 B	19	20	21	22 (5)	23	24	25 (6)	26	27	28
Apr 2026	**9**		**13.5**	29 (1)	30	31 J	1 (2)	2	3 H	4	5 B	6 H	7	8 (3)	9	10	11	12 (4)	13	14	15 (5)	16	17	18	19 (6)	20	21	22 (7)	23	24	25	26 (8)	27	28	29 (9)	30		
May 2026	**7**		**10.5**						1	2	3 (1)	4	5	6 (2)	7	8	9	10 (3)	11	12	13 (4)	14	15	16	17 B	18 H	19	20 (5)	21	22	23	24 (6)	25	26	27 (7)	28	29	30
June 2026	**7**	**1**	**12**	31 (1)	1	2	3 (2)	4	5	6	7 (3)	8	9	10 (4)	11	12	13	14 (5)	15	16	17 (6)	18	19	20	21 (7)	22	23	24 E	25	26	27	28 R	29	30				
July 2026	**0**					1 H	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	**73**	**1.5**	**111**	From September 1, 2025 to June 30, 2026, 0.5-credit courses have 55 hours and 1.0-credit courses have 110 hours of instruction. Sunday and Wednesday classes are 1.5 hours, and exams are also 1.5 hours. FD - First Day Class Set Up B - School Holiday H - Statutory Holiday J - Jain Event R - Reporting Day E - Final Exam Day																																				

7. Course Selection 2025-2026

Towards Ahimsa Secondary School & the Ontario Curriculum
Towards Ahimsa Secondary School (TASS) follows the Ontario curriculum. For details on the full Ontario curriculum see: https://www.dcp.edu.gov.on.ca/en/curriculum#secondary

Learning Through a Jain Lens
At TASS, every course is taught through a Jain perspective, focusing on ethical decision-making, non-violence, community service, and sustainability. This helps students connect with important values, think carefully about their choices, and take action to make a positive difference. Course outlines with specific details are available from your teacher.

Community Service (Seva) Projects
TASS strives to include Seva projects in every course.These activities promote non-violence, care for the environment, and social justice. Examples include organizing clean-up drives, creating awareness campaigns, or volunteering with local charities.

Educational & Community Resources
Students have access to a collection of Jain books and can connect with Jain scholars. You are also encouraged to use public libraries and online resources for research, with your teacher guiding you as needed.

Course Selection: Students are encouraged to register for courses in early summer. Changes can be made until the end of September.

In 2025–2026, Towards Ahimsa Secondary School will offer the following courses, depending on enrollment:

CHV2O - Civics
Guided by Jain principles, students will consider how non-violence, ethical decision-making, and compassion can shape civic engagement.

Ministry Description: This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.   **Prerequisite:** None

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GLC2O - Careers

Students will apply Jain principles to explore pathways and make career choices that reflect non-violence, ethical living, and compassion.

Ministry Description: This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.
Prerequisite: None

HFN2O - Food and Nutrition

Students will discover how food choices impact health, culture, and the environment. Guided by Jain values, they will explore plant-based eating, mindful consumption, and compassion for all living beings.

Ministry Description: This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.
Prerequisite: None

GPP3O - Leadership and Peer Support

Students will build communication, teamwork, and mentoring skills while practicing Jain values like non-violence, respect, and compassion. Through hands-on activities and a leader-in-training approach, they'll step into leadership roles that promote harmony and ethical service in their community.

Ministry Description: This course prepares students to act in leadership and peer support roles.They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. **Prerequisite:** None

HRT3M - World Religions and Belief Traditions: Perspectives, Issues, and Challenges
Students will explore the beliefs and practices of Jainism and world religions and their role in society. They will use a Jain perspective to build interfaith respect, practice non-violence, and seek truth from many viewpoints.

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

HSE4M - Equity and Social Justice: From Theory to Practice
Students will examine local and global issues of fairness, diversity, and inclusion, applying Jain teachings to promote compassion, non-violence, and work on ethical solutions in their community.

Ministry Description: This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue. **Prerequisite:** Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

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

8. 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.

9. 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. Group Work & Presentations: Students work together on in-class assignments to learn from peers and evaluate their own understanding and 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 and will require a proctor. More information and specific details will be provided in the Spring.

10. 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.

11. 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

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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.

Policy on Late and Missed Assignments

At TASS, students are expected to submit their work on time and demonstrate their learning within the timelines set by their teachers. We recognize that deadlines are part of learning, and so is developing the responsibility, organization, and time-management skills needed to meet them.

When work is missed or submitted late, our focus is not just on the task, but on helping students build the habits that support long-term success.

If you need more time, speak to your teacher before the due date. Teachers may grant extensions when there is a valid reason and communication happens in advance.

If no prior arrangement was made, and an assignment is late or incomplete, teachers may:

- Ask you to explain the situation and help you plan a new timeline
- Break large tasks into smaller parts or checkpoints
- Offer extra help, time-management tips, or check-ins
- Follow up with your parents/guardians and/or mentor if late work becomes a pattern
- Refer you to the Student Support team for additional help if needed
- Consider alternative ways for you to demonstrate your learning
- Deduct marks only as a last resort, and only after supports have been tried

Chronic lateness or missed work may also be reflected in your Learning Skills on the report card.

We know that life isn't always predictable. Our goal is to support you while holding you accountable in a fair and respectful way. If you're struggling, ask for help—we're here to work with you.

Policy on Academic Integrity

At TASS, academic integrity means being honest in how you learn and how you show what you've learned. We believe that education should reflect your own thinking, effort, and growth. Cheating, plagiarism, and other forms of dishonesty take away from your learning and affect the fairness of the school community.

Students are expected to uphold the values of honesty, responsibility, and respect in all of their academic work. Any attempt to gain an unfair advantage—whether intentional or not—is considered a breach of academic integrity.

Teachers may review any assignment, message, or test to check for authenticity. If a student is found to have violated this policy, appropriate consequences will follow. Repeated or serious cases may result in more formal disciplinary action.

Examples of Academic Dishonesty Academic dishonesty includes (but is not limited to):

- ➢ Cheating on quizzes, tests, or assignments
- ➢ Plagiarizing any type of work (see below)
- ➢ Sharing or receiving answers through unauthorized means (e.g., messaging during a test or exam)
- ➢ Copying work from another student or letting someone else copy your work
- ➢ Submitting work that was purchased, borrowed, or completed by someone else
- ➢ Using AI tools or online content without acknowledging or citing the source
- ➢ Accessing notes, websites, or messages during a test or exam unless permitted by teacher / staff
- ➢ Letting someone else access your course or complete any part of your work
- ➢ Impersonating someone else or having someone else log in as you
- ➢ Modifying or tampering with any marks, feedback, or school documents

What Happens If There's a Concern If a teacher suspects academic dishonesty, they will:

- Speak with the student and review the situation
- Determine whether the issue was intentional or a misunderstanding
- Offer learning support if the issue was due to confusion or inexperience
- Assign appropriate consequences, which may include a mark of zero, a redo opportunity, or parent/guardian contact
- Repeat or serious violations may lead to further consequences, including loss of privileges or review by school leadership.

Policy on Plagiarism

At TASS, learning is rooted in honesty, responsibility, and respect for others' ideas. Submitting work that is not your own takes away from your learning and undermines the fairness of the school community. That's why plagiarism and cheating are not acceptable.

What is Plagiarism? Plagiarism means presenting someone else's work, ideas, or words as your own. This includes:

- Copying text from a website or book without giving credit
- Using someone else's words or ideas without proper citation
- Submitting work written by someone else (including AI tools)
- Re-using another student's assignment
- Sharing lab results or homework and handing it in as your own
- Even if it's unintentional, plagiarism is still taken seriously.

Types of Plagiarism Two types of plagiarism:

Negligent Plagiarism
This happens when a student accidentally plagiarizes—by paraphrasing poorly, forgetting to cite a source, or not understanding the rules of proper referencing. It's often a learning issue and will be treated as a chance to improve.

Dishonest Plagiarism
This is when a student knowingly submits someone else's work as their own. This includes copying from websites, handing in purchased or borrowed essays, or letting someone else complete your work. These cases are more serious and may lead to academic consequences.

What Happens if Plagiarism is suspected? Teachers will:

- Speak with you if plagiarism is suspected
- Review what happened and determine if it was negligent or dishonest
- In cases of negligent plagiarism, offer a chance to redo the assignment or learn proper citation
- In cases of dishonest plagiarism, the assignment may receive a mark of zero and your parents/guardians may be contacted
- Repeated cases of plagiarism or cheating may lead to more serious consequences, including meetings with school leadership.

Our Approach: We want you to feel proud of work that reflects your own thinking and effort. If you're unsure whether something counts as plagiarism, ask your teacher before submitting. We're here to help you learn—not to punish—but honesty matters.

Our Commitment: We want students to feel proud of doing work that is truly their own. If you're ever unsure whether something is okay—ask. Learning to do things the right way is part of becoming a responsible and independent learner.

12. Attendance Expectations

TASS courses follow the Ontario Ministry of Education curriculum and meet the same standards as traditional schools. All courses are synchronous and taught by TASS teachers. Full-credit courses run for the full school year.

Schedule
- **Sundays (90 min):** New material

- **Wednesdays (90 min):** Coursework and review
  (See the school calendar for specific dates.)

Students receive support through posted materials, tutorials, office hours, and individual conferences. An online orientation is held in early September for students to meet their teachers and ask questions.

Attendance

- Parents/guardians must notify the school if a student will be late or absent:
  (416) 497-0093 or info@imjmcanada.org (include name, class, reason).

- The school will follow up on unexplained absences to support student well-being.

- Frequent absences or lateness will be addressed with compassion to find solutions.

- Missing 7 consecutive days may result in removal from the course.

During Online Classes

- Cameras must be on during class time.

- Attendance is taken at the start.

- Stay present and engaged; notify the teacher if you step away.

- Frequent or extended absences from the screen may be recorded as an absence and followed up with parents/guardians.

During Excursions

- Attendance is taken at the start.
- Students may leave early only with prior written permission from a parent/guardian.

Regular attendance and participation show commitment to your learning and to the TASS community

13. 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, 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.