

**2014 - 2015**

**Toronto Catholic District School Board**

# **School Fees Handbook**

**Ver. 2014:1**



# School Fees Handbook ver. 2014:1

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2014 - 2015**

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## TCDSB Policy Register

### FEES FOR LEARNING MATERIALS AND ACTIVITIES RATIONALE S.M.09

<b>Date Approved:</b> June 7, 2012 - Board	<b>Date of Review:</b>	<b>Dates of Amendment:</b>
<b>Cross Reference:</b>		

The Ministry of Education provides funding for the delivery of curriculum as outlined in the Education Act. The TCDSB values an enhanced school and faith experience beyond the classroom.

#### MINISTRY DEFINITIONS

##### Student Activity Fees

Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, theme days, etc.

##### Enhanced Programming and Materials

Enhanced programming and materials are voluntary enrichments or upgrades to the curriculum activities beyond what is necessary to meet the learning expectations for a particular grade or course. They represent superior products or consumables to that offered by the school and may be chosen by the student at their own expense.

##### Optional Programming

Optional programming refers to voluntary courses or activities that students normally choose to attend through an application process. Examples would be an Advanced Placement or a Hockey Canada Skills Academy program.

#### Policy

It is the policy of the Board to allow schools to charge a Student Activity Fee to enhance a student's school and faith experience.

Non-payment of these fees will in no way interfere with a student's course selection or graduation from a course or program. Mandatory charges are not allowed for any curriculum requirements used to earn an Ontario Secondary School Diploma (OSSD) or a Secondary School Certificate (OSSC). Where a charge is requested for enhanced materials and equipment, a suitable no cost alternative will always be made available.

Our schools will ensure they meet the financial needs of students and funds will be made available, discreetly, to ensure that no child is left out.

This policy applies equally to students with special needs.

#### REGULATIONS

1. All requests for student activity fees will be on a voluntary basis, will reflect actual cost and the total charge will be itemized where possible.
2. The current amount and intended allocation of fixed Student Activity fees, Enhanced Programming & Materials and Optional Programming shall be in each school's profile on the Board's website and in each school's agenda.
3. Principals must annually consult Catholic School Advisory Councils (CSAC) and Student Councils in deciding the amount of Student Activity Fees
4. Where students choose not to purchase Enhanced Programming and Materials, alternatives must be made available for essential course materials required to meet the learning expectations of the course or grade at no extra cost to the student.

5. Student fees are permitted, on a voluntary basis, which promotes the Board's vision of Christian values, community spirit, wellness and academic excellence.
6. The Director of Education will develop the School Fees Handbook and revise the document from time to time as required. This handbook will contain the applicable administrative practices, rules and procedures which must be followed when dealing with Student Activity Fees, Enhanced Programming & Materials and Optional Programming.
7. All schools that collect a Student Activity Fee will be responsible for a detailed year end accounting to the school community as outlined in the School Fees Handbook. This Accounting must be stored in an area or media accessible to the school community and will be filed with the Board at the same time as the year end school banking closing procedures.
8. This policy does not supersede the Board's policy on Dress Code or any situations that could be interpreted as a Health or Safety concern.
9. The dignity of every student and parent will be honoured in the school fee collection process. The School Fees Handbook will outline expectations of privacy and a respectful practice for discreet identification of financial hardship and assistance.
10. Fee schedules for the upcoming school year should be made widely available to the school community and to new students at the time of grade 9 registration or before the new school year begins.
11. Written documentation in the form of a receipt must be provided to students or parents upon payment of any Activity fees, Enhanced Programming and Materials and Optional Programming.

## II. Communication

The policy on Fees for Learning Materials Rational (SM.08) puts a heavy emphasis on effective communication to remain relevant and effective. The following communications cycle is a requirement of the school:

- 1) The principal is required to ensure that the school community is aware of the policy and has access to it. In January 2014 the Director of Education wrote a letter to parents explaining the new policy and asked principals to share the letter with them. This letter should be posted on the school's portal site for future reference and should not be removed until updated by the Director. The letter is attached at the end of this section for your information.
- 2) Both **Activity Fees** and **Fees for Enhanced Programming & Materials** must be included in the schools profile on the Board's website. The listing shall include both the amount and the intended use or purpose.
- 3) The principal must consult at least once annually with the school's CSAC when determining the Student Activity Fees.
- 4) At the end of the school year the principal must prepare a report detailing Activity Fee Expenditures that reconciles to the fees collected. This report must be shared with the school community and filed with the Board's Finance Department.



*Office of the Director of Education*

January 7, 2014

Dear Parents/Guardians:

This letter is to remind you of the Toronto Catholic District School Board approved policy *S.M.09 Fees for Learning Materials and Activities Rationale*, which was passed in 2012 in accordance with provincial regulations around student fees.

All secondary schools in the TCDSB collect a student activity fee as part of the registration process. These fees supplement the school experience for students by providing for materials and activities such as student agendas, student recognition programs, yearbooks, retreats, theme days, etc.

The payment of the activity fee is voluntary. Should a family not wish to pay the fee, a student would not automatically receive the items covered by the fee such as the yearbook and student agenda. Students who are unable to pay the activity fee due to financial hardship are encouraged to speak with the school administration.

Enhanced programming and material fees provide for enrichments or upgrades to curriculum activities beyond what is necessary to meet the learning expectations for a particular grade or course. They represent alternative products or consumables not offered by the school, and may be chosen by the student at their own expense.

Optional programming fees relate to voluntary courses or activities that students may choose to attend through an application process such as Advanced Placement courses or a Hockey Canada Skills Academy program.

It is the policy of the Board to also allow schools to charge fees to enhance a student's school and faith experience. These fees are voluntary, will reflect the actual costs, and the total charge will be itemized where possible.

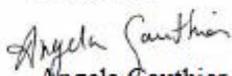
Where students choose not to purchase Enhanced Programming and Materials, alternatives must be made available for essential course materials required to meet the learning expectations of the course or grade at no additional cost to the student. Non-payment of these fees will in no way interfere with a student's registration, course selections or graduation from a course or program. Mandatory charges are not allowed for any curriculum requirements used to earn an Ontario Secondary School Diploma (OSSD) or a Secondary School Certificate (OSSC).

The privacy and dignity of every student and parent will be honoured in the school fee collection process, and our schools will ensure that no child is left out due to financial hardship or special needs. Principals will consult annually with their local Catholic School Advisory Council regarding student fees, and the process will reflect the Board's vision of Christian values, community spirit, inclusiveness, wellness and academic excellence.

To read the policy in its entirety, please visit the Board's website at:

<http://www.tcdsb.org/Board/Policies/Pages/SM09.aspx>.

Sincerely,

  
Angela Gauthier  
Director of Education

Cc: Trustees & Superintendents of Education

### III. Student Activity Fees

Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, theme days, etc. Historically, student activity fees are charged by secondary schools at the time of a student's registration but are not limited to secondary schools.

- 1) All requests for student activity fees must be on a voluntary basis. No student shall be denied or delayed in the registration process due to non-payment of an activity fee. Activity fees must reflect actual costs and shall itemize the intended expenditure. A sample of a grade 9 student activity fee letter follows this section.
- 2) The principal will be expected to address financial hardship. It may be necessary to offer flexible payment options to accommodate families. The principal in conjunction with the local CSAC should have a plan in place to deal with financial hardship in a dignified and discreet manner.
- 3) Secondary schools traditionally send a letter home after the Christmas break requesting an activity fee for the following school year. It is important that these letters have some consistency across the Board. The procedure for formulating a letter home is as follows:
  - *The Secondary School Principal's Association will add this topic to their agenda once each fall for review.*
  - *Suggested wording that must be included (as a minimum) in every letter home will be recommended by the Association and forwarded to Education Council for approval.*
  - *Each school principal will review their proposed letter home with their Regional Superintendent prior to it being released and a final copy will be sent to the Superintendent for their files.*
- 4) The suggested wording from the Secondary School Principal's Association as at January 2013 is as follows:

***"All secondary schools in the TCDSB collect a student activity fee as part of the registration process. These fees supplement the school experience for students by providing for materials and activities such as student agendas, student recognition programs, yearbooks, retreats, theme days, etc. Although this fee is voluntary, this payment enhances the student's overall school experience. Assistance may be provided to students who are unable to pay the activity fee."***
- 5) It will be the principal's responsibility to ensure all school staff are familiar with the policy to ensure conflicting messages are not conveyed to the public.

ANY TORONTO C.H.S.  
COURSE SELECTION FORM 2012-2013  
**GRADE 9**

PLEASE PRINT CLEARLY

LAST NAME: \_\_\_\_\_ FIRST NAME: \_\_\_\_\_

CURRENT ELEMENTARY SCHOOL: \_\_\_\_\_

MALE: (\_\_\_\_\_) FEMALE: (\_\_\_\_\_) DATE OF BIRTH: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
(please check) (MM / DD / YY)

**COMPULSORY COURSES – 6** – Circle either academic, applied or essential from # 1 to # 5  
– The sixth course has already been circled for you

	ACADEMIC	APPLIED	LOCALLY DEVELOPED	* GRADE 8 TEACHERS PLEASE INITIAL: *AGREE *DISAGREE	
1. ENGLISH	ENG1D1	ENG1P1	ENG1L1	_____	_____
2. MATH	MPM1D1	MFM1P1	MAT1L1	_____	_____
3. SCIENCE	SNC1D1	SNC1P1	SNC1L1	_____	_____
4. FRENCH	FSF1D1	FSF1P1		_____	_____
5. GEOGRAPHY	CGC1D1	CGC1P1		_____	_____
6. RELIGION	(HRE1O1)				

**ELECTIVE COURSES – 2** – Please rank your choices in order of preference of 1, 2 and 3  
with 1 being your first choice and the third choice being your alternate.

Dramatic Arts	_____	ADA1O1
Instrumental Music Band	_____	AMU1O1
Visual Arts	_____	AVI1O1
Vocal Music	_____	AMV1O1
Exploring Technologies	_____	TIJ1O1
Physical & Health (Active Living) Education	_____	PPL1OU (Male) _____ PPL1OV (Female)
Information Technology in Business	_____	BTT1O1
Individual & Family Living	_____	HIF1O1
Learning Strategies (Special Ed)	_____	GLE1O1

Do you CURRENTLY receive Special Education Services? YES \_\_\_\_\_ NO \_\_\_\_\_

If NO, have you ever received Special Education Services? YES \_\_\_\_\_ NO \_\_\_\_\_

STUDENT SIGNATURE: \_\_\_\_\_ PARENT/GUARDIAN: \_\_\_\_\_

GRADE 8 TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

SPECIAL EDUCATION TEACHER SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_  
(FOR STUDENT WITH IEP)

## Student Activity Fee

We will be requesting a voluntary Student Activity Fee. The Fee covers such things as the students agendas, yearbooks, student extra curricular activities, student clubs or teams etc. as outlined in the fall school newsletter. The Student Activity Fee (SAF) at ANY TORONTO C.H.S. for grade 9 students is \$100.00. Catholic School Councils are also requesting a voluntary contribution of \$10 to assist them in supporting school initiatives. Please make cheques payable to ANY TORONTO C.H.S. A breakdown of the fee is provided below:

• School lock	\$ 7.00
• Text: Research Success At Your Library	\$ 5.75
• Yearbook	\$25.25
• School Council Donation	\$10.00
• Grade 9 Orientation	\$17.00
• Student Activities	<u>\$35.00</u>
<b>School Activity Fee Cheque</b>	<b>\$100.00</b>
<b>Gr. 9 Religion Retreat</b>	<b>\$25.00</b>

### Gr. 9 Religion Retreat \$25.00

We will collect the religion retreat fee at this time in order to plan ahead, book the retreat facility and buses. The religion retreat is an expectation for all students attending a Catholic high school. Please make cheque payable to ANY TORONTO C.H.S.

## Course Enhancement Fees

Fees for required core learning materials (e.g. textbooks, workbooks) will not be charged. In some courses or subjects, there may be fees for optional enhanced learning materials or activities. Although voluntary, these fees provide the financial means to enable your child to experience a superior level of service and enhancements that enrich their educational experience. School uniforms and physical education uniforms are required in all secondary schools and are available for sale. Families experiencing a financial challenge are encouraged to contact the principal, in confidence, for assistance.

### **AUTOMATED ATTENDANCE SYSTEM**

We acknowledge we will be called whenever our son/daughter is absent or late from school. The call will be made by an automated system from 6:00-9:00 p.m. Our automated system will call your home telephone number.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## IV. Enhanced Programming and Materials

Enhanced programming and materials are voluntary enrichments or upgrades to the curriculum activities beyond what is necessary to meet the learning expectations for a particular grade or course. They represent superior products or consumables to that offered by the school and may be chosen by the student at their own expense.

- 1) The Board recognizes the diversity among our student population and strives to enhance and fulfill an individual's unique talents, abilities and passions. In order to offer superior programming, when necessary, that exceeds provincial guidelines and expectations the school or program may have no alternative but to pass the extra cost on to the student. If costs exceed the provincial budget allocated to that program and cannot be recovered by any other means then the activity will be scaled back to the lowest common denominator which is the provincial average or budget allocated.
- 2) Where students choose not to purchase Enhanced Programming and Materials, alternatives must be made available for essential course materials required to meet the learning expectations of the course or grade at no extra cost to the student.
- 3) Fee schedules should be made available to students at the time of registration. A fee should never interfere or influence a student in their course selection.
- 4) **Fees for Enhanced Programming & Materials** must be included in the schools profile on the Board's website. The listing shall include both the amount and the intended use or purpose.
- 5) Wherever possible a recycling program should be encouraged where gently used items could be resold to students in need at a discount.
- 6) Parents should always be consulted at the beginning of the year on expected charges and enhancements. The benefits and opportunities for incurring these costs should be highlighted and communicated effectively with parents. Parents should have the opportunity to question the effectiveness or necessity of an enhancement.
- 7) CSAC's should be consulted at the beginning of the year and given the opportunity to prioritize enhancements for which they intend to fundraise.
- 8) It will be the school principal's responsibility to review and approve all proposed optional fees for all courses, programs, activities and materials prior to the inclusion of such charges in school communication.

- 9) Requests for fees must be calculated at the most economical rate possible and should complement the abilities and expectations of the entire student population. Example - an art kit enrichment for an enhanced art program should differ from the kit offered for the general art program.
- 10) Enhanced programming and material charges must be priced at cost.
- 11) The following programs have contributed a brief rationale for enhancement fees and learning objectives for their programs. They are attached to the back of the handbook as Appendix A.
  - 1) ARTS
  - 2) HEALTH / PHYSICAL EDUCATION
  - 3) CANADIAN AND WORLD STUDIES
  - 4) COMPUTER SCIENCE
  - 5) ENGLISH
  - 6) OUTDOOR EDUCATION EXCURSIONS
  - 7) FRENCH IMMERSION/EXTENDED FRENCH
  - 8) MODERN LANGUAGES
  - 9) RETREATS/LEADERSHIP
  - 10) SCIENCES
  - 11) TECHNOLOGY

## V. Optional Programming

Optional programming refers to voluntary courses or activities that students normally choose to attend through an application process. Examples would be an Advanced Placement or a Hockey Canada Skills Academy program.

- 1) Optional Programming fees must reflect actual costs and shall itemize the intended expenditure.
- 2) Expenditures for staff travel and supply purchases must adhere to the Board's Purchasing Policy FP.01 and the Employee Expenses Policy FM.01.
- 3) At the end of the school year the principal must prepare a report detailing Optional Programming Fee Expenditures that reconciles to the fees collected and make this available to all participants.

## VI. Accountability and Reporting

### Reporting

Transparency is key when collecting student activity fees. The policy requires that fees reflect actual cost and are itemized when possible. It also requires that feedback be provided back to the community on the actual uses of the funds. Regulation 7 of the policy is as follows:

***“7) All schools that collect a Student Activity Fee will be responsible for a detailed year end accounting to the school community as outlined in the School Fees Handbook. This Accounting must be stored in an area or media accessible to the school community and will be filed with the Board at the same time as the year end school banking closing procedures.”***

Schools are encouraged to use the SAP School Banking System to track activity fee revenues and expenses. The following is a sample of a yearend report:

**Catholic Secondary School**  
**Report on School Activity Fees**  
Year Ending August 31, 2014

### Revenues

Fees Collected  
\$100,000

### Expenses

Yearbook Expense	\$ 60,000
Lock Expense	10,000
School Spirit BBQ	6,000
Athletics	12,000
School Newspaper	1,000
Student Assistance	5,000
Student Council	2,000
Retreat Expenses Grade 12	4,400
Miscellaneous	800
	<hr/>
Total Expense	\$101,200
Surplus/(Deficit)	<u>(1,200)</u>

Schools would be required to make this report accessible to the school community via the school web/portal site, newsletter, bulletin boards, etc. A copy must also be filed with the Board office at the same time they are closing the SAP School Banking Software as part of the yearend procedures.

### Receipts

Regulation 11 of the policy is as follows:

***“11) Written documentation in the form of a receipt must be provided to students or parents upon payment of any Activity fees, Enhanced Programming and Materials and Optional Programming.”***

For the protection of all, especially with cash transactions, a pre-numbered duplicate receipt should be issued.

## VII. Handbook Committee Structure

The handbook committee was chaired by Dave Bilenduke, Business Services and was structured as follows:

Trustees	2
Parents	2
Student Trustee or Designate	1
Program Department Coordinators	2
Secondary Principals	2
Elementary Principals	1
Field Superintendents	2
SEAC Representative	1
Business Services Staff	1
<hr/>	
Total	14

### Process:

- 1) The committee met twice in October 2012 to determine the handbook structure, topics and implementation issues.
- 2) Handbook contributions were delegated to the appropriate staff for development.
- 3) All handbook contributions were approved by the Communications Department and Education Council.
- 4) The Draft Handbook was brought to the Handbook Committee for a final review.
- 5) The Final Handbook is approved by Director's Council and included in the next Board Agenda for review by the Board of Trustees.
- 6) The handbook will be reviewed by Education Council at least once annually and the committee may be reformed at the discretion of the Director of Education.

## **1) School Fees - Art**

The arts program is organized into four strands – Dance, Drama, Music and Visual Arts. The essential skills developed in these strands focus on creativity, critical analysis, critical thinking and communication skills. *“The emphasis within each of the strands is based upon developing the student’s ability to communicate through creating and presenting/performing works in the arts and to communicate their thoughts and feelings about works in the arts.”* (Ontario Ministry of Education Arts Curriculum Guide)

Many schools offer enhanced programming and materials related to specific strands within the arts curriculum. For example, in visual arts some students prefer to use specific types of supplies that will enhance the creation of their product. Some students in music prefer to purchase their own mouth piece or rent/buy their own particular instrument. It is the student and parent who will make the choice in regards to these voluntary enhancements. The student or parent may wish to purchase a superior product (i.e. shading sticks, brushes, fine tip markers, etc.) than that provided by the school. In these cases, the student may be asked to pay the additional cost for the superior product if offered through the school. Schools must be fiscally responsible when purchasing additional products that may be offered to these particular students. All costs incurred by the school for these products would be reflective of the cost charged to the student. It is the schools’ responsibility to ensure that no student is disadvantaged in any way in meeting the learning expectations related to the arts program. The student must have the necessary supplies in order to meet the curriculum expectations and those supplies must be provided by the school.

There are a few schools within the TCDSB that have specialty arts programs (Regional Arts Program). Many of these programs involve optional programming that refers to voluntary courses or activities that students normally choose to attend through an application process. These schools may also ask parents for a voluntary fee to help with the costs of their child participating in this enhanced program. Schools must communicate to the parents that the fee is voluntary and that assistance may be provided to students who are unable to pay.

## **2) School Fees - Health and Physical Education**

The Ministry of Education is currently revising the Secondary Health and Physical Education curriculum. The current curriculum document was created in 1999 and will continue to be implemented until a new document is introduced by the Ministry. This curriculum provides learning experiences that help students develop the following:

- an understanding of the importance of physical fitness, health, and well-being and the factors that contribute to them;
- a personal commitment to daily vigorous physical activity and positive health behaviours;
- the skills and knowledge they require to participate in physical activities throughout their lives.

Teachers instil in their students an appreciation for living a healthy and active life. In order to meet many of the curriculum expectations, teachers try to create a variety of activities for their students. Many activities take place in the gymnasium or the surrounding areas of the school. There are times in which teachers will create learning opportunities outside of the school location. In order to enhance the program delivery, many teachers have incorporated physical activities that utilize the surrounding community. Teachers will arrange excursions to local community facilities to use a swimming pool, squash or tennis courts, ski hills, weightlifting equipment, etc. Usually there is a cost for using these outside facilities and these are passed onto the students taking this particular course. All costs incurred by the schools for these programs would be reflected in the cost that is passed along to the student. All of these costs and program offerings would be considered supplementary to the achievement of the expectations and alternative arrangements would have to be provided for students that do not partake in these activities. Students cannot be disadvantaged in any way from attaining the expectations in health and physical education.

All TCDSB schools provide an athletic program for their students. These activities are extracurricular and are open to all students in the school. The Toronto District Catholic Athletic Association is made up of volunteers and organizes all of the competitive athletic events for students in our board. The main objective of the TDCAA is the administration of interscholastic athletics and the development and promotion of fair play. The athletic program is voluntary and there are costs that will be incurred by the students in order to participate in these activities. Many common costs relate to paying for referees, permits and awards. These costs can be charged to the participants of these activities and will reflect the actual cost of the events.

### **3) School Fees - Canadian & World Studies**

The Canadian & World Studies curriculum program encompasses five subjects: economics, geography, history, law, and politics. In studying these subjects, students learn how people interact with and within their social and physical environments today, and how they did so in the past. Courses in Canadian and World Studies actively involve students in research, critical thinking, problem solving, and decision making. They also help students develop a variety of communication skills, as well as the ability to use information technology to collect, organize, interpret, and present information.

Successful mastery of concepts and skills in Canadian and World Studies requires a sincere commitment to work, study, and the development or strengthening of appropriate skills. As well, students should be encouraged to actively pursue opportunities outside the classroom to extend and enrich their understanding of these subjects. For example, it is recommended that they create their own files on current events that relate to their areas of study, or that they explore subject-related volunteer opportunities, recreational reading materials, movies or documentaries, or public affairs programs on television.

Many schools offer class excursions, gallery visits, outside speaker presentations related to specific strands within the curriculum to expand the learning experiences and enhance the learning styles of the students. It is the student and parent who will make the choice in regards to these voluntary enhancements if the costs are passed on to the students. Schools must be fiscally responsible when considering additional learning venues that may be offered to students. All additional costs incurred by the school for these products would be reflective of the cost charged to the student. It is the schools' responsibility to ensure that no student is disadvantaged in any way in meeting the learning expectations related to the program.

#### **4) School Fees - Computer Science**

The Computer Studies curriculum is offered in Grades 10, 11 and 12. The focus of Computer Studies is not on how to use the computers, and it goes beyond simple computer programming. It involves defining problems; analysing problems; designing solutions; and developing, testing and maintaining programs.

The computer studies curriculum incorporates a broad range of transferable problem-solving skills and techniques, including logical thinking, creative design, synthesis and evaluation. It also teaches generically useful skills in such areas as communication, time management, organization and teamwork. The curriculum recognizes that students live in a technologically rich world, and that computer studies will provide them with the knowledge and skills to understand the underpinnings of current computer technology and prepare them for the emerging technologies of our 21<sup>st</sup> century world.

The current curriculum document was last revised in 2008. The computer studies curriculum offers a range of courses, all of which are structured to give students a solid foundation in the following four areas:

- Software development (including project management and software engineering principles)
- Algorithms and data structures
- Program correctness and efficiency
- Professional and ethical responsibility

The technology and software needed to complete the computer studies curriculum is provided by the schools. Some schools offer enhancements to the program. These enhancements may include the use of alternative technology or software, school excursions or outside speakers. If the costs are passed on to the students, the student and parent will make the choice in regards to these voluntary enhancements. Schools will ensure that no student is prevented from meeting the curriculum expectations of the program and will attempt to assist students who may not be able to pay for enhancements that are deemed to be of significant curricular value.

## **5) School Fees - English**

The English program is organized into four strands – Oral Communication, Reading and Literature Studies, Writing and Media Studies. *“The program in all grades is designed to develop a range of essential skills in these four interrelated areas, built on a solid foundation of knowledge of the conventions of Standard English and incorporating the use of analytical, critical, and metacognitive thinking skills. Students learn best when they are encouraged to consciously monitor their thinking as they learn, and each strand includes expectations that call for such reflection. The knowledge and skills described in the expectations in the four strands of the language curriculum will enable students to understand, respond to, create, and appreciate a full range of literary, informational, and media texts.*

*The areas of learning are closely interrelated, and the knowledge and skills described in the four strands are interdependent and complementary. Teachers plan activities that blend expectations from the four strands in order to provide students with the kinds of experiences that promote meaningful learning and that help them recognize how literacy skills in the four areas reinforce and strengthen one another.”* (Ontario Ministry of Education English Curriculum Guide)

Many schools offer enhanced programming and materials related to specific strands within the English curriculum. For example, in some school communities, excursions to the theatre (Stratford, Niagara on the Lake) are planned so that students can see a performance of a play studied in class. Theatrical companies are also invited into the school, as are authors and storytellers. These presentations are related to specific strands within the curriculum and are intended to expand the learning experiences and enhance the learning of students. In the Reading and Literature strand of the curriculum, or while completing an ISU, some students prefer to use a personal copy of a novel or play. The student or parent may wish to purchase a different edition of a text than the one provided by the school. Additionally, while completing research assignments, some students may prefer their own copy of a research guide. In these cases, the student may be asked to pay the additional cost if offered through the school. It is the student and parent who will make the choice in regards to these voluntary enhancements. Schools must be fiscally responsible when purchasing additional products that may be offered to these particular students. All costs incurred by the school for these products would be reflective of the cost charged to the student. It is the schools’ responsibility to ensure that no student is disadvantaged in any way in meeting the learning expectations related to the English program. The student must have the necessary texts and resources in order to meet the curriculum expectations and these texts and resources must be provided by the school.

There are a few schools within the TCDSB that have specialty programs (AP and IB). Many of these programs involve **optional** programming that refers to voluntary courses or activities that students normally choose to attend through an application process. These schools may also ask parents to cover the costs incurred for their child to participate in this enhanced program.

## **6) School Fees - Outdoor Education Excursions**

The Outdoor Education Department coordinates and assists schools in residential outdoor education excursions. These excursions are voluntary for schools. At present the outdoor education department provides the following opportunities for schools:

1. TCDSB has long term agreements to provide residential outdoor education excursions with 3 centres; Toronto Region Conservation Authority (Lake St. George), Mansfield and Teen Ranch. By agreeing to a certain number of bookings each year and providing teaching assistance at the centres the Outdoor Education Department has been able to keep costs low. There are 86 partially subsidized residential excursions to these 3 field centres. These excursions are of 5-day, 4-day and 2.5 days duration. Besides providing subsidy for these excursions there is a transportation subsidy to help cover the cost of bussing. The balance of the costs for these trips is paid by the students. These excursions are offered to schools on a rotating basis.
2. The Weston Foundation provides funding for up to 35, 2.5 day residential excursions at the outdoor education centres run by the Toronto and Region Conservation Authority (Albion Hills, Claremont and Lake St. George). These trips are targeted at grade six students and are offered to schools based on their socio-economic ranking within the board. Students are charged a small fee for these trips. All other costs are paid by the Weston Foundation.
3. There are up to 3 Tim Horton Excursions. These 2.5 day residential trips are provided to schools based on their socio-economic ranking within the board. These trips are fully funded by Tim Horton's Foundation.

Schools also visit other outdoor education centres that are not part of the above. Students in this case pay the full cost of these residential excursions as well as any transportation costs.

The Outdoor Education Department also coordinates single day trips for local sites. Examples of these include the Winged Migration at Leslie Spit (a bird study program), excursions to High Park Nature Centre, hiking trips through the Toronto Bruce Trail Club as well as trips to Downsview Park. The costs of these trips are usually covered by corporate sponsorship. For a few of the programs the students are responsible for bussing costs. All of these day trips are voluntary in nature and are offered to schools on a rotating basis.

## **7) School Fees - French Immersion/Extended French**

The Ministry of Education allows schools to grant a certificate in French Immersion and in Extended French programs if the student has successfully completed the required number of courses for the program. Both programs are voluntary, although each can satisfy compulsory credit requirements, e.g., one compulsory credit in French as a Second Language, one compulsory credit in Geography, etc.

The French Immersion program consists of four French Immersion courses and a minimum of six courses in other subjects taught in French, for example, Géographie, Histoire, Commerce, Citoyenneté et Carrières, Les grandes religions du monde, Philosophie.

The Extended French program consists of four Extended French courses and a minimum of three courses in other subjects taught in French, for example, Géographie, Histoire, Les grandes religions du monde.

*“A well-balanced reading program will provide students with opportunities to consolidate language learned orally, build vocabulary, and develop comprehension skills.”* (The Ontario Curriculum, FSL, 1999)

Most course learning materials for the four required FI and EF program language courses include a student workbook as a supplemental, optional resource intended to help students reinforce vocabulary and comprehension skills. The school pays for the student workbook (cahier) for a required program course if the decision is made to make it a mandatory part of the course, i.e., if the student needs it in order to successfully complete the course.

The FI and EF courses offered in addition to the required four language courses may differ from school to school depending on local factors. For example, a French Immersion program or an Extended French program may include specialized AP courses (Advanced Placement) French courses. Such specialized courses can include the use of workbooks for which students would be charged, because workbooks for specialized courses are known to exceed the cost of workbooks used in non-specialized courses.

The curriculum expectations for French Immersion and Extended French programs are currently organized into three strands that correspond to the main areas of language use – Oral Communication, Reading and Writing.

As part of the oral strand, which includes listening periods, French Immersion and Extended French programs usually include a form of language lab work, where the student would require the use of a headset (microphone and listening device). Although schools usually make available basic quality headsets, the parent or student may wish to purchase their own superior quality headset (a voluntary enhancement).

French Immersion and Extended French program schools may offer class excursions and visits, outside speaker presentations and performances related to French language and culture. It is the student and parent who will make the choice in regards to these voluntary enhancements if the costs are passed on to the students and these enhancements will not replace the French language learning required for graduation. Schools must be fiscally responsible when considering additional learning venues that may be offered to students. All additional costs incurred by the school for these experiences would be reflective of the cost charged to the student. It is the schools' responsibility to ensure that no student is disadvantaged in any way in meeting the learning expectations related to the program.

## **8) School Fees - International (Modern) Languages: Italian, Spanish, Portuguese**

One or more International Language credits can count toward the Ontario Secondary School Diploma; however, they are not compulsory credits.

Students taking an International (Modern) language course use a student workbook if it has been made a mandatory part of the course, i.e., if the student needs it in order to successfully complete the course.

As part of the oral strand, which includes Listening as well as Speaking, students usually participate in a form of language lab work, where the student would require the use of a headset (microphone and listening device). Although schools usually make available basic quality headsets, the parent or student may wish to purchase their own superior quality headset (a voluntary enhancement).

Schools offering International (Modern) Language courses may offer class excursions and visits, outside speaker presentations and performances related to the culture of the International (Modern) Language. It is the student and parent who will make the choice in regards to these voluntary enhancements if the costs are passed on to the students and these enhancements will not replace the learning required for graduation. Schools must be fiscally responsible when considering additional learning venues that may be offered to students. All additional costs incurred by the school for these experiences would be reflective of the cost charged to the student. It is the schools' responsibility to ensure that no student is disadvantaged in any way in meeting the learning expectations related to the program.

## **9) School Fees - Leadership**

Throughout the leadership program, students will have opportunities to interact with leaders from a variety of schools and to exercise their leadership in a variety of contexts. Leadership can play a key role in shaping students' views about life and learning. Leadership exists in a broader social and economic context. It is affected by the values and choices of individuals, businesses, and governments and, in turn, has a significant impact on society and the environment. Teachers must provide opportunities for students to develop habits of mind appropriate for meaningful work in leadership, including a commitment to challenge, empowerment, inspiring, modeling and celebrating leadership in a Catholic context.

Community partners in areas related to leadership can be an important resource for schools and students. They can provide support for students in and outside the classroom and can be models of how the knowledge and skills acquired through the study of the curriculum relate to life beyond school. As mentors, they can enrich not only the educational experience of students but also the life of the community. For example, schools can make use of leadership programs and presenters that provide in-class workshops or school wide assemblies for students that are based on leadership topics, concepts, and skills from the curriculum. Schools and school boards can play a role by coordinating efforts with community partners when planning school and board wide leadership conferences and events.

Many schools offer class excursions, camp visits, outside speaker presentations related to specific strands within the curriculum to expand the learning experiences and enhance the learning styles of the students. It is the student and parent who will make the choice in regards to these voluntary enhancements if the costs are passed on to the students and these enhancements will not replace core learning curriculum required for graduation. Schools must be fiscally responsible when considering additional learning venues that may be offered to students. All additional costs incurred by the school for these products would be reflective of the cost charged to the student. It is the schools' responsibility to ensure that no student is disadvantaged in any way in meeting the learning expectations related to the program.

## **10) School Fees - Science**

Throughout the science program, students will have opportunities to interact with living things and to work with a variety of equipment and materials. Science can play a key role in shaping students' views about life and learning. Science exists in a broader social and economic context. It is affected by the values and choices of individuals, businesses, and governments and, in turn, has a significant impact on society and the environment. Teachers must provide opportunities for students to develop habits of mind appropriate for meaningful work in science, including a commitment to accuracy, precision, and integrity in observation; respect for evidence; adherence to safety procedures; and respect for living things and the environment.

Community partners in areas related to science can be an important resource for schools and students. They can provide support for students in the classroom and can be models of how the knowledge and skills acquired through the study of the curriculum relate to life beyond school. As mentors, they can enrich not only the educational experience of students but also the life of the community. For example, schools can make use of community groups that recruit practising scientists (e.g., engineers, optometrists, veterinarians, geologists, lab technicians) to provide in-class workshops for students that are based on topics, concepts, and skills from the curriculum. Schools and school boards can play a role by coordinating efforts with community partners. They can involve community volunteers in supporting science instruction and in promoting a focus on scientific literacy in and outside the school. Community partners can be included in events held in the school (such as parent education nights and science fairs), and school boards can collaborate with leaders of existing community science programs for students, including programs offered in community centres, libraries, and local museums and science centres.

Many schools offer class excursions, gallery visits, outside speaker presentations related to specific strands within the curriculum to expand the learning experiences and enhance the learning styles of the students. It is the student and parent who will make the choice in regards to these voluntary enhancements if the costs are passed on to the students. Schools must be fiscally responsible when considering additional learning venues that may be offered to students. All additional costs incurred by the school for these products would be reflective of the cost charged to the student. It is the schools' responsibility to ensure that no student is disadvantaged in any way in meeting the learning expectations related to the program.

## **11) School Fees - Technological Education**

The Technological Education curriculum in Grades 9–12 encompasses ten subject areas, as follows:

***Communications Technology***  
***Computer Technology***  
***Construction Technology***  
***Green Industries***  
***Hairstyling and Aesthetics***

***Health Care***  
***Hospitality and Tourism***  
***Manufacturing Technology***  
***Technological Design***  
***Transportation Technology***

The technological education program in Grade 9 and Grade 10 may have a broad-based exploration element to courses while the program in Grades 11 and 12 is designed to enable students to select courses which relate to their interests and which will help them prepare for further study or work in the technological field of their choice. Technological education courses are well suited for inclusion in programs that lead to a diploma with a Specialist High Skills Major designation and in this case, costs associated with certification and experiential learning are totally covered through SHSM funding. The overall and specific expectations for each course in the technological education curriculum are typically organized into four distinct but related strands. As students move up through the grades, the expectations within these strands will increase in complexity and depth. These strands are: Fundamentals, Skills, Technology, the Environment and Society and Professional Practice and Career Opportunities.

Many schools offer enhanced programming and materials related to specific courses within the technological education curriculum. For example, in construction technology, some students prefer to use a more expensive type of wood such as mahogany or oak in furniture design. Woods such as pine might be the supplied product for the course which would be at no additional cost to the students. In these cases, the student may be asked to pay the additional cost for the superior product if offered through the school. Schools must be fiscally responsible when purchasing additional products that may be offered to these particular students. All costs incurred by the school for these products would be reflective of the cost charged to the student.

Some students may prefer to purchase their own safety goggles although such safety equipment is provided by the school and shared by all students involved in the program.

In addition, in some school communities organize excursions to specific technological workplaces, community colleges and/or trade union training facilities.

These excursions are related to specific strands within the curriculum and are intended to expand the learning experiences of students. It is the student and parent who will make the choice in regards to these voluntary enhancements where there are additional costs associated.

It is the schools' responsibility to ensure that no student is disadvantaged in any way in meeting the learning expectations related to the technological education program. The student must have the necessary supplies in order to meet the curriculum expectations and those supplies must be provided by the school. Schools must communicate to the parents that any costs are voluntary and that assistance may be provided to students who are unable to pay.

*Transforming the world through witness, faith, innovation & action*



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