



ZOO SCHOOL

Zoo School Course Calendar 2025

Zoo School's Overall Goals and Philosophy

Zoo School's mission is to provide students with a fun and engaging learning opportunity. We will utilize varied teaching and learning approaches and integrate environmental stewardship whenever appropriate. We will encourage each student to reach their full potential and to get the most out of their time at Zoo School and their secondary school experience. We will stress the importance and value of completing secondary education and facilitate students to maximize their learning experiences whilst enrolled in Zoo School. We will foster responsible members of society with an appreciation for the planet and all its inhabitants.

Zoo School Organization

In 2024 Zoo School will be operating as a Summer School. We will run sessions in July and August. Students will attend the Zoo in-person for 60% of their time and will learn remotely for the remaining 40%. The timetable has been created so that students will study the units most suited to being taught at the Zoo when on-site, and will study the more "classroom" appropriate units virtually. The virtual component of the course will be synchronous with a teacher present and live lessons delivered. Students in each session will receive a mid-term report halfway through their course and final reports will be submitted in a two-week period following course completion. There will be an in-person final exam worth 30% of the total course mark.

The timetable for Zoo School students consists of only the Grade 11 Biology University Preparation course. Zoo School operates Monday – Friday during the hours of 9:00 am – 3:30 pm, with a lunch break scheduled for 12:00 pm to 12:30 pm, for a total of six instructional hours per day.

Requirements for the Ontario Secondary School Diploma

Students are required to remain in secondary school until they have reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

If they started Grade 9 in 2023 or in prior years, they must earn

18 compulsory credits

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

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts

- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus, one credit from each of the following groups:

- **Group 1:** additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education
- **Group 2:** additional credit in health and physical education, or the arts, or business studies, or French as a second language, or cooperative education
- **Group 3:** additional credit in science (Grade 11 or 12), or technological education, or French as a second language, or computer studies, or cooperative education

In addition to the compulsory credits, students must complete:

- 12 optional credits
- 40 hours of community involvement activities
- the provincial literacy requirement
- 2 online courses

(Source: <http://www.edu.gov.on.ca/extra/eng/ppm/graduate.html>)

If they started Grade 9 in 2024 or in later years they must earn:

17 compulsory credits

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group

The following apply to compulsory credit selections.

- They can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- They can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

STEM-related course group

Of the 17 compulsory credits, they must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits

They must earn 13 optional credits by successfully completing courses from their school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

In addition to the compulsory and optional credits, students must complete:

- 40 hours of community involvement activities
- the provincial literacy requirement
- 2 online courses

Credits earned during COVID-19

If students were in Grade 9 and learning remotely when all schools were closed (from April 2021 to June 2021), they can count 1 of the high school credits earned towards the 2 online learning credits they need to graduate.

Opting out

If they want to opt out of the online graduation requirement they must be:

- 18 years of age or older
- 16 or 17 years of age and have withdrawn from your parent or guardian's control

If they meet this requirement, they can complete the exemption form available from their school board.

Otherwise, their parent or guardian needs to ask for this exemption by completing the form.

Requirements for the Ontario Secondary School Certificate and the Certificate of Accomplishment

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

Zoo School will not award a Certificate of Accomplishment. These certificates, where applicable, will be awarded by the student's home school.

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

Compulsory

credits (total of 7)

2 credits in

English

1 credit in

mathematics

1 credit in

science

1 credit in Canadian geography or

Canadian history 1 credit in health

and physical education

1 credit in the arts or technological education

Optional credits (total of 7)

7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 6.2, of the Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements document, also apply to the Ontario Secondary School Certificate.

(Source: http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf)

List of available courses

Grade 11 University Biology (SBI3U)

Description of community involvement requirements and procedures

In order for students to complete their Ontario Secondary School Diploma, they must complete a minimum of 40 hours of community involvement activities (note: for students graduating in 2020/21, this requirement has been reduced to 20 hours).

Students will not complete their community involvement while at Zoo School. Each of the student's home schools will have lists of acceptable community involvement activities and appropriate forms that must be completed. Students must get approval for activities not on the approved list.

Information about the Provincial Secondary School Literacy Requirement including the Ontario Secondary School Literacy Test and Ontario Secondary School Literacy Course

All students must successfully complete the provincial school literacy test in grade 10 in order to graduate with an Ontario Secondary School Diploma. Mature students (age of 18 or higher) may enroll directly in the Ontario Secondary School Literacy Course (OSSLC) without first attempting the OSSLT. The Toronto Zoo School will not be administering or maintaining student's results on the OSSLT or OSSLC. The literacy test will be completed at the student's home school. The Ontario Ministry of Education sets out guidelines to ensure that schools meet accommodations, special provisions, deferrals, and exemptions related to the OSSLT and OSSLC.

All students are required to meet the secondary school literacy graduation requirement to earn an Ontario Secondary School Diploma (OSSD). For most students, this means successfully completing the Ontario Secondary School Literacy Test (OSSLT). Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the OSSLT and the Ontario Secondary School Literacy Course (OSSLC).

If a student has had two opportunities to take the OSSLT and has been unsuccessful at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before they have had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC.

Online Learning Graduation Requirement

Beginning with students who entered Grade 9 in the 2020-21 school year, all students must earn at least two online learning credits as part of the requirements for an Ontario Secondary School Diploma (OSSD). At this point in time, Toronto Zoo School has elected to exempt all students from the graduation requirement of two (2) online learning credits as we believe that this requirement strongly conflicts with the educational mission of the school. This exemption will be included in the Ontario Student Record of each student at our school (where applicable). Students are welcome to take online courses in consultation with the Guidance Counsellor if they wish. On the student transcript it will be recorded, "Online Graduation Requirement- N/A" At this time, all our students are part-time, they will be referred to their home school to complete this requirement.

Policies on substitutions for the compulsory courses

If it meets the individual student's educational needs, principals can substitute up to three compulsory course credits with courses from the remainder of those that meet the compulsory credit requirements. The Toronto Zoo School will not make any substitutions for our SBI3U course. All substitution requests should be made to the student's home school principal.

Policies on waiving prerequisites

The prerequisite course, Science, Grade 10, Academic (SNC2D) must be completed before the commencement of Zoo School. A copy of the student's transcript must be sent to Zoo School before the first day of school. Under no circumstances will this prerequisite be waived.

List of courses that meet compulsory and optional credit requirements

Grade 11 Biology, University Preparation (SBI3U)

Curriculum

Definition of a credit

Students will be awarded 1.0 credit in Grade 11 Biology University Preparation if they complete 110 hours of study (any missed hours will be made up by extra assignments) with a final grade of 50% or higher.

Definitions of the types of courses

Zoo School offers only one course – Grade 11 Biology University Preparation (SBI3U). University Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

An explanation of the course coding system

All Toronto Zoo School courses will be coded using the Ontario Curriculum course codes.

A list of all courses in Grades 9 to 12 offered by the school and all prerequisite requirements

Grade 11 Biology, University Preparation (SBI3U) – prerequisite course, Science, Grade 10, Academic (SNC2D).

Descriptions of all secondary courses offered by the school and information regarding access to outlines of courses of study and Ontario curriculum policy documents

This course furthers students' understanding of the processes that occur in biological systems. Through online lessons, including virtual behind-the-scenes tours and discussions with Zoo staff, students will not only learn the complexities of biological systems, but will see them in practice at the Toronto Zoo. Students will study theory and conduct investigations in the areas of diversity of living things; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study and helps students refine their skills related to scientific investigation. Students will also have an opportunity to meet several Zoo staff to understand the scope of careers that the study of biology can lead to.

Outlines of the course of study and Ontario curriculum policy documents are available to students and parents at:

<http://www.torontozoo.com/EducationAndCamps/ZooSchool.asp>

Unit	Unit description	Time
Unit A	<p style="text-align: center;"><u>Scientific Investigation Skills and Career Exploration</u></p> <p>Overall Expectations:</p> <p>A1. demonstrate scientific investigation skills (related to both inquiry and research) in the four areas of skills (initiating and planning, performing and recording, analysing and interpreting, and communicating);</p> <p>A2. identify and describe careers related to the fields of science under study, and describe the contributions of scientists, including Canadians, to those fields.</p> <p>At Zoo School Students will:</p> <p>Use their investigation skills to examine scientific theory, throughout units B-F.</p> <p>Get the opportunity to virtually meet and question various Zoo staff to discuss their career choices.</p>	Incorporated throughout all units of study
Unit B	<p style="text-align: center;"><u>Diversity of Living Things</u></p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> • B1. analyse the effects of various human activities on the diversity of living things; • B2. investigate, through laboratory and/or field activities or through simulations, the principles of scientific classification, using appropriate sampling and classification techniques; • B3. demonstrate an understanding of the diversity of living organisms in terms of the principles of taxonomy and phylogeny. <p>At Zoo School Students will:</p> <ul style="list-style-type: none"> • Visit examples of endangered animals in the Zoo collection, and analyse the effects of various human activities on the diversity of living things. • Investigate the principles of scientific classification, using appropriate sampling and classification techniques. • Investigate the vast array of animals at the Zoo to gain an understanding of the diversity of living organisms in terms of the principles of taxonomy and phylogeny. 	30 hours

Unit C	<p style="text-align: center;"><u>Evolution</u></p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> • C1. analyse the economic and environmental advantages and disadvantages of an artificial selection technology, and evaluate the impact of environmental changes on natural selection and endangered species; • C2. investigate evolutionary processes, and analyse scientific evidence that supports the theory of evolution; • C3. demonstrate an understanding of the theory of evolution, the evidence that supports it, and some of the mechanisms by which it occurs. <p>At Zoo School Students will:</p> <ul style="list-style-type: none"> • Analyse the economic and environmental advantages and disadvantages of artificial selection technology, and evaluate the impact of environmental changes on natural selection and endangered species. • Investigate evolutionary processes and analyse scientific evidence and Zoo animal characteristics that support the theory of evolution. 	21 hours
Unit D	<p style="text-align: center;"><u>Genetic Processes</u></p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> • D1. evaluate the importance of some recent contributions to our knowledge of genetic processes, and analyse social and ethical implications of genetic and genomic research; • D2. investigate genetic processes, including those that occur during meiosis, and analyse data to solve basic genetics problems involving monohybrid and dihybrid crosses; • D3. demonstrate an understanding of concepts, processes, and technologies related to the transmission of hereditary characteristics. <p>At Zoo School Students will:</p> <ul style="list-style-type: none"> • Evaluate the importance of some recent contributions to our knowledge of genetic processes, and how these can be used in Zoo breeding programs. • Analyse social and ethical implications of genetic and genomic research. • Investigate genetic processes, including those that occur during meiosis, and analyse data to solve basic genetics problems involving monohybrid and dihybrid crosses. • Demonstrate an understanding of concepts, processes, and technologies related to the transmission of hereditary characteristics. 	21 hours

Unit E	<p style="text-align: center;"><u>Animals: Structure and Function</u></p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> • E1. analyse the relationships between changing societal needs, technological advances, and our understanding of internal systems of humans; • E2. investigate, through laboratory inquiry or computer simulation, the functional responses of the respiratory and circulatory systems of animals, and the relationships between their respiratory, circulatory, and digestive systems; • E3. demonstrate an understanding of animal anatomy and physiology, and describe disorders of the respiratory, circulatory, and digestive systems. <p>At Zoo School Students will:</p> <ul style="list-style-type: none"> • Investigate, through laboratory inquiry the functional responses of the respiratory and circulatory systems of animals, and the relationships between their respiratory, circulatory, and digestive systems. • Demonstrate an understanding of animal anatomy and physiology, and describe disorders of the respiratory, circulatory, and digestive systems. • Investigate, through dissection the interrelatedness of the digestive system, circulatory system and respiratory system. 	20 hours
Unit F	<p style="text-align: center;"><u>Plants: Anatomy, Growth, and Function</u></p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> • F1. evaluate the importance of sustainable use of plants to Canadian society and other cultures; • F2. investigate the structures and functions of plant tissues, and factors affecting plant growth; • F3. demonstrate an understanding of the diversity of vascular plants, including their structures, internal transport systems, and their role in maintaining biodiversity. <p>At Zoo School Students will:</p> <ul style="list-style-type: none"> • Evaluate the importance of sustainable use of plants to Canadian society and other cultures. • Using the Zoo's diverse plant collection investigate the structures and functions of plant structures. • Investigate factors that affect plant growth through means of a scientific investigation. • Through observing plants in different geographical Zoo exhibits demonstrate an understanding of the diversity of vascular plants, including their structures, internal transport systems, and their role in maintaining biodiversity. 	18 hours
	Total	110 hours

Descriptions of experiential learning programs such as cooperative education and job shadowing

The Toronto Zoo offers cooperative education work placements. These are to be arranged through the student's home school guidance counsellor and the Toronto Zoo's Human Resources Branch. Zoo School does not have any involvement in the organization of cooperative education work placements.

Policy regarding student withdrawal from courses in Grades 11 and 12

Students will receive a mid-term report nearing the midpoint of the Zoo School session. Upon receiving their grade students will have the option to drop the course; however, no refund will be available. Dropping the course at this stage would result in no record of this course appearing on their Ontario Student Transcript and a "W" for withdrawal with no associated grade appearing on the report card issued subsequent to the withdrawal. Withdrawals from the Zoo School course must be made in writing to the school at the point where 75% of the course has been completed and following issue of the mid-term report card. Dates for withdrawal for each Zoo School session will be communicated to the parents/guardians and students at the start of their chosen session. For all students continuing after this point, Zoo School is required to disclose student's achievement and final grade on their Ontario Student Transcript.

Procedures related to changing course types

As Zoo School only offers one course, there is no option to change the course type.

The Prior Learning Assessment and Recognition processes for equivalency and, if applicable, challenge

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits. The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages and international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline. For students who are transferring from homeschooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning. PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students. As Zoo School includes only a single course, SBI3U, and students return to their home school upon completion of the course, Zoo School does not offer equivalency credits.

Information on other ways of earning credits through learning opportunities such as e-learning, the Independent Learning Centre, and continuing education courses for credit

As Zoo School includes only a single course, SBI3U, and students return to their home school upon completion of the course, Zoo School does not offer other ways of earning credits.

Information on evaluation and examination policies

Evaluation

Student performance will be continually assessed throughout the course based on practices outlined in the Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, document. This includes, but is not limited to, individual assignments, group assignments, quizzes, teacher-student discussions, and observations. Every effort is made to include the co-construction of success criteria in student assessment.

Final Grade

The percentage grade represents the quality of the student's overall achievement of the expectations of the course and reflects the corresponding level of achievement described in The Ontario Curriculum Grades 11 and 12 Achievement Chart for Science. A credit is granted for this course if the student's final grade is 50% or higher. The final grade for this course will be determined as follows:

- 70% of the grade will be based on the student's performance throughout the course including, individual assignments, group assignments, mid-term test, quizzes, teacher-student discussions, and observations.
- 30% of the grade will be based upon a final exam.

Achievement Chart		
Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

Recording and Reporting

Information on reporting student achievement to parents

Parents will be notified of their child's midterm mark through a mid-term report card. At the end of the course a final report card will be issued. Any parents wishing to talk to the class teacher about their child's progress can arrange a virtual appointment during any stage of the course.

Information on recording procedures including information on the OSR (e.g. parental access to the OSR)

The OSR will remain at the student's home school. Zoo School will not have access to the OSR. Upon completion of the course Zoo School will send the course transcript to the home school for the grades to be included on the OSR.

Information on recording and reporting procedures related to the OST (e.g., full disclosure)

Disclosure Policy

Students will receive a mid-term report nearing the mid-point of the Zoo School session. Upon receiving their grade students will have the option to drop the course; however, no refund will be available. Dropping the course at this stage would result in no record of this course appearing on their Ontario Student Transcript and a "W" for withdrawal with no associated grade appearing on the report card issued subsequent to the withdrawal. Withdrawals from the Zoo School course must be made in writing to the school at the point where 75% of the course has been completed, and following issue of the mid-term report card. Dates for withdrawal for each Zoo School session will be communicated to the parents/guardians and students at the start of their chosen session. For all students continuing after this point, Zoo School is required to disclose student's achievement and final grade on their Ontario Student Transcript.

Supports and Resources

Minimum hardware and software requirements for accessing course content

Students will need to have access to the internet and will be asked to join Google Classrooms, through which the online portion of Zoo School will be hosted. Lessons conducted online will be synchronous (teacher present). Students will be expected to participate in online class discussions, chats, and group work, as well as completion of some assignments while viewing pre-recorded Zoo content and staff interviews.

Students will need access to their own computer hardware and software, including, but not limited to, computer/laptop with camera access, internet access, printer (if applicable), etc.

Types of school support services and resources available (e.g., intervention strategies, library resource centre, computer lab)

Students will have access to on-site educational materials, such as bio-facts and visitor information. Any students who do not appear to be reaching their full potential will have an interview with the class teacher and if necessary a meeting with their parents arranged.

A nurse will be always on duty and available to any student requiring attention/assistance.

As Zoo School only offers a single summer course, for students who are at risk of not graduating should consult with their home school guidance counsellors.

Information on the school's guidance and career/life planning education program

During Zoo School students will have the opportunity to meet with many Zoo staff and discuss the qualifications and experience needed to obtain employment in their field, e.g. reproductive physiologist, animal nutrition specialist, and horticulturalist. While participating in Zoo School, students will be exposed to many community resources through the variety of partner organizations with the Toronto Zoo.

Students should continue to consult the guidance counsellor at their home school regarding Individual Pathways Plan.

Education Planning, Course Selection, and Supports for English Language Learners

For strategies and resources to support student's education planning and course selection process, students should consult with their home school guidance counsellors. In addition, students will find resources and support for English language learners, intervention strategies, supports, and programs, at their home schools.

Special Education

Explanation of accommodations provided

As Zoo School only operates as a single course, we will not prepare or maintain Individual Education Plans for students. Students should meet with their guidance counsellors at their home school regarding any identification as being exceptional. Further, as we only offer Grade 11 University Level Biology (SBI3U), we will not make modifications to our course; however, Zoo School will make every effort reasonable to comply with and support a student's accommodations as set out in their Individual Education Plan.

Roles and Responsibilities

School's expectations regarding student's responsibilities, achievement, and attendance

Zoo School policy documents are available to students and parents at:

<http://www.torontozoo.com/EducationAndCamps/ZooSchool.asp>

Attendance Policy

Zoo School recognizes that regular student attendance and punctuality are essential to student achievement and will communicate with parents/guardians regarding attendance issues. Zoo School staff shall monitor and record all absences and late arrivals.

Attendance in the online courses will be monitored by the teacher taking attendance at the start of each online lesson and will be recorded. Any unexpected student absences will be followed up with the student/parent that day by phone and/or email. Attendance will also be monitored through ensuring that daily assigned coursework is completed by the scheduled date/time.

It is essential that students meet the minimum number of instructional hours to successfully complete the course. Students will be expected to complete additional assignments for missed classes.

Zoo School will do its best to accommodate any students who have to be absent from class for a valid reason. If students are absent from class to an extent where it is deemed that they will be unable to complete all the necessary course content, as set out by the Ministry of Education, a credit may not be granted.

Student Absence or Late Reporting Procedure

Each absence or late arrival results in a lost learning opportunity which may not be regained. Parents/guardians are requested to call (416-392-5944) or provide a written explanation to the Zoo School office for all student absences or late arrivals.

Homework Policy:

- Homework is an essential part of Zoo School. Failure to complete set assignments will affect the student's overall achievement and may result in the course credit not being granted.
- Zoo School has zero tolerance for plagiarism and other forms of dishonesty.

2012-01-18

Purpose

This policy will provide direction to staff, students, and parents on the issues of academic honesty, including cheating and plagiarism.

Procedure

Definitions

Cheating

Zoo School defines cheating as including, but not limited to the following:

- Copying another student's work.
- Handing in assignments that have been completed by someone else.
- Bringing unauthorized notes into an evaluation.
- Asking for or giving someone an answer during an assessment.
- Obtaining answers by unauthorized use of electronic devices during an assessment.

Plagiarism

Zoo School defines plagiarism as the use, or close imitation, of the language and thoughts of another without attribution, to represent them as one's own original work. (Growing Success 2010 p.151)
Examples including the following:

- Submitting an assignment written by someone else, e.g., one written by another classmate, one found on-line, one submitted by a previous Zoo School student, or using another student's work to complete your own.
- Simply using linking sentences to piece together researched material.
- Not citing the source for quotations used.
- Using somebody else's work without citing the source.
- Not using quotation marks for direct quotations (even if the sources have been cited).

Responsibility

Zoo School

To ensure academic honesty and avoid instances of plagiarism. Toronto Zoo School will:

- Include information about academic honesty/plagiarism in the classroom as well as making it available in the course information on the Toronto Zoo website.
- Promote school practices designed to value academic honesty and protect the rights of the Zoo School students who are honest.
- Investigate and apply consequences where appropriate on a case-by-case basis where cheating or plagiarism is suspected.

Teachers

To ensure academic honesty and avoid instances of plagiarism, the Zoo School teacher will:

- Define plagiarism to the students and explain their responsibility to avoid plagiarism.
- Create assignments requiring students to use higher-order critical thinking skills, therefore reducing the opportunities for students to plagiarise.
- Avoid assignments that require students to simply research a topic.

Students

To ensure academic honesty and avoid instances of plagiarism, students are expected to:

- Ensure that tests and exams are completed, whenever possible, under the supervision of the teacher.
- Treat all students equally with regards to dealing with instances of plagiarism.
- As required, students may have the opportunity to have work reviewed prior to being assessed. Guidance can then be provided with regards to plagiarism.
- Ensure students are aware of the consequences of plagiarism at the start of Zoo School.
- Ensure that students know the behaviour expected of them during assessed activities/exams.
- Ask the teacher if they are unsure about what counts as plagiarism.
- Ask for help if they are unsure how to research appropriately.
- Seek assistance when their research skills require improvement.
- Understand the consequences of plagiarism.
- Ensure that all their work is original and that they cite all sources used.

Procedures

Consequences of Academic Dishonesty

Zoo School will provide a consistent approach to dealing with instances of academic dishonesty, specifically with plagiarism and cheating. When plagiarism/cheating is detected, the following actions will be taken:

Investigation

- When the Zoo School teacher discovers evidence of plagiarism/cheating, they will discuss the incident with the student(s) involved.
- The teacher will confirm if plagiarism/cheating has occurred.

Communication - If the teacher confirms plagiarism/cheating has occurred:

- The teacher will inform the Zoo School principal(s).
- The teacher will inform the student of the consequences of this instance of plagiarism/cheating.
- The teacher will inform the student's parent(s)/guardian(s) of the incident and the consequences.

Minimum Consequences for Plagiarism

- A mark of zero may be awarded for the assignment.
- The teacher/principal may allow the student another opportunity to complete the assignment.
- If repeated instances of plagiarism occur, an increasing severity of consequences may result, including a failing grade and/or expulsion from the course.

Appeal

- Students who are charged with and face the consequences of plagiarism or cheating have the right to appeal the teacher's decision to the principal.

REFERENCE DOCUMENTS

This policy was created using the Toronto District School Board's Academic Honesty, Operational Procedure document.

Ministry Documents

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 – 12, 2010

TDSB Documents

Academic Honesty, Operational Procedure PR.613



Zoo School Policy



Subject: EVALUATION OF LATE, MISSED, AND INCOMPLETE ASSIGNMENTS

2012-01-18

Purpose

This policy will provide direction to staff, students, and parents on the evaluation of late, missed, and incomplete assignments.

Responsibility

Teachers

To ensure student success and to avoid instances of late, incomplete, and missed assignments, the Zoo School teacher will:

- Inform Zoo School students that they are responsible for their behaviour in the classroom and on the Zoo site, and for providing evidence of their achievement of the overall expectations of the curriculum.
- Ensure students are aware of the deadline for assignments and the work required of them.
- Ensure students are aware of the consequences of late or missed assignments and outline the consequences for incomplete or late assignments.
- Assist the students in improving their time management skills.

Students

To ensure academic achievement and avoid instances of late, missed, and incomplete assignments, students are expected to:

- Be responsible for their behaviour in the classroom and on the Zoo site.
- Be responsible for providing evidence of their achievement of the overall expectations of the curriculum in the designated time frame.
- Access information regarding the importance of handing in assignments on time, which will be found in the course outline on the Toronto Zoo website for students and parents to refer to. At the start of Zoo School students will be reminded about this issue by the teacher.

Procedure

Growing Success Evaluation

In *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, First Edition, Covering Grades 1 to 12, 2010, the Ministry of Education outlines the context for evaluating the development of Learning Skills and Work Habits for Grade 7-12 (see Chapter 2, p. 10 *Growing Success*).

Students will be evaluated on their achievement of the curriculum and their learning skills and work habits separately. The grade level awarded to students should, where possible, not be affected by their learning skills and work habits.

The learning skills and work habits are evaluated and reported as follows:

E – Excellent

G – Good

S – Satisfactory

N – Needs Improvement

There are a variety of reasons why students may submit work late. The process for evaluating late, incomplete, or missed assignments should consider individual circumstances that recognize:

Student Behaviour	<ul style="list-style-type: none"> • The differences between uncharacteristic, repeated, and chronic behaviours. • Legitimate explanations. • Poor time management skills. • Lack of requisite skills or comprehension to complete work assigned. • Students with special needs (IEP, ESL/ELD).
Facilitating Completion of Work or Providing Alternative Opportunities	<ul style="list-style-type: none"> • Where the course schedule allows, students missing the deadline for an assignment will be given an ultimate deadline. Failure to meet this ultimate deadline may result in a grade of zero being awarded for this assignment. • Teachers will guide students wherever possible to assist them in handing in their assignments in on time.
Deadlines for Work Submission	<ul style="list-style-type: none"> • The teacher will inform students of the due date and the ultimate deadline. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. • Where appropriate, these deadlines will be communicated to parents. • The teachers will use their professional judgement and consider extenuating circumstances of individual students. • Students are expected to submit their work on time. This is especially important due to the condensed format of the Zoo School course.

REFERENCE DOCUMENTS

This policy was created using the Toronto District School Board's The Evaluation of Late and Missed Assignments, Operational Procedure document.

Ministry Documents

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010

TDSB Documents

The Evaluation Of Late and Missed Assignments, Operational Procedure PR614

School's Code of Conduct/Student Behaviour/Safe School Policy/AUP

Principles

Respect

It is expected that Zoo School students will demonstrate behaviour that shows respect for themselves, each other, and wildlife.

Responsibility

It is expected that Zoo School students will accept responsibility for their behaviour to maintain a safe and productive learning environment.

Rights

It is expected that Zoo School students will value the rights of others and exhibit appropriate behaviour in the context of social responsibility.

Standards of Behaviour

Zoo School students will

- Show respect for the rights, property and safety of themselves and others.
- Demonstrate respect for the animals on the Zoo School site, this includes no throwing of objects into exhibits and no harassment of animals.
- Respect and appreciate diversity of all school members regardless of their race, culture, ethnicity, religion, gender, sexual orientation, age, and ability.
- Exhibit behaviour that avoids all forms of intimidation, harassment, racism, and discrimination.
- Express themselves with socially acceptable language and gestures.
- Refrain from the possession of anything that may compromise the safety of others.
- Refrain from the possession of and being under the influence of all forms of intoxicants.
- Not deface, damage, or destroy any equipment or other property that is not their own.
- Not use skateboards, bicycles, roller blades, running shoes with wheels, and scooters on the Zoo School site.
- Refrain from bringing balls and balloons onto the Zoo School site, as they may pose a threat to the animals.
- Refrain from bringing food products containing nut or traces of nut ingredients.
- Dress appropriately for the weather.
- Follow procedures during fire alarms.
- Show respect for our environment by being Eco-conscious, using appropriate recycling bins etc.

Attitudes to Learning

Zoo School students will

- Attend classes punctually and be prepared.
- Come to school ready to learn with a positive attitude and strive for excellence in all assignments.
- Show respect for their teachers and listen to their advice and guidance.

Consequences of not following Zoo School Code of Conduct

Any student not adhering to Zoo School's Code of Conduct will result in a meeting with staff member(s) and in most cases, with parent(s) to discuss a plan to improve behaviour.

Safe & Accepting Schools Policy and Acceptable Use Policy (AUP)

Zoo School policy documents are available to students and parents at:

<http://www.torontozoo.com/EducationAndCamps/ZooSchool.asp>

Zoo School Year Calendar 2025

E - Scheduled Examination Day

Instructional Day

Month	Number of instructional Days	Number of scheduled examination days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
			M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
January					1		3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
February			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
March			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
April				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
May						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
June	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
July	18	0.5		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
August	19	0.5					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
September			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
October					1		3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
November			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
December			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
Total	38	1																									