CESTAR HIGH SCHOOL

Student
Handbook

Where Excellence Happens !

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Introduction

Reaching Every Student

At Cestar High School (CHS), we understand that your high school years are an important period in your life and we consider it a privilege to be working with you during this critical time. We want to emphasize that you are surrounded by caring and qualified teachers and staff that want to help you reach your academic goals. We want to impress upon you the value of completing your secondary education, and with our support at CHS, we are committed to reaching each and every student in the pursuit of their Ontario Secondary School Diploma (OSSD).

Goals and Philosophies

Cestar High School strives to be an exemplary learning community where students are supported as they pursue their academic goals and personal ambition. At Cestar High School, we provide an integrated and caring school experience that cultivates high quality skills and talents through student-centered learning.

School Organization

Terms

The school year is divided into five semesters plus summer sessions listed below:

- Semester 1 – September 5 – October 27, 2017
- Semester 2 – October 31 – December 21, 2017
- Semester 3 – January 8 – March 1, 2018
- Semester 4 – March 5 – May 3, 2018
- Semester 5 – May 7 – June 28, 2018

- Summer Session 1 – July 3 – July 23, 2018
- Summer Session 2 – August 1 – August 28, 2018

Reporting Period

Interim Reports are sent out mid-term through a semester. Final, detailed report cards are provided shortly after the completion of each Semester and form part of the student's permanent record. Please see below for the relevant dates:

- Semester 1
    - Interim Reports – September 29, 2017

- o Report Cards – November 1, 2017

- Semester 2
  - o Interim Reports – November 27, 2017
  - o Report Cards – January 8, 2018

- Semester 3
  - o Interim Reports – January 31, 2018
  - o Report Cards – March 5, 2018

- Semester 4
  - o Interim Reports – April 5, 2018
  - o Report Cards – May 9, 2018

- Semester 5
  - o Interim Reports – June 4, 2018
  - o Report Cards – July 3, 2018

Timetable

Please see below for the daily schedule:

- Regular Semestered Schedule
  - o Period 1 - 9:00AM-12:00PM
  - o Lunch – 12:00PM-1:00PM
  - o Period 2 – 1:00PM-4:00PM

- Summer Sessions
  - o 9:00AM-3:30PM
  - o Lunch – 12:00PM-1:00PM

You are expected to be in their respective classrooms by 9:00AM to begin the day's activities. Classrooms are open earlier but without any supervision. You are expected to participate in all aspects of lessons, including discussions, group work and presentations which means that attendance is essential. In consideration for other members of the class and the community, you are expected to arrive to classes on time.

School Expectations

Student Responsibilities

Attendance, Absences, Lates

According to the Education Act, Bill 52, Learning to Age 18, you are required, by law, to remain in secondary school until you have reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). Consequently, absences and lates are recorded on your report card. Daily attendance records are kept in the school's database. Additional course attendance throughout the day is taken and kept by your teacher.

If you are leaving during the school day for an appointment, you must provide your teacher with a written permission note from your parent or guardian, and you must sign out at the front desk. Prior notice of planned absences is appreciated. In the event that you are leaving due to illness, parental permission can be given via a phone call to the front desk. If possible, routine medical and dental appointments should be made outside of the school day.

If you plan to be absent from school for one or more days, your parent/guardian **must** contact the principal beforehand and you **must** contact the teacher, when possible several days before leaving. Teachers will do their best to keep you up to date in the case of family emergencies and illnesses. Teachers are not responsible for preparing work for students when families choose to vacation during regular school hours.

Sign-out Privileges

Students leaving the premises for any reason during regularly scheduled classes must have their teacher's written permission and must first "sign out" with the receptionist in the front office. Subject to written agreement with the parents/guardians, the school can permit Grade 11 and 12 students to leave the premises, provided that they sign out and then back in.

Missed Work

Examinations: If you become sick for an examination, your parent/guardian must contact the school **before** the exam is written and make an arrangement as to when you will write that exam.

Missed Work and Tests for Unplanned Absences: You are responsible for any work you miss. It is vital to catch up on each day's work. If you are absent or late for acceptable reasons, contact your teachers for instructions and due dates when you return to school.

Missed Work for Planned Absences or Lates: If you or your parents/guardians know beforehand that you will be gone and you have a test or a class presentation, you must contact your teachers at least one day in advance to make arrangements with them. Tests and major assignments must be completed before you leave.

Unexcused Absences (skipping class): Attending classes is your privilege and your responsibility. You may never miss a class without permission. If you "skip" a class, you will normally receive a 0% on any work or tests that are missed.

Plagiarism and Academic Dishonesty

Definition: In the 21st century, the use of the Latin word *plagiarius* (literally *kidnapper*) is to denote someone stealing someone else's work, which was pioneered by Roman poet Martial, who complained that another poet had "kidnapped his verses."

As an academic institution, CHS intends to maintain the integrity of student work through the implementation of strategies designed to limit the offence of plagiarism. Furthermore, honesty and truthfulness are academic values that we uphold, and plagiarism, in its various forms runs counter to this goal. Thirdly, a reliance upon patterns of plagiarism serves to limit the originality and creativity of students as they interact with the curriculum and ideas presented in class.

We encourage students to read the ideas of others and to integrate those thoughts into their work. However, credit must be given where credit is due. The following list includes examples of what can be considered plagiarism, but is not intended to be exhaustive:

- Copying a text verbatim from a book, without using quotation marks and the proper documentation of the source.
- 'Cutting and pasting' information from an electronic text without giving appropriate citation of the source.
- Changing a few words from the original text does not make it your own. Even a paraphrase with substantial editing should be cited from its original author.
- Submitting a copy of work done by another student as your own.
- Failing to give credit to an author for an idea given in interpretation of a text or idea, even if not quoted verbatim.
- Re-submitting an assignment from one course in another course, without significant re-working and the permission of the teacher.
- Failing to properly document statistics, images, or charts created by another person.

When a **first offence** of plagiarism is suspected or confirmed, the teacher will approach the student directly. At this point, there is an opportunity to clarify the definition of plagiarism and question the student on the sources of the material. For a first offence, the assignment will not be marked and the student will have an opportunity to re-submit the assignment. The administration will be made aware of the event in writing, so as to watch for any pattern of plagiarism with this particular student. In this case of a first offence, should the student deny the plagiarism, a third party from the administration will be included in the discussion to reach a conclusion.

For a **second offence, or an intentional and flagrant first offence by a senior student which the student does not acknowledge**, the grade will be a zero on the assignment, with no opportunity to redeem the grade. The administration will also contact the parents/guardians of the student to make them aware of the matter.

For subsequent offences, **the student could be removed from the course, and the credit in the course will be lost.**

Suspensions and Expulsions

The principal has the right to suspend a student for a number of days. If you are suspended, during the period of suspension, you are cut off from all privileges of being a student here. Thus, you may not be on school property, you may not take part in any school activity, and you may not write any tests, or quizzes. A missed test due to a suspension may not be the sole cause of a loss of credit (i.e. if you would have earned the credit if you had not been suspended, you will be given the credit).

When there are repeated problems with a student and a suspension has been served, expulsion procedures may be initiated. Parents/guardians will be informed of this in writing in such a case. Any student involved in a criminal activity may be expelled by the school.

Attending this school is a privilege. The owner may deny that privilege to you if your conduct does not conform to acceptable school standards. In the case of international students, the Ministry of Immigration will be notified of your expulsion.

Textbooks

You will be assigned textbooks from the school at the beginning of each semester. Each book has been stamped and numbered. Please DO NOT write or underline in the textbooks. At the end of the semester, you will return your books to the school. Abused texts will result in you being charged up to the replacement cost for a new text which will also be the case for books not returned. All books must be returned before exams are written.

Field Trips & School Activities

Field trips are designed to be primarily an educational experience to complement classroom studies. Since they are a part of the course, you are expected to attend. If you are unable to attend, please notify your teacher well in advance of the date of the trip. Those students unable to attend the field trip will be assigned a project or report by the respective teacher. Since field trips are a school activity, school rules apply in terms of dress, behaviour and activities.

Personal Electronic Devices (PEDs)

PEDs can include phones, tablets, chrome books, laptops, etc. Use of PEDs in school is a privilege. Students are to use these in class only at the discretion of the teacher. Students are encouraged to leave their PEDs in their lockers until needed as we want students to interact face to face with their school community members.

PEDs that are not being used in appropriate ways (inappropriate times; inappropriate activity; inappropriate place) will be confiscated for a designated period of time dependent on the infraction. Repeated infractions will result in a student not having access to their PED during the school day.

Computer Use

Computers are available for student use but students must abide by the following guidelines:
- login in when you use a computer and always log off when you leave. Turn off the computer if you will be the last person using the computer.

- do not share your pass words with other students
- do not login on another students' network space
- no game playing
- use of the computers for school purposes is always the priority over personal use. Prioritized use of computers is as follows: research for school projects; post-secondary options research; career research, including making of cover letters and resumes; interest inventories
- do not change any configuration settings at any time.

Consequences for non-compliance will result in you losing computer privileges for a period of time.

Use of Language

Students are expected to demonstrate care and respect in the way they address and/or make reference to others. Any expression of disrespect to another student or a staff member by way of spoken words, print media or electronic media will not be tolerated. Racial or ethnic slurs or any other expression of disrespect against an identifiable group will not be tolerated. The use of vulgar language and curses in the classrooms, hallways or outside during any school function is unacceptable. Students who use language that is inappropriate disrespectful and/or injurious to another person will serve detentions or may be subject to a suspension.

Respect for Property

Please treat your own property with care and respect the property of others. Do your part to keep the school neat and clean. Any act of vandalism to school property will involve replacing or repairing the property vandalized at the student's expense, as well as disciplinary action. Writing or marking furniture or lockers is considered an act of vandalism.

Equipment & Supplies from the supply room, office, teacher's desks, etc. are not yours, and you may not take them without permission.

Out-of-Bounds: You are not to be in any other part of the building that is not designated as high school space nor are you permitted in adjacent buildings unless otherwise directed.

Personal Belongings: Coats and footwear can be stored in the closet as you enter the high school. Electronics and other valuables should come with you into the classroom and can be stored there. Respect others' property and to not touch anything that does not belong to you.

Respect for Others

We expect you will treat others and their property with the same respect, kindness and compassion you expect for yourself. Punching, pushing, or any such behaviours, whether playful or aggressive, are not acceptable. No student, teacher or any other person be harassed, humiliated or degraded in any way be it through words, gestures, actions or through social media. Disrespect and threats to members of the school community (students, teachers, etc.) will be dealt with through administration and could include consequences of detention, suspension, expulsion and/or police involvement.

Smoking, Alcohol, and Drugs

CHS is a smoke free campus. Any smoking on the school property during instructional time or school related activities will result in suspension.

The possession and/or consumption of alcohol at school or at school functions are prohibited and will result in a mandatory suspension. The possession and/or consumption of illegal drugs at school or at school functions are prohibited and will result in a mandatory suspension. The police may be involved.

Trafficking in alcohol, tobacco or illegal drugs at school or at school functions will result in a mandatory suspension. The police will be called and the administration will recommend the expulsion of the student(s) involved to the owner.

Personal Privacy

"Personal information" is defined very broadly in the *PIPEDA* as, "any information about an identifiable individual except the name, title, business address and business phone number of an employee." "Personal information" therefore, includes an individual's home address, gender, age, ethnic origin, race, ID numbers, financial and credit information, personal health information, consumer preference information, religious affiliations, donation history, travel history, personal habits, personal interests, and personal history. (From *Fasken Martineau Client Notice* – April 2003.)

CHS respects the right to privacy and is committed to upholding the confidentiality and security of personal information. We have developed practices to ensure this commitment is carried out in a responsible manner. CHS collects, retains, and discloses certain personal information in order to provide the best education possible. To protect your privacy, we are committed to honoring the following principles:

1. Accountability
   ❖ At CHS the principal is responsible for implementing the privacy policy for staff, students, and parental/guardian contact. This information will be kept in a locked filing cabinet in the principal's office or will be protected by a password on office computers.
2. Identifying purposes
   ❖ The purposes for which personal information is collected will be identified before or at the time of the collection of the information.
3. Consent
   ❖ Based on the reasons provided for collecting personal information, each individual's consent will be obtained for the collection and disclosure of that information.
4. Limiting collection
   ❖ Personal information collected will be limited to that which is necessary for the purposes identified.
5. Limiting use, disclosure and retention
   ❖ Personal information will only be used and disclosed for the purposes for which it was collected and for which consent has been obtained. Personal information will only be retained for as long as is necessary for the fulfillment of these purposes.
6. Accuracy
   ❖ Personal information shall be kept as accurate, complete, and up-to-date as is necessary to fulfill the purposes for which it is to be used.
7. Safeguards
   ❖ Personal information will be protected by appropriate safeguards to prevent unauthorized access or uses.
8. Open policy

- ❖ CHS will readily make available its policies and practices regarding the protection of personal information
9. Individual access
    - ❖ An individual has the right to access files containing personal information, and may challenge the accuracy and completeness of the information. Incorrect or incomplete information will be promptly corrected or deleted.
10. Questions and concerns
    - ❖ Please contact the principal or the board chair if you wish to discuss our policy and procedures relating to the protection of personal information.

Anti-Bullying

One of the crucial educational cornerstones is **respect**. It is foundational that persons in schools treat each other humanely and with dignity. Typically, personal and social results are long term, impacting the bullied and the bully as well as the larger community in destructive ways for many years. Victims of bullying often continue to suffer from anxiety, low self-esteem, insecurity, poor academic results, psychological problems, and suicide.

The subsequent policy on bullying in the school setting is an attempt to clarify the problem and present healthy ways of responding when it occurs; in addition, the policy hopes to provide preventative measures ensuring that bullying behaviour is recognized for what it is and does not become acceptable at CHS.

Bullying occurs when persons repeatedly and on purpose hurt other persons with words or actions. The harassment can take verbal, physical, sexual, or emotional forms and often involves someone wielding power.

A list of examples of bullying behaviour includes the following:

- name-calling, swearing hitting, attacking, pushing, pulling body parts or hair obstructing pathways
- teasing, making fun, pointing, laughing gossiping, whispering, manipulating friendships spreading rumours
- social exclusion, forming cliques
- using email social media to make inappropriate comments, posting photos and videos to the web without the permission of the people in the picture(s)/video(s)
- making threats, scaring, stealing or destroying belongings forcing group rituals or hazing
- negative comments regarding gender, age, academic ability, appearance, religious, or sexual orientation

Bullying, disrespect and threats to members of the school community (students, teachers, etc.) will be dealt with through administration and could include consequences of detention, suspension, expulsion and/or police involvement.

Sexual Harassment

Sexual harassment of students by other students (or by employees) of CHS is unlawful and contrary to the commitment of this school to provide a stable, safe learning and working environment. School authorities shall not tolerate any sexual harassment of or by students. It is the policy of this school that all contact between students, teachers, and other adult employees shall be in keeping with respect for

the individual students, shall not make a student feel uncomfortable, and shall be conducive to creating a stable environment.

Sexual harassment includes making unwelcomed sexual advances, engaging in improper physical contact, making improper sexual comments, or otherwise creating an intimidating, hostile, or offensive educational learning environment. All students and all school employees are expected to conduct themselves with respect for the dignity and self of others.

If a student has concerns about any conduct or physical contact by an adult employed by this school, by a fellow student, or by a member of the public, the student shall immediately report this concern to an administrator or counsellor, as well as the student's parent or guardian.

Students are encouraged to report any conduct or physical contact that makes them feel uncomfortable is bothersome, or is contrary to a stable learning environment. All such reports shall be investigated immediately by school authorities. Criminal charges will be handled by appropriate law enforcement authorities. If a student is found to have violated this policy, he/she shall be subject to disciplinary action, up to and including expulsion from school. If an employee is found to have violated this policy it shall result in the termination of employment and possible criminal charges.

All such reports shall be handled discreetly to maintain confidentiality in order to avoid embarrassment and to protect the student making the report. However, it should be understood that this school is required by law to report child abuse to the appropriate social agency which protects the rights of individuals in such cases.

Student Achievement

Assessment at CHS follows the standards set in *Growing Success* (2010) and as such is a standards-based model. Students' achievement is judged according to clearly established and stated standards, not through comparison with work by other students in the class. It is based on expectations which state exactly what students should know and be able to do in each stream of each course. Each lesson and learning activity is based on these expectations, and assessment tools are designed to target those expectations.

Rubrics or achievement charts are used to identify degrees of achievement. Four levels provide a framework for assessing, evaluating, and reporting how well students achieve the expectations. Teachers assess assignments using these levels and then assign a percentage grade base on the achievement levels.

Teachers use rubrics and achievement charts to clearly state the expectations and achievement levels to students and parents in advance. This allows students to better understand how to complete an assignment because they are aware of the expectations.

Uses a wide assortment of assessment methods. In addition to teacher-led assessment, CHS encourages teachers to develop in students the ability to assess themselves. Through journals, self-editing, and self-assessment sheets, students learn to evaluate how well they have met the expectations for themselves. Also, peer assessment is encouraged through peer-editing and group evaluations. Teachers think of

assessment in three ways; assessment *for* learning, assessment *as* learning and assessment *of* learning.

Teachers take into account the most consistent and most recent student achievements when assigning final grades. The process should always be fair, transparent and equitable for all students.

Achievement Levels

The manner in which marks are assigned to student work is complex and varies with the type of subject. Grades may be interpreted as follows:

- ❖ 90 - 100% - work of outstanding quality (A, A+)
- ❖ 80 - 89% - very good work (B+, A-)
- ❖ 70 - 79% - average work; meets expectations (B-, B)
- ❖ 60 - 69% - below the school average (C-, C, C+)
- ❖ 50 - 59% - borderline pass (D-, D, D+) under 50% - failure (F-, F, F+)
- ❖ I – incomplete; there is work that must be completed by the time reports are distributed before a grade can be assessed.
- ❖ W – Withdrawal from the course after one week of instruction.

Unsuccessful Completion of Credits

If a mandatory credit required for the OSSD is not successfully completed (50%+), a diploma will not be issued. Course may be completed by retaking the class another year, doing an independent learning course, or enrolling in summer credit recovery courses if available.

Test and Assignment Policies

Students are expected to take a test on the day it is given unless:

> a) the absence was excused by the principal and cleared with the teacher well ahead of time;
> b) a parent/guardian provides contact by phone saying that illness made attendance impossible on the day of the test; or
> c) some improbable event occurred that made attendance impossible, despite the student's efforts

Students who are absent on the day of a test will make up the test as soon as they return. Missed tests will normally be made up outside of class time. Students should realize the makeup test may be different from the original.

Students found cheating in any way on any part of a test will receive a zero for that test.

Major assignments such as Independent Studies or Cumulative Projects are due on their due dates regardless of illness or computer breakdown.

No student will have more than one test per day.

Students are expected to complete homework/assignments within the deadlines defined by the teacher.

Teachers are expected to give adequate notice of deadlines for any assignment and are expected to give complete instructions about the expectations for the purpose of the assignments.

A student who fails to hand in an assignment on time will have to complete the work in the following way:
- the student will need to complete their work on their own time
- parents/guardians will be informed by the teacher that their child has not completed their work on time

If the student fails to complete the assignment within the defined marking period, an incomplete will be entered into the grading book until such time as an alternative learning assignment is completed.

The following points will be considered when reporting student achievement:
- a multitude of late or missing assignments will affect the evaluation of the students' Learning Skills and Work Habits
- Formative assignments - no marks are deducted - all students are only receiving feedback on these assignments. The student who fails to turn in these assignments do not have the benefit of practice, receiving feedback and he/she misses out on learning his/her level of understanding.
- Summative assignments - the teacher, based upon their professional judgement, will make a determination upon the level of achievement based on the achievement chart. A maximum 10% penalty may be applied to a late assignment.

For students in Grades 9 and 10, a number of missing assignments may result in an incomplete (I) for the course as the student has not demonstrated that they have met the objectives of the course. An incomplete (I) remains on the transcript until the student has shown an acceptable level of achievement in his/her complete assignments.

For students in Grades 11 and 12, assessment will be based on the evidence the student has shown for their learning.

Reporting Student Achievement

CHS communicates formally with parents/guardians regarding the students' strength and weaknesses during interim learning reports. For the end of semester final reports, the school complies with the Ministry of Education's directive that 70% of the grade is based on assessments and evaluations conducted throughout the course. 30% of the grade is based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Code of Conduct and Safe School Policy

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All members of the school community must demonstrate honesty and integrity and treat one another with dignity and respect at all times. When inappropriate behaviour occurs, CHS will utilize a range of interventions, supports, and consequences that are appropriate and

include opportunities for students to learn from their ways and improve their behaviours. The code applies in school, on the way to and from school, and in home-stays provided by CHS.

- ❖ Respect for Self
    - o Come to school well rested, on time, and ready to learn.
    - o Show respect for himself or herself, for others, and for those in authority.
    - o Students are expected to wear school appropriate clothing and be expected to be neat and clean.
    - o Refrain from smoking within sight of the school.
    - o Attend school and school related activities free of alcohol or drugs. Follow the established rules and takes responsibility for your own actions.

- ❖ Respect for Others
    - o Respect and comply with all applicable federal, provincial, and municipal laws.
    - o Be courteous, considerate and respectful to students, all staff and guests to our school. Use acceptable language (verbal and non-verbal) at all times.
    - o Respect all staff members and comply with the expectations of their classroom.
    - o Refrain from bringing anything to school that may compromise the safety of others. (weapons, lighters, fireworks, etc.)
    - o Restrain behaviour that is disruptive to the learning environment of the class or school.

- ❖ Respect for School Property
    - o Treat the school building, grounds, contents and the property of others located on or in school premises with respect.
    - o Respect the ownership of school property.
    - o Clean up after yourself when finishing your meals or projects.
    - o Help maintaining the cleanness of classrooms, lounge space and washrooms at all time.

- ❖ Respect for Safety
    - o Follow procedure during fire drills and other safety drills.
    - o Refrain from tampering with fire alarms or other safety equipment.
    - o Be aware of your actions and avoid those things that endanger the physical and/or mental well-being of other persons.
    - o Follow the municipal traffic by-law at all times. Sheppard and Yorkland are very busy streets.

- ❖ Attendance and Punctuality
    - o You are expected to arrive on time for school and each class.
    - o You are expected to attend school regularly and make up the work for any absence.
    - o You are expected to bring all necessary supplies, materials and books to every class.
    - o You are expected to complete all homework, assignments and projects on time.
    - o You are expected to attend all school related activities.

Please visit the Ministry of Education website for further information on the Safe Schools Policy.

Diplomas and Certificates

Compulsory Credit Requirements

Definition of a Credit

The secondary school program is based on the credit system. The Ministry of Education defines a credit as "a means of recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours". The 110 hours involve planned learning activities related to the learning expectations in a course. They do not include homework.

Students are required to successfully complete 30 credits of 110 hours each to obtain a high school diploma. Eighteen of these credits are compulsory.

The 18 compulsory credits are:

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

Plus, one credit from each of the following groups:

- 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***
- 1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language**, or Cooperative Education***
- 1 additional credit in science (Grade 11 or 12) or Technological Education (Grades 9 – 12), or French as a Second Language**, or Computer Studies or Cooperative Education ***

* A maximum of 3 credits in English as a second language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.
** In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.
*** A maximum of 2 credits in Cooperative Education can count as compulsory credits.

Substitution Policy

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses that meet the requirements for compulsory credits. To meet individual students' needs, up to three of these courses (or the equivalent in half courses) may be substituted with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

The procedure is initiated by teachers/advisors and shared with parents/students. Paperwork needs to be signed by the High School Principal. Compulsory Credit Substitution Request forms are available in the High School office and documentation of substitutions will appear on the student's Ontario Student Transcript and are retained in the student's Ontario Student Record.

Optional Credit Requirements

In addition to the compulsory credit requirements, students must also complete the following prior to graduation:

- 12 optional credits
- 40 hours of community involvement activities
- provincial literacy requirement.

OSSLT

The Ontario Secondary School Literacy Test (OSSLT) is administered in grade 10. Successful completion of the test is a diploma requirement. The OSSLT measures whether or not students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9. If a student is not successful in the literacy test in the Grade 10 year, they will have additional opportunities to fulfill the literacy requirement.

There are Ministry policies and guidelines which allow for accommodations and special provisions for special needs students writing the high school literacy test. English Language Learners should take the OSSLT when they have acquired the level of proficiency in English required for success.

The test measures whether students can successfully demonstrate reading and writing skills that apply in all subject areas in the provincial curriculum, up to the end of Grade 9.

- ❖ The test is designed and marked by the Education Quality & Accountability Office (EQAO).
- ❖ The test is conducted once each year.
- ❖ Students receive results on a scale of 200 to 400; the minimum score that meets the Provincial standard is 300. Students who do not achieve a minimum score of 300 may retake the test. No limits have been established regarding the number of retakes allowed.

❖ Accommodations, deferral and exemption information is outlined in two documents: EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions and Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements 2011.

❖ Any accommodation recommended by the school will be considered by EQAO, in accordance with information in EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions and Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements 2011 and must be outlined in the individual student's Individual Education Plan. Accommodation recommendations will be communicated by letter to parents/guardians in advance of the test.

❖ Deferrals will be considered in individual circumstances. Criteria for deferral is articulated in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions and Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements 2011. The consideration for a deferral may be initiated by a parent or by the principal. The principal will make a decision in consultation with the student's parents/guardians and appropriate school staff. A letter outlining the reason for the deferral will be sent home with the student for parent/guardian signature in advance of the test. A student who is deferred must successfully complete the literacy requirement in order to earn an OSSD.

❖ A student will only be exempted from the test if he/she is not working towards an OSSD.

❖ An adjudication process is in place to allow students who are eligible to graduate, but who were not able to write the Ontario Secondary School Literacy Test (OSSLT) or enroll in the Ontario Secondary School Literacy Course (OSSLC), an opportunity to obtain this graduation requirement. Specific criteria must be met in order for adjudication to take place. An adjudication panel evaluates samples of student work and thereby determines if a student meets the literacy requirement according to the criteria outlined in the Ministry guidelines.

Community Involvement

Community service for our students is more than a diploma requirement. This community involvement requirement is in addition to the 30 credits required for a high school diploma. It is designed to encourage civic responsibility and promote community values. The experience gained through community involvement allows students to grow in knowledge and appreciation of themselves and to find meaning, dignity.

The program is flexible so that all students can find ways to participate. Students will be responsible for fulfilling the community involvement component on their own.

- Each student is responsible for finding and completing 40 hours of community service work. The school may not be directly involved in finding placements for students or monitoring students while they are completing this work.
- Students are responsible for completing their 40 hours and submitting the completed forms prior to the end of classes of the graduating year to ensure that their transcripts are updated prior to the end of the school year.
- Unless the community service activity is one of the pre-approved activities listed in the guidelines, the student must have signed approval by the school Principal before starting the activity.
- The parent/guardian is responsible for checking potential placements before the student begins his/her service work.
- The school is responsible for advising students of the requirements and procedures for completing the 40-hour community involvement requirement. Students will receive information and appropriate forms from their school Guidance department.
- The Principal will determine the required number of community service hours for students who come from outside the province or country.

The Ministry has developed a list of activities that may **NOT** be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is one that:

- is a requirement of a class or course in which the student is enrolled (Co-op, job shadowing, work experience).
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during lunch hour or spare is permissible.
- takes place in a logging or mining environment, if the student is under 16 years of age
- takes place in a factory, if the student is under 15 years of age.
- takes place in workplace other than a factory, if the student is under 14 years of age and is not accompanied by an adult.
- would normally be performed for wages by a person in the workplace.
- involves the operation of a vehicle, power tools, or scaffolding.
- involves the administration of any type of medication or medical procedure to other persons.
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act.
- requires the knowledge of a tradesperson whose trade is regulated by the province.
- involves banking or securities, jewelry, artworks, antiques, or other valuables.
- consists of duties normally performed at home (chores) or personal recreational activities.
- involves a court-ordered program (community service program for young offenders, probation)

OSSLC

The Ontario Secondary School Literacy Course - A student who has written the OSSLT at least once, and failed, is eligible to take the literacy course (OSSLC). Students who pass the course are considered to have met the literacy graduation requirement.

Mature students may enroll directly in the OSSLC without first attempting the OSSLT. A mature student may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

A "mature student" is a student who:

- is at least 18 years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; and
- was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary program; and
- is enrolled in a secondary program for the purpose of obtaining an OSSD.

Ontario Secondary School Certificate

The Ontario Secondary School Certificate may 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, as follows. The Community Service requirements and the successful completion of the Literacy requirements are not required for this certificate.

Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit in Arts or Technological Education
- Optional credits (total of 7)
- 7 credits selected by the student from available courses.

Certificate of Accomplishment

The Certificate of Accomplishment (COA) Students who leave school without fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. This Certificate is a useful means of recognizing a student's participation in the secondary school program, especially for those students who plan to take certain types of vocational programs or further training for employment after leaving school. A student may return to school or take additional credit courses after having received the Certificate. The student's transcript (OST) will be updated, but a new Certificate will not be awarded when the student leaves again. A student who receives the Certificate and chooses to return to study at the secondary level may earn the OSSC and/or the OSSD after fulfilling the appropriate credit requirements for each.

Curriculum

Type of Courses Available

All courses at CHS involve the unfolding of social and interpersonal skills and academic training, practical and artistic studies. In order to accommodate differing academic needs, the following types of courses are offered:

Academic, Applied and Open courses in Grade 9 and 10

Academic and Applied courses differ in the balance between essential concepts and additional requirements, and in the balance between theory and application. They differ primarily not in the level of skill required, but in the kinds of problems presented and the application of the content and concepts.

- **Academic Courses D**
  - These courses focus on the essential concepts of the discipline. Course work develops students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for future learning and problem solving.

- **Applied Courses P**
  - These courses also focus on the essential concepts of the discipline, but course work develops students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Course work relates to familiar, real-life situations and provides students with opportunity for extensive hands-on applications of the concepts they study.

- **Open Courses O**
  - These courses have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will prepare them for their studies in higher grades, and for productive participation in society. All courses build on completion of previous grades and have rigorous standards.

University, University/College, College and Workplace Courses in Grade 11 and 12

- **University Courses U**
  - Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses allows students to prepare for university programs and related careers. Teaching and learning emphasize theoretical aspects of the course content and also include concrete applications. All university preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of both

independent research skills and independent learning skills. Students are also required to demonstrate that they have developed these skills.

- **University/College Preparation M**
  - These courses include content that is relevant for both university and college programs. They are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses allows students to prepare for college and university programs and related careers. Teaching and learning emphasize both theoretical aspects and related concrete applications of the course content.

    All university/college preparation courses are based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students are also required to demonstrate that they have developed these skills.

- **College C**
  - These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses allows students to prepare for most college programs and related careers. Teaching and learning emphasize concrete applications of the theoretical material covered in the course, and also emphasize the development of critical thinking and problem-solving skills. All college preparation courses are based on rigorous provincial curriculum expectations and emphasize the development of both independent research skills and independent learning skills. Courses also require students to demonstrate that they have developed these skills.

- **Workplace E**
  - These courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. All courses build on completion of previous grades and have rigorous standards.

Course Coding System

The course code consists of a course title and a six-character code. The first five characters are designated by the Ministry of Education. Every school course is identified by a five-character code as illustrated in the chart below.

- The first three characters refer to the subject and specific area, for example: ENG is English.
- The fourth character refers to the grade or level: 1,2,3,4 refers to grades 9,10,11,12 respectively.
- The fifth character refers to the type of course: Grade 9/10: D = Academic; P = Applied; O = Open; C=Locally-Developed. Grade 11/12: U = University; M = University/College; C = College, E=Workplace, O=Open
- The sixth character is coded to identify specialized programs for tracking purposes if the offered course has a Part 1 and a Part 2.

Code Characters	Explanation	Example – PPL 1O1
First, second, third	Subject discipline of the course in letters	"PPL" – represents Healthy Active Living Education
Fourth	Grade level as a number*	"1" – Grade 9
Fifth	Type of course as a letter:	"O" – Open course
	"C" College	
	"D" Academic	
	"L" Locally Developed	
	"M" University/College	
	"O" Open	
	"P" Applied	
	"U" University	
	"W" Workplace	

Courses Offered

At this time, CHS is only accepting students in Grades 11 and 12 who wish to pursue a University pathway.

Business Studies

FINANCIAL ACCOUNTING FUNDAMENTALS, 11, UNIVERSITY/COLLEGE PREPARATION BAF3M
- This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting. **Prerequisite:** None.

INTERNATIONAL BUSINESS FUNDAMENTALS, 12, UNIVERSITY/COLLEGE PREPARATION BBB4M
- This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary

programs in business, including international business, marketing, and management.
Prerequisite: None

BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, 12, UNIVERSITY/COLLEGE BOH4M
- This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.
  Prerequisite: None

Canadian and World Studies

UNDERSTANDING CANADIAN LAW, 11, UNIVERSITY/COLLEGE CLU3M
- This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.
  Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

CANADIAN & INTERNATIONAL LAW, 12, UNIVERSITY CLN4U
- This course examines elements of Canadian and international law in social, political, and global contexts. Students will study the historical and philosophical sources of law and the principles and practices of international law and will learn to relate hem to issues in Canadian society and the wider world. Students will use critical-thinking and communication skills to analyze legal issues, conduct independent research, and present the results of their inquiries in a variety of ways.
  Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

WORLD ISSUES: A GEOGRAPHIC ANALYSIS, 12, UNIVERSITY CGW4U
- In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.
  Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Computer Studies

INTRODUCTION TO COMPUTER SCIENCE, 11, UNIVERSITY ICS3U
- This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.
  Prerequisite: None

COMPUTER SCIENCE, 12, UNIVERSITY ICS4U
- This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.
  Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

English

ENGLISH, 11, UNIVERSITY ENG3U
- This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods; countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. This course is intended to prepare students for the compulsory Grade 12 university or college preparation course.
  Prerequisite: ENG2D

ENGLISH, 12, UNIVERSITY ENG4U
- This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and crate oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
  Prerequisite: ENG3U

ONTARIO SECONDARY SCHOOL ITERACY COURSE OLC4O
- This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who

complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.
Prerequisite: At least one unsuccessful attempt at the OSSLT

Mathematics

FUNCTIONS, 11, UNIVERSITY MCR3U

- This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
  Prerequisite: MPM2D

ADVANCED FUNCTIONS, 12 UNIVERSITY MHF4U

- This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
  Prerequisite: MCR3U or MCF3M

CALCULUS & VECTORS, 12 UNIVERSITY MCV4U

- This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional spaces; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
  Prerequisite: MCR3U note* Advanced Function can be taken currently with or can precede Calculus & Vectors.

DATA MANAGEMENT, 12 UNIVERSITY MDM4U

- This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical

processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions, MCR3U or MCF3M

Sciences

BIOLOGY 11, UNIVERSITY SBI3U
- This course furthers students' understanding of the processes involved in biological systems. Students study the diversity of living things, cellular functions, the anatomy, growth, and functions of plants, internal systems and regulation, and genetic continuity. Throughout, the course provides cumulative evidence that all life forms, however diverse, are united by a common set of characteristics. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
  Prerequisite: SNC2D

BIOLOGY 12, UNIVERSITY SBI4U
- This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study and conduct investigations in the area of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields.
  Prerequisite: **SBI3U**

CHEMISTRY 11, UNIVERSITY SCH3U
- This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.
  Prerequisite: **SNC2D**

CHEMISTRY 12 UNIVERSITY SCH4U
- This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.
  Prerequisite: SCH3U

PHYSICS, 11, UNIVERSITY SPH3U
- This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both

assigned problems and those emerging from their investigations. Students will also analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
Prerequisite: SNC2D

PHYSICS, 12, UNIVERSITY SPH4U
- This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics.
Prerequisite: SPH3U

Course Outlines and Ontario Curriculum Policy Documents

At CHS course outlines of all offered High School courses and Ontario curriculum policy documents are stored in the High School Office and are accessible to parents and students on request.

Co-operative Education

Most secondary schools offer Cooperative Education. Cooperative Education is a program of study which integrates academics with practical experience in the community. This learning experience can help students make informed decisions about future careers and post-secondary pathways. Unfortunately, CHS does not offer co-operative education.

What is Co-operative Education?

- Cooperative Education allows students to earn secondary school credits while completing a work placement.
- Cooperative Education is mode of delivery for student learning. These work experience credit(s) are based upon expectations of previously or concurrently earned in-school credits.
- A co-op program is linked to a course that relates to the type of placement the student is requesting. The student must already have passed this related course or take it concurrently with the co-op program.
- Each co-op student must have a Personalized Placement Learning Plan (PPLP) which records how the student's related subject course curriculum is being applied at his or her co-op placement.
- Cooperative Education is a planned learning experience for which credits are earned. The cooperative Education course consists of a classroom component and a placement component. The program integrates classroom theory and learning experiences at a workplace.
- The classroom component includes a minimum of 15 to 20 hours of pre-placement instruction which prepares students for the workplace and includes instruction in areas of key importance such as health and safety. The classroom component also includes integration sessions (minimum of 7

hours/co-op credit being attempted) scheduled throughout the course. These integration sessions provide students with the opportunity to reflect on their learning at the workplace.

- The placement component of Cooperative Education takes places in the community and not in the student's own school. Co-op placements are arranged and confirmed for students by their school cooperative education teacher. All placements are assessed for educational suitability as well as health and safety.
- An organization agrees to provide a placement for a student and designates an employee to supervise the student's learning.
- The teacher monitors regularly, as per Ministry guidelines, to assess student progress.
- All school programs delivering Cooperative Education credits must follow Ministry of Education policies and procedures.

Who is it for?

- Co-op programs are for secondary students who are heading for university, apprenticeship, college or the workplace.
- Students typically register to participate in Cooperative Education in grades 11 and 12. The Ministry of Labour has specific age restrictions for various types of work which must be adhered to when placing students.

Withdrawal Policy

Course Withdrawal in Grade 11 and 12: Students should be informed that, in compliance with Ministry policy on full disclosure, any grade 11 and 12 course which is dropped later than 5 instructional days following distribution of mid-term semester reports are recorded with the mark and shown on a student's transcript as "withdrawn". Naturally, all course changes at CHS require consultation with advisors, subject teachers and parents followed by completion of paperwork.

Changing Course Types

Dropping courses is not possible for students in Grades 9 and 10. It is not recommended that students in Grades 11 or 12 change or drop courses after the first month of school. Exceptions to this may only be made in special circumstances (illness, return from exchange or IEP requirements) and with the approval of the High School Principal. If a student wishes to make a change then they should speak to the High School Principal.

The Ministry of Education has the policy of full disclosure on transcripts. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students in Grades 9 or 10. Any Grade 11 and 12 courses completed, withdrawn or failed will appear on a student transcript along with the marks earned in the program. Full disclosure will take affect 5 instructional days following the issue of the mid-term semester reports.

PLAR

PLAR for Adolescents

PLAR is a formal evaluation and credit-granting process that allows students to obtain credits for prior learning. Prior learning includes the knowledge and skills acquired in both formal and informal ways, outside secondary school. Students may apply to have their knowledge and skills evaluated against the expectations outlined in the provincial curriculum policy documents in order to earn credits.

The PLAR process 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 grade 10, 11 or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The **equivalency** process is the process of assessing credentials from other jurisdictions. Equivalency credits are granted for placement only. The principal will determine the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned for a diploma.

All credits granted through the PLAR challenge process represent the same expectations and standards of achievement as credits granted to students who have taken the courses. With respect to the Ontario Student Transcript, full disclosure rules apply to grade 11 and 12 course challenges that are approved.

Students may withdraw from a PLAR challenge before the final evaluation. Students may challenge for credit only grade 10, 11 and 12 courses in the provincial curriculum policy documents.

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline (OS, Section 7.2.5) Students may challenge for credit for a course only if they can provide reasonable evidence that they are likely to be successful in meeting the overall course expectations as outlined in the curriculum policy documents.

PLAR for Mature Students

Prior Learning Assessment and Recognition (PLAR) for Mature Students is the formal evaluation and credit granting process through which mature students, who are enrolled in a secondary school course, may obtain credits for prior learning. Mature students may obtain credits towards the Ontario Secondary School Diploma (OSSD) for knowledge and skills that they have acquired in both formal and informal ways, outside secondary school.

The PLAR process involves:
- Grade 9 and 10 individual assessment/equivalency process
- Grade 11 and 12 equivalency process
- Grade 11 and 12 challenge process

In all cases, the knowledge and skills gained through education, work experience and training must be directly related to the provincial curriculum expectations.

Through the PLAR process, a mature student may be granted up to 26 credits towards the OSSD by the principal.

Note: A mature student is a student who is at least 18 years of age on or before December 31 of the school year in which he/she returns to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program or an adult education program for the purpose of obtaining an OSSD.

The PLAR process applies to the following mature students:
- mature students who were enrolled in an Ontario Secondary School in grade 9 in 1999-2000 or later
- mature students who are from out of province as of February 2004
- mature students who are from out of country as of February 2004
- mature students (those over the age of 18) who were enrolled in an Ontario secondary school prior to February 1, 2004 may either be granted maturity Credits and work towards the OSSD under OSIS diploma requirements or choose the PLAR process and work towards the OSSD under OSS diploma requirements.

Alternative Avenues for Earning Credits

Student who would like to enroll in courses not available at CHS may take courses outside day school including courses taken through the Independent Learning Centre (ILC), Continuing Education, Summer school or e-learning. Students must apply and enroll through the High School office, report those courses upon completion and provide the High School Principal with an original signed transcript or report card. The achievement will be recorded on the OST.

Private Study

Under certain circumstances students may be permitted to take one or more courses through private study. This matter needs to be brought to the student's advisor and High School Principal for approval. Students must report those courses to the High School office upon completion and provide the High School Principal with an original signed transcript or report card.

Independent Study

Independent Study is an arrangement by which the student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. The teacher of the course is responsible for all formal evaluation of the student and submission of the achievement to the high school Principal who will record it on the OST.

Evaluation and Examination Policies

The primary purpose of assessment and evaluation is to improve student learning. Assessment and evaluation are based on the curriculum expectations and the achievement levels outlined in the curriculum policy document for each discipline. Methods of evaluation and assessment vary according to subject area and may include oral presentations, assignments, projects, unit tests, independent study

units, peer evaluation, rubrics and formal examinations. A final grade is recorded for each course and a credit is granted for every course in which the student's grade is 50% or higher.

Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning". As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

Evidence of student achievement for evaluation is collected over time from three different sources – *observations*, *conversations*, and *student products*. "Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

A balanced assessment and evaluation program will focus on:

K – Knowledge & Understanding:	**Knowledge -** e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language. **Understanding** - e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes.
I – Critical Thinking & Inquiry Skills:	**Planning** - e.g., generating ideas, gathering information, focusing research, organizing information. **Processing** - e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating. **Critical/creative thinking processes -** e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process.
C – Communication:	**Expression/organization -** e.g., clear expression, logical organization in oral, graphic, and written forms, including media forms. **Communication for different audiences and purposes -** e.g., use of appropriate style, voice, point of view in oral, graphic, and written forms, including media forms. **Conventions** - e.g., vocabulary, and terminology of the discipline in oral, graphic, and written forms including media forms.
A – Application:	**Application of knowledge and skills -** e.g., literacy strategies and processes; literary terminology, concepts, and theories in familiar contexts. **Transfer of knowledge and skills** - e.g., literacy strategies and processes; literary terminology, concepts, and theories to new contexts.

	Making connections within and between various contexts - e.g., between the text and personal knowledge and experience, other texts, and the world outside school.

Observations & Conversations:	**Observations** - e.g., watching, listening, and being attuned to students' behavior, emotional state, patterns of development, and progress in learning. **Conversations** - e.g., speaking, engaging in conversation, presentations, student-teacher conferences.

The Ministry of Education has implemented Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools: First Edition, Covering Grades 1 to 12, 2010. The principles and policies outlined in this document apply to assessment, evaluation and reporting practices in all programs. A copy of this document may be found at: http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

A student's final recorded mark (grades 9 to 12) is based on seventy percent of a student's term work and thirty percent based on the final evaluation(s). Based on the course information sheets, final evaluations may include activities in addition to or other than a formal written examination. There are no exemptions from these final evaluations. Some of these are scheduled during class time, but the majority are scheduled during examination days at the end of the semester and year. Vacations, work experiences and other personal activities must be scheduled outside of examination days.

Reporting Procedures

Report Card

Final, detailed report cards are provided shortly after the completion of each Semester and form part of the student's permanent record. Please see below for the relevant dates:

- Semester 1 – November 1, 2017
- Semester 2 – January 8, 2018
- Semester 3 – March 5, 2018
- Semester 4 – May 9, 2018
- Semester 5 – July 3, 2018

Ontario Student Record (OSR)

This is the official record for a student. The OSR contains achievement results, credits earned, diploma requirements completed and other information important to the education of the student. An OSR will be requested from schools previously attended by the student. For students coming from outside Ontario, an OSR will be established. The collection of this information is authorized by the *Education Act*. Documents recorded in a student's OSR may include: school pictures, report cards, attendance records, the Ontario Secondary School Literacy Test (OSSLT) results, assessments, transcripts, Community Service reports, etc.

The OSR is privileged information for the use of the principal and teachers for the purpose of improving

the instruction of the student. All students and parents/guardians of students under 18 years of age have the right to examine the OSR and to receive a copy of its contents. The contents of the OSR are reviewed and updated throughout the school year and are kept in a secure location.

Ontario Student Transcript (OST)

The OST is an official and consistent summary of a student's achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST is included in the Ontario Student Record.

Supports and Resources

Guidance Education and Career/Life Planning

The guidance department offers assistance in the following areas:

- educational planning for high school course
- post-secondary applications and scholarships
- college and university visit dates
- personal counseling, initiated by students, parents, and/or counselor
- orientation of new students to course options, classes, and programs
- volunteer experiences for exchange programs, leadership seminars, and government programs

Education Planning Supports for Students and Parents/Guardians

Parents and students may request a learning pathway from at any time to complete and review with the principle or guidance counselor. They may also request to review curriculum document, course descriptions and prerequisites and discuss their implications.

English Language Learners

At CHS, teachers provide learning opportunities to enable English language learners to develop a proficiency in English. These opportunities are integrated into the curriculum in all subject area.

Teachers provide instructional programs which address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

Computer Labs/Resource Centre

CHS has computers and science labs available for student use related to their academic studies. Internet access is also available.

Community Resources

Students are encouraged to use local community centers and libraries to support them in their learning.

Accommodations Provided

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal.

Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should guide program planning for students with special education needs *in all disciplines*. Those beliefs are as follows:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research, tempered by experience.
- Classroom teachers are key educators for a student's literacy and numeracy development.
- Each student has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

In any given classroom, students may demonstrate a wide range of learning styles and needs. Teachers plan programs that recognize this diversity and give students performance tasks that respect their particular abilities so that all students can derive the greatest possible benefit from the teaching and learning process. The use of flexible groupings for instruction and the provision of ongoing assessment are important elements of programs that accommodate a diversity of learning needs.