



AFNORTH International High School CANADIAN SECTION

***Student Handbook and
Course Calendar
2019-2020
Ontario Curriculum***

<http://www.afnorth-is.com>



Contents

MISSION STATEMENT	4
IMPORTANCE OF SECONDARY EDUCATION	4
ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD).....	4
ONTARIO SECONDARY SCHOOL CERTIFICATE.....	4
THE CERTIFICATE OF ACCOMPLISHMENT	4
LEARNING UNTIL 18	5
WHAT IS A CREDIT?	5
COURSE OUTLINES.....	5
PRIOR LEARNING ASSESSMENT & RECOGNITION (PLAR) FOR REGULAR DAY SCHOOL STUDENTS.....	5
COMPULSORY COURSE SUBSTITUTION	5
COURSE CHANGES	5
STATEMENT OF STANDING	6
CREDIT ASSESSMENT	6
EXEMPTION OF A PREREQUISITE COURSE.....	6
Reach Ahead Opportunities for Elementary School Students	6
COMMUNITY INVOLVEMENT.....	6
THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)	7
THE ONTARIO SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT	7
THE ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)	7
GRADUATION REQUIREMENTS	8
ATTENDANCE POLICY.....	9
DAILY ATTENDANCE PROCEDURES	9
PLANNED ABSENCES	9
THE SCHEDULE BELOW DESCRIBES OUR DAILY SCHEDULE FOR THIS ACADEMIC SCHOOL YEAR.....	10
REPORT CARDS	10
EVALUATION POLICY	10
ASSESSMENT AND EVALUATION POLICY	11
REFERENCES	17
PROGRAM AND PLANNING CONSIDERATIONS:.....	17
ONTARIO STUDENT RECORD OR OSR	18
ESTABLISHMENT OF THE OSR.....	18
COMPONENTS OF THE OSR.....	18
ACCESS TO THE OSR	20
USE AND MAINTENANCE OF THE OSR	21
TRANSFER OF THE OSR.....	21
RETIREMENT OF A STUDENT.....	21
RETENTION, STORAGE, AND DESTRUCTION OF INFORMATION IN THE OSR	22
FULL DISCLOSURE OF STUDENT TRANSCRIPTS.....	22
THE GUIDANCE COUNSELLOR	22

THE GUIDANCE OFFICE	22
CO-OPERATIVE EDUCATION	22
STUDENT AND PARENT CODE of RESPONSIBILITIES	22
AFNORTH Canadian Section CODE OF BEHAVIOUR	23
PROGRESSIVE DISCIPLINE	23
STUDENT SUCCESS	24
LIBRARY FACILITIES	24
ALLERGIES	24
Students with Severe Allergies	25
POLICY ON COMPUTER USAGE	25
TYPES OF COURSES.....	26
FRENCH LANGUAGE PROGRAM	26
COURSE CODE EXPLANATION	27
Courses Offered at AFNORTH	28
ARTS	29
CANADIAN STUDIES	30
ENGLISH	30
FRENCH AS A SECOND LANGUAGE	31
FRANÇAIS	32
INTERNATIONAL LANGUAGES	33
SPANISH	33
GERMAN.....	34
GUIDANCE.....	34
MATHEMATICS	34
PHYSICAL EDUCATION	36
SCIENCE	37
SOCIAL SCIENCES AND HUMANITIES	38
DISTANCE EDUCATION	40
APPENDIX	42
Preplanned Absences	43
Work Skills Rubric	44
Achievement Categories Rubric	45
APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE.....	46
Exemption From Prerequisite Course.....	50
Compulsory Credit Substitutions.....	51
Reach Ahead Procedure and Form	52
Exemption From Compulsory Credit	53
EDUCATIONAL PLANNING GUIDE	54
Educational Planning Work Sheet.....	55
COMMUNITY INVOLVEMENT ACTIVITY - COMPLETION SHEET Error! Bookmark not defined.	
Ontario Provincial Report Card, Grades 9-12	57

MISSION STATEMENT

AFNORTH International High School is truly a community school. We take seriously the aphorism that “it takes a village” to raise a human being and we are a part of the village. As a community we are raising our students to meet the challenges of the 21st century. They work *collaboratively* and *creatively*. They are innovative *critical thinkers* and problem solvers. They are literate *communicators* and technologically adept. They are lifelong learners. We are also raising students to be *citizens* of the world. They understand and value the cultures of the world. They help those who are less fortunate. They develop strong *character* seek to be compassionate. At AFNORTH we recognize the importance and value of completing a secondary education and we are committed to reaching every student to help him or her achieve a successful outcome from the AFNORTH International Secondary School experience. At AFNORTH International Secondary School we know that the future starts today, in our classrooms with each and every student who enters.

Inspiring Respect, Resilience and the ability to think and act inclusively in our International environment

---Through our 6 C's ---

- *Character*
- *Collaboration*
- *Communication*
- *Creativity*
- *Citizenship*
- *Critical thinking*

IMPORTANCE OF SECONDARY EDUCATION

In our increasingly information-centered world, it is crucial for all students to achieve at least a secondary school education in order to be literate responsible global citizens.

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

This diploma will be granted, on the recommendation of the Principal of the secondary school last attended, to a student who has accumulated a minimum of thirty credits, including at least eighteen compulsory credits (see chart on page 9) and met diploma requirements.

ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

7 required compulsory credits

2 credits in English

1 credit in mathematics

1 credit in science

1 credit in Canadian history or Canadian geography

1 credit in health and physical education

1 credit in the arts, computer studies, or technological education

7 required options credits

7 credits selected by the student from available courses

(Note that the same provisions for granting substitutions for compulsory credits for an OSSD apply to an OSSC. See the Guidance Office for more information.)

THE CERTIFICATE OF ACCOMPLISHMENT

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment 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.

LEARNING UNTIL 18

It is a legal requirement for students of Ontario schools to continue to attend school until age 18 or until obtaining an Ontario Secondary School Diploma.

WHAT IS A CREDIT?

A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled.

COURSE OUTLINES

Course of study outlines for all courses taught at AIS are available on the school website at <http://www.afnorth-is.com/national-sections/canadian-mhs-office/parent-information> for examination by parents and students. The course outlines will provide more information than can be included in the brief description in the course calendar. Information such as the expectations of the course, the core content of the course and the evaluation practices to be used in the course will be included in these outlines.

PRIOR LEARNING ASSESSMENT & 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 courses; for Levels 2, 3, and 4 in 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 home schooling, 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 are available to exceptional students. Assessment strategies are 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. For more detailed information about PLAR applications at AFNORTH please visit the guidance office. PLAR may be awarded for previous knowledge and skills acquired by students. A maximum of four credits may be granted through this process. See the Canadian Guidance Office for details. Application procedures and forms are available in the Appendix of this handbook.

COMPULSORY COURSE SUBSTITUTION

In order to allow flexibility in designing a student's timetable and to ensure that all students can qualify for the Ontario Secondary School Diploma, up to three substitutions (at the Principal's discretion) may be made for compulsory courses from the remaining courses offered by the school that meet the requirements for compulsory credits. See the Canadian counselor for details. Application procedures and forms are available in the Appendix of this handbook.

COURSE CHANGES

A student must see the guidance counselor to change a course or program. Students may not pick up a new course after the second week of the school year. A student may not discontinue ("drop") a course in the last two weeks (10 school days) before the final examination in that course. Grade 11 and 12 students who do not wish to have a mark recorded on their Ontario Student Transcript must drop the class no later than five days after the first report card or the mark will be recorded. Application procedures and forms are available in the Appendix of this handbook.

STATEMENT OF STANDING

A Statement of Standing (or Transcript) will be issued upon request to any student, listing courses taken and grades obtained. All recent transcripts issued will be on the Ontario Student Transcript form which has been introduced throughout the province. Courses meeting the requirements of current Ministry of Education guidelines will be entered on this transcript using the common course code designations issued by the Ministry of Education.

CREDIT ASSESSMENT

When students who do not have Ontario credits are transferring from a non-inspected private school or a school outside Ontario to an Ontario secondary school, the Canadian Principal of AIS will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits to be earned. AIS will obtain all pertinent data from the previous learning institution. The Guidance Counselor at AIS, through the Canadian Principal of AIS, will use the Credit Evaluation Form and counsel the student as required to ensure the compulsory and optional credits are earned.

EXEMPTION OF A PREREQUISITE COURSE

In cases where individual students or parents request exemption from a prerequisite course, the Principal of the School will rule on the request. The students or parents will meet with the Canadian Guidance Counselor on behalf of the Canadian Principal to discuss the request. If deemed appropriate, the request will then be discussed with the Canadian Principal. If it is agreed that the exemption could be granted, the student will fill out the Exemption From Prerequisite Course form. A copy of the Exemption From Prerequisite Course form will be placed in the OSR. Application procedures and forms are available in the Appendix of this handbook.

Reach Ahead Opportunities for Elementary School Students

Under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9. This will be decided on a case by case basis taking into account the best interest of the student. Application procedures and forms are available in the Appendix of this handbook.

COMMUNITY INVOLVEMENT

As part of the Ontario Secondary School Diploma requirements, students typically must complete a minimum of 40 hours of community involvement activities. The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. Record sheets are available in the Canadian office. These sheets are used to document activities and require:

- number of hours for the activity
- supervisor's signature
- parent signature
- principal's signature

The record sheets provide a comprehensive list of eligible and ineligible activities. A copy of each new set of volunteer hours completed should be made and kept in the student file in the Canadian office. The requirement is to be completed outside students' normal instructional hours. Activities can take place in student's designated lunch hours, after school, on weekends or during school holidays. Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9.

Guidelines

Students may not fulfill the requirement through activities that are counted towards:
credit (e.g. cooperative education and work experience)
paid work
duties normally performed by a paid employee.

If you enter high school in Ontario:

- In Grade 9; you must complete 40 hours
- In Grade 10; you must complete 30 hours
- In Grade 11; you must complete 20 hours
- In Grade 12; you must complete 10 hours

Application procedures and forms are available in the Appendix of this handbook.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Deferrals are granted in accordance with EQAO policies. Students who are English language learners may be entitled to special provisions. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test. A student who has successfully completed the OSSLT in either English or French at the student's previous board is considered to have met the literacy graduation requirement and will not have to retake the test. Remedial assistance for students who do not complete the test successfully is available. For more information contact EQAO: <http://www.eqao.com>

THE ONTARIO SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. 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 Ontario Secondary School Literacy Test the Ontario Secondary School Literacy Course (OSSLC).

THE ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12. Students who pass the course are considered to have met the literacy graduation requirement. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario

Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy. For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfillment of the literacy requirement for graduation, no modifications of the expectations are permitted.

GRADUATION REQUIREMENTS

What do you need to graduate from high school?

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

In addition, students must complete:

✓	12 optional credits [†]
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

	<p>Group 1:</p> <ul style="list-style-type: none"> English or French as a second language** a Native language
1	<ul style="list-style-type: none"> a classical or international language social sciences and the humanities Canadian and world studies guidance and career education cooperative education***
	<p>Group 2:</p> <ul style="list-style-type: none"> health and physical education
1	<ul style="list-style-type: none"> the arts business studies French as a second language** cooperative education***
	<p>Group 3:</p> <ul style="list-style-type: none"> science (Grade 11 or 12)
1	<ul style="list-style-type: none"> technological education French as a second language** computer studies 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.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.



ATTENDANCE POLICY

Ministry Guidelines for Ontario Schools state that “regular attendance on the part of students is vital to the learning process.”

At AIS, attendance is an essential component of all courses. Regular attendance is necessary if the student is to participate fully in each course. Also, it is a goal of AIS to instill the important values of dependability and punctuality.

DAILY ATTENDANCE PROCEDURES

Parents are requested to call the school to report students who are sick or absent for other reasons. The name is entered in the “Daily Log of Student Absences”. Where parents have not called, the secretary will call either their home or place of work to ask why their son or daughter is absent. The absence is then entered in the Maplewood system. When students are picked up during the day, the parents sign them out in the “Sign Out” binder. The full sign-out sheets are kept in the binder entitled “Daily Log of Student Absences”. Teachers are required to record their attendance in Trillium. When a student is marked as absent in any of the periods and the student has not been signed out i.e. there was no excused absence given by the parent, the teacher shall contact the parent to determine the reason for the absence. Unexcused absences during the day are reported to the principal and guidance counselor. If it is determined that the student was skipping class, parents are notified and students will receive an appropriate consequence in accordance with progressive discipline practices. Students with excused absences during the day are given a “Student Pass” to go back to their classes after signing into the office.

PLANNED ABSENCES

In the case of extended planned absences we ask that parents and students fill in the following form which will help ensure that all requirements for course programming are met. Careful planning of family trips is necessary to ensure successful completion of course requirements. For preplanned absences of three days or more a Preplanned Absence form must be completed and authorized by the Canadian Principal.

The student should obtain a **Preplanned Absence Form** for trips that last **3 days or more. Ideally the form should be completed and returned at least 6 school days before the trip.** Careful planning of family trips helps to ensure successful completion of course requirements. Teachers may recommend that work is turned in ahead of time or that tests are taken prior to departure when it is in the best interest for academic achievement.

- Parents notify the school in writing at least 6 school days prior to the first day of the absence.
- Student/Parent obtains and completes Part I of the Preplanned Absence Form available from the Canadian office and in the Appendix of this handbook.
- Students will ask teachers to complete Part II of the form available from the Canadian office and in the Appendix of this handbook...
- Students return the completed form to the Canadian office.
- Upon Principal’s signature, a copy will be made for the student and a copy placed in the student’s file.

Reminder: ***Parents are asked to notify the AFNORTH MS/HS Canadian Secondary secretary of any absence regardless of duration. Students should notify teachers and obtain assignments in advance for any planned absences, regardless of length.***

THE SCHEDULE BELOW DESCRIBES OUR DAILY SCHEDULE FOR THIS ACADEMIC SCHOOL YEAR.

A Day

09:00-10:25 Period One
10:35-11:55 Period Two
12:00-12:30 Lunch
12:35-13:55 Period Three
14:05-15:30 Period Four

B Day

09:00-10:25 Period Five
10:35-11:55 Period Six
12:00-12:30 Lunch
12:35-13:55 Period Seven
14:05-15:30 Period Eight

REPORT CARDS

A progress report card will be sent out late October. Mid-term, Mark update and final report cards are sent out in January, early April and June respectively

EVALUATION POLICY

Background

Ontario Ministry of Education and AFNORTH Canadian Secondary School Evaluation Policy:

1. The Provincial Report Card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations; and the development of learning skills. *Program Planning & Assessment* page 15 *Guide to the Provincial Report Card* page 4
2. The evaluation of learning skills, to the extent to which it is possible, apart from those which may be included as part of a curriculum expectation in a course, should not be considered in a determination of percentage grades. *Program Planning and Assessment* page 16 *Guide to the Provincial Report Card* page 5
3. The grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of the achievement. *Program Planning and Assessment* page 15

The Ontario provincial Report Card evaluates student achievement in two ways: *academic performance and learning skills*.

ACADEMIC PERFORMANCE

This is a measure of the student's mastery of the content of a particular course. It is based upon evidence that the student has met specific curricular expectations as described in Ontario Ministry of Education course curriculum documents. 70% of this mark is based upon term work. The remaining 30% is based upon culminating tasks. These are usually a combination of tests and/or projects and final exams. Teachers will provide the specific percentage breakdown for their courses in their course outlines during the first week of classes.

The specific curricular expectations are evaluated using four achievement categories: Knowledge and Understanding pertains to the student's ability to understand the content of the course. Thinking measures the ability of the student to use planning, processing, critical and creative thinking skills. Communication measures the student's ability to organize and express ideas in oral, visual and written forms. The fourth category is Application which measures the transfer of knowledge and skills to new contexts. (Note the learning categories rubric following this section).

LEARNING SKILLS

Learning skills constitute the second major aspect of student performance which is evaluated on the Ontario Report Card. Research has shown that learning skills are highly predictive for future success in the world of work, at college and at university. Increasingly post-secondary institutions are considering the learning skills section of the report card when determining acceptance into programs. There are six areas which are evaluated. They are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation. The rubric for learning skills in the appendix at the end of the handbook explains in detail the basis for generating the learning skills evaluation. Also see the following section for a full description of Assessment and Evaluation at AFnorth Canadian Section.

ASSESSMENT AND EVALUATION POLICY

Vision Statement

Research has demonstrated that the four teaching practices (which are supported in the Growing Success document) which have the greatest impact on student learning are:

1. Providing feedback on student work that is specific, timely and followed through by the student: Comments without marks is a very effective practice to improve learning.
2. Using summative tasks formatively (i.e. any task that is marked and recorded for the purposes of determining a final mark such as a test.)
3. Developing the skills of self and peer assessment: Students should be encouraged to keep in mind the aims of their work and to assess their own progress towards meeting these aims. In doing this they will be able to guide their own work and become more independent learners.
4. Questioning: The use of questions that are clear, higher order and in the classroom setting, and have sufficient wait time to engage the learning process.

It is these four principles that scaffold assessment and evaluation at AFNORTH Secondary School Canadian Section.

We also believe that all students can learn and reach their full potential. Students reach their full potential as a result of a partnership between students, parents, teachers, administration, and support staff. All partners work collaboratively to ensure high levels of learning for everyone.

Students:

Students have a right to attend school but with that right come many responsibilities. Students are expected to:

1. Complete all course requirements and produce work of the highest quality.
2. Pursue the mastery of knowledge and skills in all courses with a sincere commitment to work.
3. Actively pursue opportunities outside the classroom to extend and enrich the understanding of all subjects.
4. Take responsibility for their own progress and learning regardless of their circumstances.
5. They must ask questions and take feedback to improve their learning.
6. They must attend school punctually and regularly.

Parents:

Parents have an important role to play in supporting student learning. Parents can support their children's development and achievement by:

1. Becoming familiar with the curriculum and evaluation policy and procedures
2. Communicating regularly with teachers
3. Attending parent-teacher interviews
4. Participating in parent workshops and school council activities
5. Encouraging students to complete their assignments at home in an environment for quiet study.

In addition to supporting regular school activities, parents can help their sons and daughters by encouraging them to take an active interest in current events and issues and offer them opportunities to question, reflect, and think critically about what is happening in the world.

Teachers:

Teachers have an important role to help students achieve the curriculum expectations in their courses by developing appropriate instructional strategies as well as appropriate methods for assessing and evaluating student learning. Teachers are responsible for;

1. Bringing enthusiasm and varied teaching and assessment approaches to the classroom,
2. Addressing different student needs and ensuring sound learning opportunities for every student.

3. Supporting students in developing the reading, writing, oral communication, and numeracy skills needed for success in their courses.
4. Providing numerous opportunities for students to develop skills of inquiry and communication, as well as map and graphic representation skills, while discovering and learning fundamental concepts.
5. Offering activities that enable students to connect and apply knowledge and skills to wider contexts and real life events.
6. Motivating students to love to learn and to become lifelong learners.

Principals:

Principals along with, guidance, special education, and the student success team work in partnership with teachers and parents to ensure that each student has access to the best possible educational experience. They also ensure that appropriate resources and supports are made available for teachers and students. To enhance teaching and learning in all subjects principals promote learning teams and work with teachers to facilitate participation in professional development.

Assessment and Evaluation:

(See *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, 2010)

The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation. They guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

1. are fair, transparent, and equitable for all students;
2. support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
3. are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
4. are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
5. are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
7. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessment Defined

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. This is comprised of three essential aspects:

- **Assessment as Learning:** The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning. (Adapted from *Western and Northern Canadian Protocol for Collaboration in Education*, 2006, p. 41.)
- **Assessment for Learning:** The ongoing process of gathering and interpreting evidence about

student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. (Adapted from Assessment Reform Group, 2002.)

- *Assessment of Learning.* The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

Assessment for learning and as learning requires that students and teachers share a common understanding of what is being learned. Learning goals will be clearly identify what students are expected to know and be able to do in language that students can understand. Learning goals are based on curriculum expectations and shared with students at or near the beginning of a cycle of learning. Assessment for learning and assessment as learning also require that students and teachers share a common understanding of learning success or success criteria. This will be clearly described and students will be involved in identifying, clarifying and applying those criteria to their learning. Students and teachers will co-construct success criteria which are open to review and revision and guided by the teacher's professional judgment.

Assessment and Evaluation of Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits *separately* allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

Responsibility, The student:

- fulfills responsibilities and commitments within the learning environment;
- completes and submits class work, homework, and assignments according to agreed-upon timelines;
- takes responsibility for and manages own behaviour.

Organization, The student:

- devises and follows a plan and process for completing work and tasks;
- establishes priorities and manages time to complete tasks and achieve goals;
- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.

Independent Work, The student:

- independently monitors, assesses, and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks;
- follows instructions with minimal supervision.

Collaboration The student:

- accepts various roles and an equitable share of work in a group;
- responds positively to the ideas, opinions, values, and traditions of others;
- builds healthy peer-to-peer relationships through personal and media-assisted interactions;
- works with others to resolve conflicts and build consensus to achieve group goals;
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Initiative: The student:

- looks for and acts on new ideas and opportunities for learning;
- demonstrates the capacity for innovation and a willingness to take risks;
- demonstrates curiosity and interest in learning;

- approaches new tasks with a positive attitude;
- recognizes and advocates appropriately for the rights of self and others.

Self-regulation: The student:

- sets own individual goals and monitors progress towards achieving them;
- seeks clarification or assistance when needed;
- assesses and reflects critically on own strengths, needs, and interests;
- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;
- perseveres and makes an effort when responding to challenges.

Performance and Content Standards for Assessment and Evaluation:

The Ontario curriculum for Grades 1 to 12 comprises *content standards* and *performance standards*. Assessment and evaluation will be based on both the content standards and the performance standards.

The *content standards* are the curriculum expectations identified for every subject and discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their classwork, on tests, and in various other activities on which their achievement is assessed and evaluated. There are two sets of curriculum expectations – overall expectations and specific expectations. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The *specific expectations* describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.

The *performance standards* are outlined in the achievement chart that appears in the subject secondary curriculum document. The achievement chart for each subject/discipline is a standard province-wide guide and is used to make consistent judgments about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides the foundation for developing clear and specific feedback for students and parents.

Categories of Knowledge and Skills

The achievement chart identifies four categories of knowledge and skills that are common to *all* subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for all courses are organized. The four categories are interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

- ***Knowledge and Understanding:*** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- ***Thinking:*** The use of critical and creative thinking skills and/or processes
- ***Communication:*** The conveying of meaning through various forms
- ***Application:*** The use of knowledge and skills to make connections within and between various contexts

The final grade will be made up of 70% term mark and 30 % summative evaluation. The 30% summative evaluation must be based upon at least two pieces of assessment. Students will be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills.

Criterion-referenced Assessment and Evaluation

Ontario courses do not use *norm-referenced* but rather *criterion-referenced* assessment and evaluation. This means that student work is assessed and evaluated with reference to established criteria for four levels of achievement that are standard across the province, rather than by comparison with work done by other students, or through the ranking of student performance,

or with reference to performance standards developed by individual teachers for their own classrooms.

There is no expectation that a certain number or percentage of students must be allocated to any one level of achievement.

Criterion-referenced assessment and evaluation ensures that the assessment and evaluation of student learning is based on the application of the same set of well-defined performance standards as set out in the curriculum document for this course. The goal of using a criterion-based approach is to make the assessment and evaluation of student achievement as fair, reliable, and transparent as possible.

Student evaluation:

An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects, or essays. Assignments for evaluation do *not* include ongoing homework that students do to practice skills, consolidate knowledge and skills, and/or prepare for the next class. The primary purpose of assessment and evaluation is to improve student learning. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the course. Evidence of student achievement for evaluation is collected over time from three different sources-observations, conversations and student products. Multiple sources of evidence increase the reliability and validity of the evaluations of student learning.

Determining a Report Card Grade

Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and will reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- *Seventy per cent* of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- *Thirty per cent* of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from a combination of two of the following: an examination, a performance, an essay, presentation, demonstration or project. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher

Cheating and Plagiarism

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. Students who commit academic fraud will receive a zero since cheating and plagiarism represent zero evidence of the student's ability to meet the performance and content standards. In consultation with the principal and the teacher, the student will be required to demonstrate the performance and content standards which were being evaluated when the fraudulent work was submitted in order for the course requirements to be fulfilled. A continuum of behavioural and academic responses and consequences, will be based

on the following four factors: (1) the grade level of the student, (2) the maturity of the student,(3) the number and frequency of incidents, and (4) the individual circumstances of the student. These may include suspension from school and withdrawal of field trip privileges.

Late and Missed Assignments

If assignments are valuable pieces that are necessary for the accurate assessment of students, not handing them in should not be an option. Teaching students responsibility takes far more effort than teaching for compliance. The effort is worth the time and energy that it takes because it requires the student's acknowledgement of the missing work and thus the responsibility for its completion. It is beneficial in improving the student's work ethic because they must complete the work. A system of communication between student, teacher and home is the most effective strategy to encourage student responsibility.

Students are expected to submit assignments within the timeframe specified by the teacher. To promote the timely submission of assignments, teachers will use a repertoire of proactive strategies, including, but not limited to:

- Collaborating with other staff to schedule major assignment dates for every class, while taking into account the schools designated holidays;
- Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- Helping students develop better time management skills;
- Maintaining ongoing communication with students and parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- Referring the student to the student success team and/or the guidance counselor
- Setting up a student contract;
- Using counseling or peer tutoring to try to deal positively with problems;
- Holding teacher-student conferences;
- Assessing the need for extra support for students with special needs;
- Requiring the student to work with a school team to complete the assignment;
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.

There may be times when, in spite of the proactive strategies used by the teacher, a student does not submit an assignment or is late submitting an assignment. The teacher will gather information about the student to determine if there are mitigating circumstances by:

- Asking the student to clarify the reason for not completing the assignment.
- Understanding and taking into account the cultures, histories and contexts of newcomers and students from ethno-cultural groups or communities and their previous experiences with the school system.
- Taking consideration of legitimate reasons for missed deadlines. Legitimate reasons will be documented by parent notes or doctor's notes.

Assessment tasks which are missed provide zero evidence of learning. Students will be required to produce evidence that they have achieved the learning expectations in order to satisfy the requirements of the course. Students will be given an additional opportunity to complete the original or alternative task if in the teacher's professional judgment there is not sufficient evidence that the student has met overall course expectations.

At the due date, the teacher will:

- Remind the student about the need to complete the assignment for evaluation; and,
- Communicate with the parent(s) or guardian to seek support for the completion of the assignment for evaluation.

Subsequent to employing a range of the aforementioned strategies, if the teacher is considering deducting marks as a consequence of the late submission of an assignment for evaluation, the teacher will:

- Ensure that the student has been given an additional opportunity to complete the missed assignment prior to considering deducting marks.
- Communicate with the Student Success team which includes the administration in order to maintain professional collaboration and equitable school-wide practices.
- No more than a 10% mark deduction per day late be used should a teacher choose to use

this strategy after the second due date has been missed.

At the end of the unit/strand should the assignment remain unfinished, the teacher:

- Will record an “incomplete” for the assignment for evaluation.
- May require the student to complete the assignment or one alternate assignment.
- Will provide additional support to the student.
- Will communicate with the parent(s) or guardian.

At the reporting period, the teacher will:

- Ensure that late and missed assignments for evaluation are noted on the Learning Skills and Work Habits section of the report card
- Ensure that any deductions up to and including “0” have been awarded in consultation Student Success team which includes the administration.
- Ensure that mark deduction (if utilized) will not result in a percentage grade or letter grade that, in the professional judgment of the teacher, misrepresents the student’s actual achievement.
- Determine if there is sufficient evidence that the student has met the overall expectations;
- if so, report a grade using the teacher’s professional judgment;
- if not, the student receives either an “I” indicating insufficient evidence (grades 9-10), or a failing grade between 0% and 49% (grades 11-12);
- Provide, where appropriate, additional support to the student (e.g., credit recovery).
- Communicate with the parent(s) or guardian.

REFERENCES

Black, Paul, Harrison C., Lee, C., Marshal, B., William, D., (2004) Working inside the Black Box: Assessment for Learning in the Classroom, Phi Delta Kappan, September, 2004.

Cooper, Damian, (2007) Talk About Assessment, Toronto, ON, Thomson – Nelson.

Marzano, R.J., (2000), Transforming Classroom Grading, Alexandria VA. ASCD.

OCDSB-PR. 584.CUR

O’Connor, Ken (2002) How to Grade for Learning, Glenview, IL. Pearson.

Perkin, Jennifer (2000) Getting students to hand in work finished and on time, Barrie, ON,

Stiggins, R., Arter, J., Chappuis, J., and Chappuis, S., (2005) Classroom Assessment for Student Learning: Doing It Right-Using It Well, Portland OR. Assessment Training Institute.

“Growing Success: Assessment, Evaluation and Reporting in Ontario” 2010

(For a complete description of assessment and evaluation in Ontario schools see: *Growing Success: Assessment Evaluation and Reporting in Ontario Schools*, 2010)

PROGRAM AND PLANNING CONSIDERATIONS:

Health and Safety Considerations:

Compliant with DND policy and the Ontario Ministry of Education policies and Ministry of Labour regulations, teachers are responsible for ensuring the safety of students during classroom activities and also for encouraging and motivating students to assume responsibility for their own safety and the safety of others. Teachers must also ensure that students have the knowledge and skills needed for safe participation in all activities for this course.

Students with Special Education Needs

Students with special needs will have their needs addressed through incorporating the IEP, working

closely with colleagues, differentiated instruction, variety of teaching strategies, accommodations, peer tutoring, pretesting prior knowledge, working with the student's weaknesses as well as strengths. Reference to the IEP and any/all referred strategies will be entertained and implemented where possible.

English Language Learners

Responsibility for students' English-language development is shared by the classroom teacher, the ESL/ELD teacher, and other school staff. Peers may also be helpful in supporting English language learners in the language classroom. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. In order to provide challenging but attainable expectation for the learner at his or her present level of English proficiency, the teacher will:

- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, and scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English)

ONTARIO STUDENT RECORD OR OSR

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

ESTABLISHMENT OF THE OSR

An OSR will be established for each student who enrolls in a school operated by a school board or the Ministry of Education. Each student and the parent(s) of a student who is not an adult must be informed of the purpose and content of the OSR at the time of enrolment. AFNORTH as an Ontario Ministry of Education Inspected private school follows these OSR guidelines. It is the duty of the principal of a school to:

- establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with this guideline and the policies established by the Ontario Ministry of Education;
- ensure that the materials in the OSR are collected and stored in accordance with the policies of the Ontario Ministry of Education
- ensure the security of the OSR

COMPONENTS OF THE OSR

The AFNORTH Secondary Principal establishes an OSR folder. The folder will contain the parts set out below:

1. Biographical data, the student's full name and date of birth (The principal will indicate the method of verification on the folder – e.g., birth certificate, baptismal certificate, passport –

and will initial and date the folder.)

2. A student number assigned by the school or the school board, where applicable
3. A Ministry Identification Number (MIN) or Ontario Education Number (OEN) assigned by the ministry, where applicable
4. Schools attended
 - the name of each school that the student has attended
 - the name of the board, the name of the Native education authority, or the name of the person who operated the private or federal school
 - the date of entry and the date of the last day of attendance in each grade
 - the name of a teacher contact
 - Where the student is transferring to a school from an educational institution that was not required to maintain an OSR, any information that will complete the record of schools previously attended will be included
5. Retirement from an Ontario school
 - the date of retirement
 - the student's address at retirement
 - the student's destination at retirement with respect to further education or employment
6. Names of parent(s)
 - the first name of the student's parent(s) or the first name and surname of the student's parent(s) when the surname of the latter differs from that of the student
 - if applicable, the date of death of the parent(s) of a student opposite the name of the deceased
7. Special health information: A summary of a student's special health conditions will be included when such conditions are disclosed to the principal. Entries will be dated and kept current.
8. The Provincial Report Card, Grades 9–12: A completed Provincial Report Card, Grades 9–12 (all three pages), or an exact copy of it, will be filed in the OSR folder for each student who has been enrolled in the school for more than six weeks from the commencement of the reporting period: at the time of his or her transfer to another school; or at the time of his or her retirement from school; or at the end of each of three reporting periods, the first to occur during the fall
9. The Ontario Student Transcript (OST): Beginning with the 1999–2000 school year, the OST will be a cumulative and continuous record of a student's successful completion of Grade 9 and 10 courses, successful and unsuccessful attempts at completing Grade 11 and 12 courses and Ontario Academic Courses, and completion of other diploma requirements. The OST is part of the OSR. A hard copy is filed in the OSR folder.
10. The Documentation File: When a documentation file is required, it will be kept in the OSR folder. A documentation file will be established when the following information is required:
 - verification of a custody order
 - verification of a change of surname
 - a written request to be named by repute
 - the statement of decision of an Identification, Placement, and Review Committee (IPRC);
 - the recommendation of an appeal board and the decision of the school board regarding identification and/or placement, where applicable; and a tribunal's decision regarding identification and/or placement, where applicable
 - an Individual Education Plan (IEP) for a student receiving special education programs and services
 - educational, psychological, and health assessments

- letters of request for a correction to, or a deletion from, the record where the request has not been granted
 - a Violent Incident Form
11. The Office Index Card: The office index card provides the school with immediate access to information about a student. It will remain at the school during the period in which the student is enrolled at the school. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school. The office index card will record the following information:
- the full name of the student, as recorded on the OSR folder
 - the number assigned to the student by the school or school board, where applicable
 - a Ministry Identification Number (MIN) or Ontario Education Number (OEN) assigned by the ministry, where applicable
 - the gender of the student
 - the student's date of birth (year, month, day)
 - the name(s) of the student's parent(s)
 - if applicable, the name(s) of the individual(s) who has (have) custody of the student
 - the student's current address and home telephone number, as well as an emergency number if one has been provided
 - the dates (year, month, day) on which the student enrolls in the school, transfers from the school, and/or retires from school
 - the name and address of the school to which the student transfers and the date on which the OSR is transferred
 - the student's address on the date of transfer or retirement
 - the name and address or some other means of identification of the school from which the student is transferring or retiring

When a student transfers to another school, or to a private, federal, or First Nation school, or retires from school, the office index card will be stored at AFNORTH.

12. Prior Learning Assessment and Recognition (Plar) Challenge For Credit (Cumulative Tracking Record): If a secondary school student challenges for credit for a Grade 10, 11, or 12 course through the Prior Learning Assessment and Recognition (PLAR) challenge process, a record of all credits earned and attempted will be established and will be maintained in the student's OSR. This record will be kept on the form entitled "PLAR Challenge for Credit: Cumulative Tracking Record" The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on this form.

ACCESS TO THE OSR

Students: Every student has the right to have access to his or her OSR.

Parents: The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.

Educational Personnel: Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. As noted above, additional access may be permitted under municipal and provincial freedom of information legislation, under specified and limited circumstances.

Ministry and School Boards: The Education Act permits the compiling and delivery of information contained in an OSR if it is required by the Minister of Education or the school board. In instances where ministry staff members are seeking to collect information from OSRs, students who are adults and parents of students who are not adults will be notified.

Courts and Law Enforcement Agencies: Subsection 266(2) of the Education Act states that the OSR will not be produced in the course of any legal proceedings. There may be occasions, however, when access to the OSR of current students or former students will be sought. In such

cases, AFNORTH will obtain legal advice from their lawyers in order to deal with such issues as the following: whether the Education Act in fact prevents the production of the OSR whether the OSR in question is relevant to the proceedings if the OSR is relevant to the proceedings, whether a copy, rather than the original, may be submitted to the court. All of these issues are relevant in both civil and criminal cases. Both the municipal and provincial freedom of information acts permit disclosure of personal information for the purposes of law enforcement. The conditions for disclosure and the definition of "law enforcement" are contained in the legislation. School boards should consult with their freedom of information coordinators and their legal counsel to determine whether they should develop policies on the disclosure of personal information in an OSR to courts and law enforcement agencies. In court proceedings, subject to an appeal, the judge's order must be followed. If a principal receives a court order requiring the release of an OSR, the principal will contact legal counsel. Although court orders must be followed, the principal will obtain legal advice about the issues listed above.

USE AND MAINTENANCE OF THE OSR

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student. The freedom of information legislation sets out criteria for the use of personal information. The purposes for which personal information in a student's OSR is being used must be consistent with the policies in this legislation. Students who are adults and parents of students who are not adults should be informed of the uses of personal information at the time that that information is collected for inclusion in an OSR.

The contents of the OSR should be reviewed on a regular basis according to the policies established by the school board to ensure that they remain conducive to the improvement of the instruction of the student. Any such review must comply with the provisions of section 9 of this guideline.

TRANSFER OF THE OSR

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. When a student transfers to another school in Ontario, the receiving school will be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of : an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR will be sent upon receipt of an official written request from the receiving school. The original OSR will be transferred by Priority Post to the requesting school.

Transfer to an Educational Institution outside Ontario: An original OSR may not be transferred outside Ontario. Only an exact copy of the OSR may be sent to the principal of an educational institution outside Ontario after the principal who is responsible for the OSR has received:

- a written request for the information from the principal of the educational institution outside Ontario; and
- a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

RETIREMENT OF A STUDENT

A student retires from school when he or she ceases to be enrolled in school. When a student retires from the school that maintained an OSR for the student, the principal will give the following to the parent(s) of the student if he or she is not an adult, or to the student if he or she is an adult:

- an up-to-date copy of the student's OST,
- if applicable the information and materials stored in the OSR folder that are not required to be retained.

RETENTION, STORAGE, AND DESTRUCTION OF INFORMATION IN THE OSR

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR should be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from school:

- report cards
- the documentation file,
- where applicable additional information that is identified by the school board as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST
- the office index card

FULL DISCLOSURE OF STUDENT TRANSCRIPTS

The Ministry of Education has a policy of full disclosure. 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 taking grade 9 or grade 10 courses. Any grade 11 or 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the program.

THE GUIDANCE COUNSELLOR

The Guidance Counsellor offers a program of activities and services that facilitates the personal, social, educational, and career development of students at all grade levels. The school counsellor provides individual, group instruction, consultations and referrals to assist students and their families in making informed decisions and responsible plans.

THE GUIDANCE OFFICE

The Guidance Office has an "open door" policy. Appointments may also be made by students and parents. Information regarding course selection, post-secondary studies, tutoring, career counseling, and social emotional issues is available.

CO-OPERATIVE EDUCATION

The co-operative education program helps students to acquire knowledge and skills to apply to practical situations and earn credits towards their OSSD. Such opportunities will help students see the relationship between the curriculum and the world beyond the school. Opportunities are available for coop placements both in the school and off campus.

STUDENT AND PARENT CODE of RESPONSIBILITIES

Students have an increased number of responsibilities as they proceed through the school system. These include:

- taking responsibility for their learning
- taking responsibility for managing their behavior
- getting along with others in a variety of settings in the school
- demonstrating social responsibility
- developing and setting educational and career goals

Parents have an important role to play in their children's learning. They can encourage their children by:

- working collaboratively with the school supporting and helping students with critical decision making
- supporting their student's goal setting activities

AFNORTH Canadian Section CODE OF BEHAVIOUR

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour.

Respect and responsibility are demonstrated when students:

- come to school prepared, on time and ready to learn
- show respect for themselves, for others and for those in authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take responsibility for their own actions

PROGRESSIVE DISCIPLINE

Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports, and consequences, building upon strategies that promote positive behaviours.

- The range of interventions, supports, and consequences used by AFNORTH are be clear and developmentally appropriate, and include learning opportunities for students in order to reinforce positive behaviours and help students make good choices. They include peer mediation, restorative justice and character development.
- For students with special education needs, interventions, supports, and consequences are consistent with the expectations in the student's IEP.

The principal shall consider whether to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Bullying.
- Any other activity which adversely affects the school climate.

A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.
- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a person under the age of 19.

The following other factors shall be taken into account if they would mitigate the seriousness of the activity for which the pupil may be or is being suspended or expelled:

- The pupil does not have the ability to control his or her behaviour.
- The pupil does not have the ability to understand the foreseeable consequences of his or her behaviour.
- The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.
- The pupil's history.
- Whether a progressive discipline approach has been used with the pupil.
- Whether the activity for which the pupil may be or is being suspended or expelled was related to any harassment of the pupil because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- How the suspension or expulsion would affect the pupil's ongoing education.
- The age of the pupil.

In the case of a pupil for whom an individual education plan has been developed,

- whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
- whether appropriate individualized accommodation has been provided, and
- whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

STUDENT SUCCESS

AFNORTH International Secondary School has a very strong success rate in all of the above areas. Throughout the years, as student needs have changed, course offerings have changed. Co-operative Education related courses have been added, and a Student Success teacher oversees students at risk as well as student seeking additional credits that require the Independent Learning setting. In this way, our students work with the school Guidance Counselor and Student Success teacher to supplement their class work with Learning Strategies courses, a variety of Independent Learning Courses, course and College/University selection, and on-going tutoring and social support as needed.

LIBRARY FACILITIES

AIS Library is open each school day for student use. It is an excellent library facility complete with reference room, seminar rooms, study carrel areas and a newly refurbished computer area. The selection of titles available is quite comprehensive and new volumes are being added constantly. The Teacher-Librarian or staff members who are on duty are anxious to be of assistance in finding suitable books, magazines or papers for all students wishing to make use of this facility, whether their reading is for research, reference or recreation.

ALLERGIES

AIS is a nut-aware zone.

Food allergies can be fatal. In order to provide a safe environment for all students, staff and other members of our community, AIS has become a Nut-Aware School. It must be emphasized that ensuring the safety of people with anaphylaxis in the school at risk for anaphylaxis requires the cooperation of the entire community. While it is impossible to guarantee that the school environment will be completely free of potential hazards, risks can be minimized by compliance with reasonable guidelines. The emphasis is therefore on raising awareness and adopting reasonable procedures regarding nut awareness.

The AIS Peanut & Nut-Aware School regulation is founded on two principles:

1. Information and Awareness
 - a) identifying students and staff with potential life-threatening allergies
 - b) educating students with potential life-threatening allergies in appropriate safety precautions

- c) sharing information with the school community
 - d) maintaining open communication
2. Protection and Prevention
- a) banning food products containing the offending allergen from the school/ school property
 - b) adopting lunch-time, lunch-room, recess, and party standards and procedures
 - c) taking the necessary precautions when planning field-trips and other activities

All Students, Staff and other Members of the School Community

All students, staff and volunteers must refrain from bringing any products to school that contain peanuts, nuts, peanut butter, peanut oil, nut butter, etc. Anyone bringing such products to school will have the food removed from them. In the case of students, parents will be notified. All parents/guardians, students, staff and school volunteers are asked to read product labels as some food products, although not readily known to contain nuts, may be prepared in the same factories as foods containing nuts, and therefore be capable of triggering an anaphylactic reaction. At the beginning of each academic year, parents/guardians of all students at AIS will be informed of our policy through one or more of the following means of communication: website, School Handbook, newsletter or e-mail.

Students with Severe Allergies

Parents/guardians of students who have severe allergies are responsible for informing the school, in writing, that their child is at risk of anaphylaxis. They must provide a copy of the medical diagnosis and Care Plan from the medical treatment facility. This must be provided to the Nurse's Office and the National Office upon registration and renewed at the beginning of every school year. The parent/guardian will provide the Nurse's Office with any required emergency medication. The medication must be brought to the Nurse's Office in its original container labeled with the student's name and prescription. It is expected that students at risk for anaphylaxis will wear a Medic Alert bracelet and carry their emergency medication with them at all times. A "Permission to Carry Medication" form needs to be completed and kept on file at the Nurse's Office. Parents/guardians are responsible for teaching their children who are at risk for anaphylaxis to identify foods that may contain the allergen and to take appropriate action if exposed (i.e. notify teacher, school nurse or other adult staff member).

At the beginning of each academic year, both the national sections and nurses will be informed of any student at risk for severe allergies. This is done in cooperation between the parent/guardian and the school.

1. The Parent/Guardian will provide:
 - a) completed school medical forms for the student;
 - b) any medications prescribed for the student, with the original prescription labels and instructions for its use. One will be kept at the Nurse's Office and another one will be kept with the student at all times during the school day. Exceptions must be approved and arranged through the national office.
2. The School will:
 - a) ensure that all forms are completed.
 - b) the school nurses will ensure that the student's teachers are aware of the student's allergies.

POLICY ON COMPUTER USAGE

Students at AIS have the opportunity to make extensive use of the computer facilities. This involves using software, programming languages, and access to resources in virtually any location in the world by way of the Internet. The computer system at AIS consists of over two hundred workstations set up as standalones or in a network configuration. This presents unique and exciting opportunities to learn and explore by using technology. It also requires that each person act in a responsible manner and respect the rights of others on the system. Misuse of the system can adversely affect everyone's access to the system.

TYPES OF COURSES

The types of courses available in the secondary school program:

In Grades 9 and 10, three types of courses are offered: academic courses, applied courses, and open courses. Academic courses emphasize theory and abstract problems. Applied courses focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades. Open courses are described below.

In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include: university preparation courses, developed in close collaboration with universities; university/college preparation courses, developed in close collaboration with both universities and colleges; college preparation courses, developed in close collaboration with colleges; and workplace preparation courses, developed in close collaboration with representatives from a variety of workplaces. Open courses are also offered in Grades 11 and 12 (see below).

Open courses, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

FRENCH LANGUAGE PROGRAM

The AFNORTH Secondary School Canadian Section French Language program supports:

- Beginning learners, whether Canadian or of other nationalities. As an international school, we believe that all our students should be exposed to foreign language throughout their schooling. Our aim is to develop a program that will encourage them to pursue French language throughout High School.
- For French first language students, our aim is to maintain and improve their knowledge and application of French as a language, so that they can, if necessary, continue their education in French First Language either at the secondary or post-secondary level in Canada (or elsewhere). We offer French first language as a credit course in grades 9 to 12.

COURSE CODE EXPLANATION

All courses are identified by a computer code common to all secondary schools.

The first three characters identify department and the course

MCR Mathematics
SBI Science, Biology

The fourth character identifies the year or grade

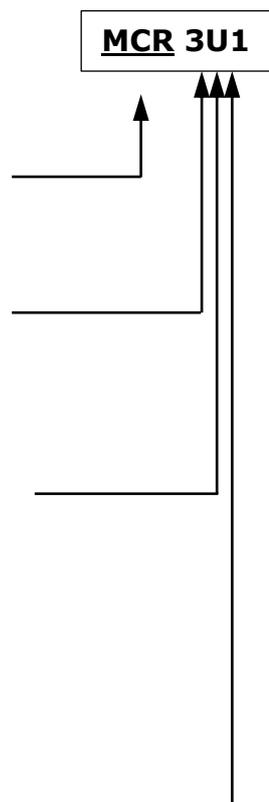
Grade 9
Grade 10
Grade 11
Grade 12

The fifth character identifies the level of instruction for the course

O Open — suitable for all levels (e.g., art, music, physical education)
P Applied — focus on practical applications
D Academic — emphasis is on theory and abstract problems
U University Preparation — developed in association with universities
E Workplace Preparation — developed in association with workplace
C College Preparation — developed in association with colleges
M University/College Preparation — developed in collaboration with both colleges and universities

The sixth character is designated by the school for internal purposes

the first course
an extra course in the subject
A Co-operative Education, 1 credit
B Co-operative Education, 2 credits



Courses Offered at AFNORTH

Subject	GRADE 9	GRADE 10	GRADE 11	GRADE 12
<u>Arts</u> Visual Art	AVI10 ADA10	AVI20 ADA20	AVI3M	AVI4M
<u>Canadian and World Studies</u> Civics Canadian History Travel and Tourism Canadian World Issues	CGC1D GLS10	CHV 20 (1/2 credit) CHC2D	CGG30	CGW4U/C
<u>Social Sciences and Humanities</u> Introduction to Anthropology, Psychology, and Sociology Philosophy Nutritino and health			HSP3U	HSB 4U HZT4U HFA4U
<u>English</u>	ENG 1D	ENG 2D	ENG 3U	ENG 4U
<u>Modern Languages</u> French Français Langue Première Spanish (offered thru US section) German (offered thru International section)	FSF1P FSF 1D FRA 1D FSF 1O LWGAD	FSF2P FSF 2D FRA 2D LWSBD	FSF 3U FRA 3U LWGPU	FSF4U FRA 4U LWSDU
<u>Guidance</u> Career Studies Cooperative Education Independent Learning Credit (ILC)	GLS10	GLC 20 (1/2 credit)	By Application only	By Application only
<u>Mathematics</u> Foundations of Math Academic Functions/Functions & Applications Advanced Functions Calculus and Vectors Data Management	MPM 1D MFM 1P	MPM 2D MFM 2P	MCR 3U MCF3M	MHF 4U MCV 4U MDM4U
<u>Physical Education</u> Healthy and Active Living Healthy and Active Living Education Introduction to Kinesiology	PPL 1O	PPL 2O	PPL3O	PSK4U
<u>Science</u> Academic/Applied Biology University Prep Chemistry University Prep Physics University Prep Environmental Sciences	SNC 1D	SNC 2D	SBI 3U SCH 3U SPH 3U SVN3M	SBI4U SCH4U SPH 4U

Note: *Prerequisites are needed for many courses. These may be waived by the Canadian Principal
 based on enrolment, select course may be offered during alternating years

ARTS

AVI 10 Visual Arts (Open)

This course emphasizes learning through practice; building on what students know; and introducing them to new ideas, materials, and processes for artistic thinking and experimentation. Student learning will include the refined application of the elements and principles of design, incorporating the creative and design processes, and the relationship between form and content. Students will also learn about the connections between works of art and their historical contexts. Course objectives may be achieved either through a comprehensive program or through a program focused on a particular art form.

Prerequisite: None

ADA10 Drama (open)

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

Prerequisite: None

AVI20 Visual Arts (Open)

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisites: None

ADA20 Drama (Open)

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None

AVI3M Visual Arts (University/College)

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Prerequisites: AVI10 or AVI20

AVI4M Visual Arts (University/College)

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: AVI3M, University/College Preparation

CANADIAN STUDIES

CHC2D Canadian History Since World War I, Grade 10 Academic

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

CHV 20 Civics (Open)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None

CGC30 Travel and Tourism: A Geographic Perspective, Grade 11 (Open)

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied

CGW4U World Issues: A Geographic Analysis, (University)

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact 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

ENGLISH

ENG 1D English (Academic)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

ENG 2D English (Academic)

This course is designed to extend the range of oral communication, reading, writing, and media

literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic

ENG 3U English (University Preparation)

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyze challenging texts, both contemporary, and historical; conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

Prerequisite: ENG 2D

ENG 4U English (University Preparation)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create 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

FRENCH AS A SECOND LANGUAGE

FSF10 Core French (Open)

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

FSF 1P Core French (applied)

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening, speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Minimum of 600 hours of French instruction, or equivalent

FSF 1D Core French (Academic)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

Prerequisite: Minimum of 600 hours of elementary Core French instruction, or equivalent

FSF 2D Core French (Academic)

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication.

They will also increase their understanding and appreciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

Prerequisite: FSF 1D or FSF1P

FSF 2P Core French (Applied)

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied

FSF 3U Core French (University Preparation)

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a variety of oral and written texts. They will continue to broaden their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

Prerequisite: FSF 2D

FSF4U Core French (University Preparation)

This course provides extensive opportunities for students to speak and interact in French independently. Students will apply language-learning strategies in a wide variety of real-life situations, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

Prerequisite: FSF 3U

FRANÇAIS

FRA 1D Français Langue Première 9e (Académique)

Ce cours permet à l'élève de développer ses compétences langagières en communication orale, en lecture et en écriture. L'élève devra étudier diverses productions médiatiques ainsi qu'interpréter et produire divers textes courants et littéraires, ce qui l'amène à réfléchir sur les valeurs qui caractérisent la communauté francophone et lui permet de développer son esprit critique et son sens d'appartenance à la francophonie. Dans ses productions, l'élève utilise les technologies de l'information et de la communication et applique des stratégies diverses pour communiquer correctement et efficacement. Ce cours est conçu pour préparer l'élève à suivre le cours théorique de français de 10e année qui donne accès aux cours des filières préuniversitaire ou précollégiale en 11e et 12e année.

Préalable : Aucun

FRA 2D Français Langue Première 10e année (Académique)

Ce cours permet à l'élève de développer ses compétences langagières en communication orale, en lecture et en écriture. L'élève devra étudier diverses productions médiatiques ainsi qu'interpréter et produire divers textes littéraires et courants. En littérature, l'élève développe sa capacité à

apprécier des textes littéraires dont un roman, une pièce de théâtre et, au choix, un récit, un conte ou une nouvelle littéraire, ce qui l'amène à réfléchir sur les valeurs qui caractérisent la communauté francophone et lui permet de développer son esprit critique et son sens d'appartenance à la francophonie. Dans ses productions, l'élève utilise les technologies de l'information et de la communication et applique des stratégies diverses pour communiquer correctement et efficacement. Ce cours est conçu pour préparer l'élève à suivre un cours obligatoire des filières préuniversitaire ou précollégiale en 11e année.

Préalable: FRA1D

FRA 3U Français Langue Première 11e année cours préuniversitaire

Ce cours permet à l'élève d'approfondir ses connaissances en communication orale, en lecture et en écriture. En littérature, l'étude d'œuvres contemporaines du Canada français, d'extraits significatifs d'œuvres de la littérature française des XVIIIe et XIXe siècles et de quelques extraits d'œuvres de la francophonie ontarienne, canadienne ou mondiale écrites avant 1960 amène l'élève à réfléchir aux enjeux de la francophonie et à son engagement envers la langue et la culture d'expression française. À l'oral et à l'écrit, l'élève utilise les technologies de l'information et de la communication et applique ses connaissances et ses habiletés langagières pour produire des textes variés. Ce cours est conçu pour préparer l'élève à suivre un cours obligatoire des filières préuniversitaire ou précollégiale en 12e année

Préalable: FRA2D

FRA4U Français, 12e année, cours préuniversitaire

Ce cours permet à l'élève d'approfondir ses connaissances en communication orale, en lecture et en écriture. L'interprétation et la production de divers textes oraux ainsi que l'étude d'œuvres contemporaines du Canada français et de quelques extraits significatifs d'œuvres de la littérature française des XXe et XXIe siècles et de quelques extraits significatifs d'œuvres de la francophonie ontarienne, canadienne ou mondiale écrites après 1960 enrichissent le bagage culturel de l'élève et l'amènent à réfléchir aux questions fondamentales de la francophonie et à son engagement envers la langue et la culture d'expression française. La réalisation d'un projet autonome d'envergure lui permet de développer son esprit critique et son autonomie en matière d'apprentissage. L'élève a recours aux technologies de l'information et de la communication pour mener à bien ses recherches et ses travaux. Ce cours est conçu pour préparer l'élève à suivre des cours universitaires et collégiaux ou à intégrer le monde du travail.

Préalable : FRA3U

INTERNATIONAL LANGUAGES

SPANISH

LWSBD Spanish II

This course enables students to develop competence in listening, speaking, reading, and writing in Spanish. Students will continue to participate in interactive activities in which they can apply and develop their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including social customs, food, sports and leisure activities, popular festivals, and music. Although students will expand their vocabulary and knowledge of linguistic elements, the language they will use at this level will still be simple.

Prerequisite: LWSAD

LWSDU Spanish IV

This course prepares students for postsecondary studies in Spanish. Students will continue to refine and enhance their listening, speaking, reading, and writing skills in the language, with the goal of using these communication skills in a variety of personal, academic, and professional contexts. Using a wide variety of sources, including original texts in the language, students will consolidate their language skills as they use increasingly complex linguistic elements and language conventions. Students will also have opportunities to enrich their knowledge of aspects of culture in regions where the language is spoken, including issues related to popular culture, linguistic

communities in Canada, literature, history, geography, and the arts..

Prerequisite: LWSCU

GERMAN

LWGAD German I

This introductory course is designed to enable students to begin to develop competence in listening, speaking, reading, and writing in German. Students will participate in interactive activities in which they can apply their language skills to communicate with native speakers of the language. They will explore aspects of culture in regions of the world where the language is spoken, including formal and informal forms of address, naming practices, family life and relationships, and celebrations.

Prerequisite: none

LWGCU German III

This course offers students opportunities to further develop competence and confidence in listening, speaking, reading, and writing in German. Students will participate in interactive activities (e.g., discussions about literature, travel, shopping) in which they will further develop their knowledge of linguistic elements. They will continue to explore aspects of culture in regions of the world where the language is spoken, including fashion, historical figures, art, and architecture. Students will enhance their critical and creative thinking skills through reading diverse materials, including original literature, and will explore a variety of personal and professional contexts in which knowledge of the international language is required.

Prerequisite: LWGBD

GUIDANCE

GLS10 Learning Strategies 1: Skills for Success in Secondary School (Open)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Prerequisite: For GLS10 – None For GLE10 and GLE20 – Recommendation of principal

GLC 20 Career Studies (Open) (.5 credit)

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

MATHEMATICS

MFM1P Foundations of Mathematics (Applied)

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their

thinking.

Prerequisite: None

MPM1D Principles of Mathematics (Academic)

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: None

MFM2P Foundations of Mathematics (Applied)

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: MPM1P

MPM2D Principles of Mathematics (Academic)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM 1D

MCR3U Functions (University)

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; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: MPM 2D

MCF3M Functions and Applications (University/College)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

MDM4U Mathematics of Data Management (University)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing 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: MCR3U or MCF3M

MCV4U Calculus and Vectors (University)

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 space; 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 modeling 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.

Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Prerequisite: MCR3U

MHF 4U Advanced Functions (University)

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

PHYSICAL EDUCATION

PPL10 Healthy and Active Living (Open)

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, and other drugs and will participate in activities designed to develop goal-setting, communication, and social skills.

Prerequisite: None

PPL20 Healthy and Active Living (Open)

The purpose of this course is to provide students with an opportunity to improve their physical fitness through exercise. Students are required to workout daily using a variety of individual cardiovascular and strength training exercises. This course introduces the basic concepts of lifetime fitness development, health, and exercise programming. Students will gain an understanding of various terms, concepts, principles, and benefits of conditioning.

Prerequisite: None

PPL30 Healthy and Active Living (Open)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and

creatively.

Prerequisite: None

PSK4U Introductory Kinesiology (University)

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

SCIENCE

SNC 1D Science (Academic)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

SNC 2D Science (Academic)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: SNC 1D

SBI 3U Biology (University)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; 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 skills related to scientific investigation.

Prerequisite: SNC 2D

SCH 3U Chemistry (University)

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: SNC 2D

SPH 3U Physics (University)

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they

will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC 2D

SBI 4U Biology (University)

This course provides students with the opportunity for the in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigation in the areas of metabolic processes, molecular genetics, homeostasis, and 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: SBI 3U

SVN3M Environmental Science (University/College)

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

Prerequisite: Grade 10 Science, Applied or Academic

SCH 4U Chemistry (University)

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.

AP EXAM REQUIRED

Prerequisite: SCH 3U

SPH 4U Physics (University)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

AP EXAM REQUIRED

Prerequisite: SPH 3U

SOCIAL SCIENCES AND HUMANITIES

HSP3U Introduction to Anthropology, Psychology and Sociology (University)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 academic course in English or the Grade 10 academic history course (Canadian and world studies).

HFA4U- Nutrition and Health (University)

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and

disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

HZT4U – Philosophy(University)

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine skills used in researching and investigating topics in philosophy.

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

HSB4U – Challenge and Change in Society (University)

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Detailed descriptions of all Ontario Ministry of Education Curriculum and Diploma requirements can be found at:

<http://www.edu.gov.on.ca/eng/teachers/curriculum.html>

DISTANCE EDUCATION

In consultation with the Guidance Counsellor and with the approval of the Principal students may be registered in E-Learning Courses to fulfill graduation requirements, address student interests, strengths, needs as well as post-secondary plans.

For these courses, our school accesses two Canadian E-Learning course providers as follows:
ILC Ontario - www.ilc.org

During 2016-2017 the courses listed below are being offered. To view the Ontario Ministry of Education Curriculum documents associated with each specific course, click on the appropriate link provided below each course code and title.

THE ARTS

ADA4M - DRAMA, GRADE 12 COLLEGE/UNIVERSITY

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf>

BUSINESS STUDIES

BBI2O - INTRODUCTION TO BUSINESS, GRADE 10 OPEN

<http://www.edu.gov.on.ca/eng/curriculum/secondary/business910currb.pdf>

BDI3C - ENTREPRENEURSHIP: THE VENTURE, GRADE 11 COLLEGE

<http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

BMX3E - MARKETING: RETAIL AND SERVICE, GRADE 11 WORKPLACE

<http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

BAF3M - FINANCIAL ACCOUNTING FUNDAMENTALS, GRADE 11 COLLEGE/UNIVERSITY

<http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

BOH4M - BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS, GRADE 12 COLLEGE/UNIVERSITY

<http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

CANADIAN AND WORLD STUDIES

CHC2D - CANADIAN HISTORY SINCE WORLD WAR I, GRADE 10 ACADEMIC

<http://www.edu.gov.on.ca/eng/curriculum/secondary/business1112currb.pdf>

CHW3M - HISTORY TO THE END OF THE FIFTEENTH CENTURY, GRADE 11 COLLEGE/UNIVERSITY

<http://www.edu.gov.on.ca/eng/curriculum/secondary/2015cws11and12.pdf>

COMPUTER STUDIES

ICS3U - INTRODUCTION TO COMPUTER SCIENCE, GRADE 11 UNIVERSITY

http://www.edu.gov.on.ca/eng/curriculum/secondary/computer10to12_2008.pdf

ENGLISH

ENG3C - ENGLISH, GRADE 11 COLLEGE

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

EMS3O - MEDIA STUDIES, GRADE 11 OPEN

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

OLC4O - ONTARIO SECONDARY SCHOOL LITERACY COURSE, GRADE 12 OPEN

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english12curr.pdf>

FRENCH AS A SECOND LANGUAGE

FSF4U - FRENCH AS A SECOND LANGUAGE, GRADE 12 UNIVERSITY

<http://www.edu.gov.on.ca/eng/curriculum/secondary/fsl1112curr.pdf>

GUIDANCE AND CAREER EDUCATION

GLC2O - CAREER STUDIES, Grade 10 Open

<http://www.edu.gov.on.ca/eng/curriculum/secondary/guidance910currb.pdf>

HEALTH AND PHYSICAL EDUCATION

PPL1O - HEALTHY ACTIVE LIVING, GRADE 9 OPEN

<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

PSK4U – INTRODUCTORY KINESIOLOGY, GRADE 12 UNIVERSITY
<http://www.edu.gov.on.ca/eng/curriculum/secondary/health9to12.pdf>

MATHEMATICS

MFM1P – FOUNDATIONS OF MATHEMATICS, GRADE 9 APPLIED
<http://www.edu.gov.on.ca/eng/curriculum/secondary/math910curr.pdf>
MPM2D – PRINCIPLES OF MATHEMATICS, GRADE 10 ACADEMIC
<http://www.edu.gov.on.ca/eng/curriculum/secondary/math910curr.pdf>
MEL3E – MATHEMATICS FOR WORK AND EVERYDAY LIFE, GRADE 11 WORKPLACE
<http://www.edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf>

SCIENCE

SNC2D – SCIENCE, GRADE 10 ACADEMIC
http://www.edu.gov.on.ca/eng/curriculum/secondary/science910_2008.pdf
SPH3U – PHYSICS, GRADE 11 UNIVERSITY
http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11_12.pdf
SBI4U – BIOLOGY, GRADE 12 UNIVERSITY
http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11_12.pdf
SCH4U – CHEMISTRY, GRADE 12 UNIVERSITY
http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11_12.pdf
SES4U – EARTH AND SPACE SCIENCE, GRADE 12 UNIVERSITY
http://www.edu.gov.on.ca/eng/curriculum/secondary/2009science11_12.pdf

SOCIAL SCIENCE AND HUMANITIES

HNC3O – FASHION AND CREATIVE EXPRESSION, GRADE 11 OPEN
<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>
HPC3O – RAISING HEALTHY CHILDREN, GRADE 11 OPEN
<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>
HSP3U – INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY AND SOCIOLOGY, GRADE 11 UNIVERSITY
<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>
HSB4U – CHALLENGE AND CHANGE IN SOCIETY, GRADE 12 UNIVERSITY
<http://www.edu.gov.on.ca/eng/curriculum/secondary/ssciences9to122013.pdf>

APPENDIX

All documents referenced in the handbook as follows:

- Preplanned Absence
- Work Skills Rubric
- Achievement Categories for Assessment and Evaluation
- Application to Challenge PLAR
- PLAR challenge Credit
- Prior Learning Assessment and Recognition-Traking record
- Exemption From Prerequisite Course
- Compulsory Credit Substitutions
- Reach Ahead Procedure and Form
- Exemption From Compulsory Credit
- Community Involvement Activity Completion
- Course Planning Guide

Fillable versions of these documents are available for download at:
<http://www.afnorth-is.com/national-sections/canadian-mhs-office/parent-information>

Preplanned Absences



AFNORTH MS/HS – CANADIAN SECTION Form to be completed for PREPLANNED ABSENCES of three days or more.



Careful planning of family trips is necessary to ensure successful completion of course requirements.
Please carefully review the Preplanned Absence Policy and expectations.

The student should obtain a **Preplanned Absence Form** for trips that last **3 days or more**. Ideally the form should be completed and returned at least **6 school days before the trip**. Careful planning of family trips helps to ensure successful completion of course requirements. Teachers may recommend that work is turned in ahead of time or that tests are taken prior to departure when it is in the best interest for academic achievement.

- ❖ Parents notify the school in writing at least 6 school days prior to the first day of the absence.
- ❖ Student/Parent obtains and completes Part I of the Preplanned Absence Form available from the Canadian office.
- ❖ Students will ask teachers to complete Part II of the form.
- ❖ Students return the completed form to the Canadian office. Upon Principal's signature, a copy will be made for the student and a copy placed in the student's file.

Reminder: Parents are asked to notify the AFNORTH MS/HS Canadian Secondary secretary of any absence regardless of duration. Students should notify teachers and obtain assignments in advance for any planned absences, regardless of length.

Part I. To be completed by Parent and Student:

Name of Student: Date of Absences: _____

Trip requested at least 3 days in length: YES / NO

Reason for the Preplanned Absence: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

I understand it is my responsibility to obtain, complete, and submit the work missed during my absence in the prescribed time line.

Part II. To be completed by classroom Teachers:

Period	Subject	Assignments and Remarks	Teacher's Signature
1 st			
2 nd			
3 rd			
4 th			
5 th			
6 th			
7 th			
8 th			

Part III. To be completed by Administration:

Number of days absent from school: Cumulative: _____ Excused: _____ Unexcused: _____

Approved /Disapproved (circle one)

Administrator's Signature: _____ Date: _____

Revised 15 Nov 2011

Work Skills Rubric

	Category Description	Excellent	Good	Satisfactory	Needs Improvement
Responsibility	Completes and submits class work, homework, and assignments on time. Respects the classroom environment and behaves responsibly so as not to disrupt the learning environment for others. Respects and abides by the classroom and school policies. Takes responsibility for and manages behaviour in class.	All the time	Most of the time	Some of the time	Rarely
Organization	Brings the appropriate materials/supplies to class. On time for class. Work, handouts, subject binders are organized. Follows a plan or routine to ensure work is complete and on time. Identifies gathers, evaluates, and uses information technology and other resources needed to complete tasks.	All the time	Most of the time	Some of the time	Rarely
Independent Work	Begins work/activities quickly when asked. Uses class time responsibly and effectively. Works without stopping to finish activities. Works without disrupting others. Follows teacher instructions with minimal supervision. Works without going to websites for non-related class work.	All the time	Most of the time	Some of the time	Rarely
Collaboration	Takes responsibility for own share of group work Shows respect for teachers, peers, and classroom rules. Assists other peers in the class when help is needed. Accepts various roles in a group setting.	All the time	Most of the time	Some of the time	Rarely
Initiative	Requests help when needed. Raises hand to offer ideas. Approaches new tasks with a positive attitude. Demonstrates curiosity and an interest in learning.	All the time	Most of the time	Some of the time	Rarely
Self-Regulation	Sets goals and monitors progress to ensure work is complete on time. Sets goals and monitors progress to ensure class time is used wisely. Seeks clarification and help from the teacher when needed. Perseveres and makes an effort when responding to challenges in class and with work. Self-assess strengths, needs, interests and areas to improve upon.	All the time	Most of the time	Some of the time	Rarely

Achievement Categories Rubric

<p>Knowledge and Understanding Knowledge of content (e.g. facts, equipment, terminology, materials) Understanding of content (e.g. procedures, design, concepts, processes, standards)</p>	<p>Demonstrates thorough knowledge of content Demonstrates thorough understanding of content</p>	<p>Demonstrates considerable knowledge of content Demonstrates considerable understanding of content</p>	<p>Demonstrates some knowledge of content Demonstrates some understanding of content</p>	<p>Demonstrates limited knowledge of content Demonstrates limited understanding of content</p>
<p>Thinking Use of planning skills (e.g. identifying the problem, formulating questions, scheduling, selecting strategies and resources) Use of processing skills (e.g. analyzing and interpreting information, reasoning, generating and evaluating solutions, forming conclusions) Use of critical/creative thinking processes (e.g. design process, problem solving, decision making)</p>	<p>Uses planning skills with a high degree of effectiveness Uses processing skills with a high degree of effectiveness Uses critical/creative thinking processes with a high degree of effectiveness</p>	<p>Uses planning skills with considerable effectiveness Uses processing skills with considerable effectiveness Uses critical/creative thinking processes with considerable effectiveness</p>	<p>Uses planning skills with some effectiveness Uses processing skills with some effectiveness Uses critical/creative thinking processes with some effectiveness</p>	<p>Uses planning skills with limited effectiveness Uses processing skills with limited effectiveness Uses critical/creative thinking processes with limited effectiveness</p>
<p>Communication Expression and organization of ideas and information in oral, visual, and written forms (e.g. clarity of expression, logical organization) Communication for different audiences and purposes in oral, visual, and written forms Use of conventions (e.g. standards/symbols, industry codes, graphics, units) Use of vocabulary and terminology (e.g. acronyms)</p>	<p>effectivenessExpresses and organizes ideas and information with a high degree of effectiveness Communicates for different audiences and purposes with a high degree of effectiveness Uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness</p>	<p>Expresses and organizes ideas and information with considerable effectiveness Communicates for different audiences and purposes with considerable effectiveness Uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness</p>	<p>Expresses and organizes ideas and information with some effectiveness Communicates for different audiences and purposes with some effectiveness Uses conventions, vocabulary, and terminology of the discipline with some effectiveness</p>	<p>Expresses and organizes ideas and information with limited effectiveness Communicates for different audiences and purposes with limited effectiveness Uses conventions, vocabulary, and terminology of the discipline with limited effectiveness</p>
<p>Application Application of knowledge and skills in familiar contexts (e.g. concepts, processes, use of equipment and technology) Transfer of knowledge and skills to new contexts (e.g. concepts, processes, use of tools and software) Making connections within and between various contexts (e.g. multidisciplinary connections, social impact of technology, connections between school and future opportunities)</p>	<p>Applies knowledge and skills in familiar contexts with limited effectiveness Transfers knowledge and skills to new contexts with limited effectiveness Makes connections within and between various contexts with limited effectiveness</p>	<p>Applies knowledge and skills in familiar contexts with some effectiveness Transfers knowledge and skills to new contexts with some effectiveness Makes connections within and between various contexts with some effectiveness</p>	<p>Applies knowledge and skills in familiar contexts with considerable effectiveness Transfers knowledge and skills to new contexts with considerable effectiveness Makes connections within and between various contexts with considerable effectiveness</p>	<p>Applies knowledge and skills in familiar contexts with high degree of effectiveness Transfers knowledge and skills to new contexts with a high degree of effectiveness Makes connections within and between various contexts with high degree of effectiveness</p>

APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE



AFNORTH International School Canadian Section



APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE

Name: _____ Grade: _____

I wish to challenge for credit for the following course:

Course Title	Course Type	Course Grade Level	Course Code

I am aware that a passing or failing mark resulting from a challenge for credit for a Grade 11 or 12 course will be entered on my Ontario Student Transcript and that a passing or failing mark or a withdrawal resulting from a challenge for credit for any Grade 10, 11, or 12 course will be entered on my PLAR tracking record and maintained in my Ontario Student Record.

I am aware that the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70 percent of the final mark, and other types of assessment worth 30 percent of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. I am aware that a maximum of four credits may be granted through the challenge process for courses in grades 10 to 12, with no more than two in any one discipline.

I am submitting the following as evidence that I am qualified to challenge for credit for this course:

Two letters of reference reflecting my preparedness for the requested challenge.

Plus 3 (three) of the following

- A portfolio of relevant work (if applicable). This may include a video tape, audio tape, CD-Rom, medals, certificates, relevant newspaper articles, training log, samples of artistic work, etc)
- Proof of successful relevant experience in a supervised setting
- Proof of independent learning in relevant area
- Proof of relevant prior learning from another educational jurisdiction
- Proof of successful completion of courses identified as prerequisites for this course

STUDENT STATEMENT

The applicant must write a paragraph of 100-200 words stating why they want to challenge for credit for this course (additional paper may be used). Be sure to include the following:

- Ways in which the course credit will help you to fulfill your educational goals
- Your special interests and skills related to this course.

I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a guidance counselor.

I understand that the Principal will review my application.

Signature of student: _____ Signature of parent/guardian: _____

Date: _____ Date: _____

Request Approved
Not Approved

Signature of Principal: _____



AFNORTH International School
PLAR Challenge Credit



**RECORD OF ASSESSMENT OF CHALLENGE FOR
CREDIT FOR A COURSE**

Date: _____

Student: _____

MIN/OEN: _____

Gender: ___ male ___ female

D.O.B.: _____

day/month/year

Name of parent/guardian:

Course title: _____ Course type: _____

Course grade/level: _____ Course code: _____

Procedure:

1. The student was enrolled in a course in the American section at AFNORTH International School.
2. Documentation for the gap analysis of the curriculum expectations and the levels of achievement for the specific course has been provided.

The PLAR credit challenge for the above subject was completed on:

Date

Maria Lunney, Guidance Counsellor

Date

Janice Hughes, Principal

File: Student's OSR

PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT
Cumulative Tracking Record

Surname Given NamesMIN/OENStudent NumberGenderDate of Birth

School Board/School Authority/Inspected Private School¹ NumberName of SchoolDate of Entry

Date (Year/ Month)	School Board/Inspected Private School ²	Course Grade/ Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization ³

¹ Name of school board/school authority/inspected private school that maintains the student's OSR

² Name of school board or inspected private school through which the student earned the credit(s)

³ Signature of person authorized to maintain the student's OSR

Note: For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools".

Exemption From Prerequisite Course

Revised 2016-2017



AFNORTH International School Canadian Section



Exemption From Prerequisite Course

Student Name

I am requesting an exemption from the following prerequisite course:

Reason for requesting exemption:

Parent's Signature

Counselor's Signature

Request granted

Request not granted

Principal's Signature

Date

A copy of the **Exemption From Prerequisite Course** form will be placed in the **OSR**.

Compulsory Credit Substitutions

Revised 2016-2017



**AFNORTH International School
Canadian Section**



Compulsory Credit Substitutions

The Canadian Student Handbook offers explanations regarding **Compulsory Credit Substitutions**.

Date: _____ Name of Student: _____ Grade: _____

Name and code of compulsory course failed, or for which substitution credit requested:

Name and code of course suggested course credit:

Reasons for request to substitute a course:

Parent:
Substitution
approved not approved

Canadian Principal AIS:
Substitution
approved not approved

Parent signature

Principal signature

Date:

Date:

A copy of this form shall be retained in the Ontario Student Record (OSR).
Each substitution will be noted on the Ontario Student Transcript (OST).

Reach Ahead Procedure and Form

Revised 2013-2014



**AFNORTH International School
Canadian Section**



Reach Ahead Program

Students in their grade 8 year or during the summer after their grade 8 year at AIS have the opportunity to Reach Ahead to high school credit courses .

Students and parents should consult with the Canadian guidance counselor regarding the best course options.

These credits count toward the OSSD and are recorded on the OST.

Name of Student:

Reach Ahead Course:

Reason for taking Reach Ahead:

Parent Signature

Request granted

Request not granted

Principal's signature

Date:

Copy to of this form will be placed in the OSR

Exemption From Compulsory Credit

Revised 2016-2017



AFNORTH International School Canadian Section



Exemption from Compulsory Credit

The Canadian Student Handbook offers explanations regarding Exemptions from **Compulsory Credit**.

Date: _____ Name of Student: _____ Grade: _____

Name and code of compulsory course failed, or for which substitution credit requested:

Name and code of course suggested course credit:

Reasons for request to substitute a course:

Parent:
Substitution
approved not approved

Canadian Principal AIS:
Substitution
approved not approved

Parent signature

Principal signature

Date:

Date:

A copy of this form shall be retained in the Ontario Student Record (OSR).
Each substitution will be noted on the Ontario Student Transcript (OST).

EDUCATIONAL PLANNING GUIDE

	Grade 9	Grade 10	Grade 11	Grade 12
1	English	English	English	English
2	Mathematics	Mathematics	Mathematics	Compulsory
3	Geography/History	Science	Compulsory	Elective
4	French	History/Geography	Compulsory	Elective
5	Science	Civics .5/ Career Studies .5	Elective	Elective
6	Physical Education	Elective	Elective	Elective
7	Business or Technical	Elective	Elective	Elective
8	Art or Music	Elective	Seminar	Seminar

Educational Planning Work Sheet

Use the following table to plan your program of studies. Start with your career goal.

CAREER GOAL: _____

	Grade 9	Grade 10	Grade 11	Grade 12
1				
2				
3				
4				
5				
6				
7				
8				

Use **pencil** for courses you are taking. Use **ink** for successfully completed courses. To keep open as many options as possible, students are encouraged to continue Mathematics until the end of Grade 12.



AFNORTH INTERNATIONAL SCHOOL - CANADIAN SECTION



COMMUNITY INVOLVEMENT ACTIVITY - COMPLETION SHEET

Student _____

Please provide the information requested below about the community involvement activity in which you have participated.

ACTIVITY	DATE	LOCATION	SUPERVISOR NAME AND SIGNATURE	PHONE #	# HOURS

*Please submit this sheet when complete. You will receive a copy and one will be placed in your student record.

Note: Personal information on this document is collected under the authority of the Education Act and Municipal Freedom of Information and protection of Privacy Act, and will only be used to document completion of community involvement hours. The information on this form is confidential and access will be limited to those employees who have an administrative need, the student and parent(s)/guardian(s) of a student.

Student Signature

Date

Parent/Guardian Signature

Date

Principal Signature

Date

Ontario Provincial Report Card, Grades 9-12



Ministry of Education

Provincial Report Card, Grades 9-12

Semester	Reporting Period	Date
----------	------------------	------

STUDENT: _____ OEN: _____ Grade: _____ Homeroom: _____ Principal: _____

Address: _____ School Council Chair: _____

SCHOOL: _____ Telephone: _____	BOARD: _____ Email/Website: _____
Address: _____ Fax: _____	Address: _____

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits							Comments Strengths/Next Steps for Improvement	Attendance	
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Classes/Subject		Total Classes	Times Late
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final													
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final													
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final													
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First													
	Final													

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school.
 To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca.



Semester	Reporting Period	Date
----------	------------------	------

Student:	OEN:	Grade:	Homeroom:
----------	------	--------	-----------

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance	
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed	Times Late
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First												
	Final												
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First												
	Final												
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First												
	Final												
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First												
	Final												
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First												
	Final												

Provincial Report Card, Grades 9–12 Completion of Requirements for Graduation

Semester	Reporting Period	Date

Student:	OEN:	Grade:	Homeroom:
----------	------	--------	-----------

Diploma Requirements	Total Required	Earned This Report	Earned to Date
Compulsory Credits	18		
English (1 credit per grade)	4		
French as a second language	1		
Mathematics (1 credit in Grade 11 or 12)	3		
Science	2		
Canadian history	1		
Canadian geography	1		
The arts	1		
Health and physical education	1		
Civics	0.5		
Career studies	0.5		
Group 1			
English			
French as a second language			
Classical or international language			
Guidance and career education			
Canadian and world studies			
Native language			
Social sciences and humanities			
Cooperative education	1		
Group 2			
Health and physical education			
The arts			
French as a second language			
Business studies			
Cooperative education	1		
Group 3			
Science (Grade 11 or 12)			
Technological education			
French as a second language			
Computer studies			
Cooperative education	1		
Optional Credits	12		
Total Credits Required for Graduation	30		
Community Involvement	40 hours		
Specialist High Skills Major			

Ontario Secondary School Literacy Graduation Requirement	Completed <input type="checkbox"/>
--	------------------------------------

For School Use

Principal's Signature X	Date
--------------------------------	------

Student:	OEN:	Grade:	Homeroom:
----------	------	--------	-----------

Learning Skills and Work Habits

E – Excellent G – Good S – Satisfactory N – Needs Improvement

Responsibility <ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 	Organization <ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work <ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 	Collaboration <ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative <ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 	Self-Regulation <ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges.

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
W	The student has withdrawn from the course.
ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.	
IEP – Individual Education Plan	
FRENCH – The student receives instruction in French for the course.	
SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)	
Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.	