

CONVOY INTERNATIONAL SECONDARY
ACADEMY (CISA)
COURSE CALENDAR
GRADES 9-12

2019-2020

The School

The importance of completing a secondary education

We believe in the importance and value of planning a multi-year plan together with parents, students and staff to ensure that every learner reaches his or her full potential to become a responsible and contributing member of our ever-changing global society.

Our purpose is to deliver exceptional education services to our students and to support students in achieving their highest potential while they prepare for today's challenges and opportunities.

The requirements to remain and finish school

There are countless reasons why completing high school is important and they fall into two groups: good for the individual or good for our society as a whole.

For individuals, finishing high school is often seen as the minimum requirement for successful employment. Yes, people can and do get jobs without a high school diploma, but a person without a high school education will earn approximately \$1 million less over his or her life than someone with post-secondary education.

In addition to getting better jobs and earning more, research shows that people who complete high school generally have better health, live longer and have a higher quality of life. In simple terms, completing high school opens opportunities for every person to enjoy a healthier, wealthier and happier life.

Our society also benefits from more young people completing high school. People who are better educated tend to be active citizens involved in the betterment of their communities (volunteerism, charity and community work, and so on). They also tend to rely less on social services because they are able to support themselves and their families through good-paying jobs. Higher levels of education also mean lower

crime rates. Better health means less demand on our health care system and lower costs. And when parents are well educated, the chances are much higher that their children will be as well.

CISA is committed to reaching every student to help them successfully complete their secondary education. There are a variety of programs available to meet each student's skills and interests. Programs include a full slate of interesting and useful electives and a strong core curriculum. The key to our successful learning environment is the strong and caring staff that will do whatever it takes to ensure success for every student.

The School's Overall Goals and Philosophy

CISA has established objectives to ensure that each student has an optimal opportunity to:

1. Develop intellectually

We encourage and guide our students to learn beyond the basic bodies of knowledge; to learn independent and critical thinking, to be curious about the world they live in and to be creative in expressing their thoughts.

2. Develop Social Skills

We encourage and guide our students to have a better understanding of who they are as individuals. We celebrate our students' achievement, motivate them to take initiative, help them develop a sense of social responsibility and respect for beliefs of others.

3. Develop Career Skills

We encourage our students to think ahead and identify their career objectives. We assist them in developing work habits and skills that match the ever changing workplace.

We believe that secondary education plays a pivotal role in the transition of young individuals into productive and contributing members of society. As such, we remain committed to reach every student. To achieve this, we rely on the mutual cooperation of students, teachers, parents and the principal. We provide our students the access to:

- Guidance Counselling
- On-going Teacher- Student Feedback and Conversation

We take pride in our students' academic, social and career growth. We firmly believe in an education that combines the academic knowledge with that of personal growth that is suitable for development of a successful career.

School's Organization, Term and Reporting Period

The Academic Year for Courses Delivered In-Class

At Convoy International Secondary Academy the semesters are divided into four semesters: Fall, Winter, Spring and Summer.

The Academic Year for Courses Delivered On-Line

There are no set start dates for online courses. Students may enrol within a course on any date. Students have a (10 months) to complete their course, beginning on their course start date.

Statutory Holidays and Breaks Applicable to On-Line Courses

Below is a list of Convoy International Secondary Academy school holidays. Although students have access to their courses 365 days per year, Convoy International Secondary Academy teachers and administrative staff will be unavailable on these days:

- Labour Day September 2, 2019
- Thanksgiving Day October 14, 2019
- Christmas Break December 23,2019- January 03,2020
- Family Day February 17, 2020
- Good Friday April 10, 2020
- Easter Monday April 13, 2020
- Victoria Day May 18, 2020
- Canada Day July 1, 2020
- Civic Holiday August 5, 2020

Reporting Periods

At Convoy International Secondary Academy, the principles and policies outlined in "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools –First Edition, covering Grades 1 to 12 -2010" apply to assessment, evaluation and reporting methods in all subjects. At Convoy International Secondary Academy, report cards are issued following the Ministry of Education procedures and two report cards are issued for every semester course.

Term & Reporting

Term	Duration	Grades	Number of classes/week	Midterm Reporting
Fall-Semester 1	Sep- Nov	9-12	3/week	October
Winter-Semester 2	Dec-Feb	9-12	3/week	January
Spring-Semester 3	Mar -Jun	9-12	3/Week	April
Summer July	Jul	9-12	5/week	July
Summer August	Aug	9-12	5/week	August

The class hours and weekly schedule depends on students' enrollments. This information will be posted on our website prior the start of each term.

Convoy International Secondary Academy's Expectations

Students' Responsibilities

All Students enrolled at CISA (Convoy International Secondary Academy) have certain responsibilities. These responsibilities include:

- coming to school on time and being ready to learn;
- showing respect for oneself, for others and for those in authority;
- not bringing anything to school that may compromise the safety of others;
- following the rules and taking responsibility for one's actions.
- regular and punctual attendance is essential for every student to achieve academic success. Parents can help by ensuring that any absences are necessary and valid. If the process of learning is disrupted by irregular attendance, learning experiences are lost and cannot be made up completely. Students who

habitually miss classes will be disadvantaged in the evaluation processes because their participation and daily work cannot be adequately assessed.

- It is the student's responsibility to be honest in all aspects of academic work.
- the following behaviours are unacceptable and will not be tolerated:
- physical, verbal, sexual or psychological abuse; bullying; or discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or any other attribute.

Students' Achievement

Student achievement is communicated formally to students and parents by means of a Report Card. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for reporting on these two areas. The report card will also include teachers' comments on the students' strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

The report card provides the following Learning skills and work habits, demonstrated by the student in every course in the following categories:

- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self-Regulation

The learning skills and work habits are evaluated and reported separately from achievement of the curriculum expectation using a four-point scale (E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement). The separate evaluation and reporting of achievement of the curriculum expectations will reflect their critical role in achievement of the curriculum expectations.

The evaluation of learning skills should not be considered in the determination of percentage grades.

Students' Attendance

Inappropriate and undocumented multiple absences are trancies.

Regular attendance is necessary for success in any learning process. Persistent absenteeism makes it difficult for the student to demonstrate achievement of the curriculum expectations. At CISA, Attendance will be closely monitored. Persistent absence and lateness may result in withdrawal from the course or expulsion from the school. Students should carefully review the school attendance policy.

This policy is applied to all students from grade 9 to 12 at CISA. We expect all students to attend all their classes to achieve the highest level of accomplishment. Also we understand that due to particular circumstances it might happen that students are not able to attend scheduled classes. At CISA we hold students accountable for their significant absences.

A significant absence is defined as:

- An absence of more than 3 consecutive classes during working periods which have not been explained to and accepted by the course teacher;
- An absence of any duration if it prevents a student from attending an examination or meeting a deadline for handing in a project or an assignment.

All teachers at CISA are responsible for completing the Student Absence Form. This form and associated documents (medical notes, hospital note and/or note from the police) will be kept in student files and the results will be summarized in students' report cards.

Convoy International Secondary Academy's Code of Conduct

We believe that:

- Everyone has a responsibility to promote a safe environment.
- Everyone should be aware of their rights, as active and engaged citizens. More importantly, everyone should also accept responsibility for protecting their rights and the rights of others.
- All members of the school community are to be treated with respect and dignity, especially those in positions of authority.
- Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community.
- Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to injure another person, or even threaten to use an object to injure another person. This is unacceptable and puts everyone's safety at risk.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. 'We will work cooperatively with police, drug and alcohol agencies to promote prevention strategies.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Convoy International Secondary Academy's Safe School Policy

The mission of the CISA is to provide "learning environments that are safe, nurturing, positive and respectful." Such learning environments are peaceful and welcoming for all. They must be free of negative factors such as abuse, bullying, discrimination, intimidation, hateful words and deeds and physical violence in any form. They must also clearly demonstrate respect for human rights and social justice and promote the values needed to develop responsible members of a democratic society. Convoy International Secondary Academy:

- is committed to provide a safe learning and working environment for all students, staff and visitors to our schools;
- expects its students, parents/guardians, and employees to actively participate as partners in maintaining a safe learning and work environment in our campuses.
- will not tolerate:
 - a. violence of any kind;
 - b. the possession or presence of weapons;
 - c. harmful, threatening or actual acts of violence or other unlawful acts;
 - d. verbal abuse in any form;
 - e. the presence of any intruder or any activity which places the safety of students, staff or visitors at risk; and
 - f. the possession of, use of, or trafficking in alcohol, illegal drugs or unauthorized prescription drugs;
- will ensure that school officials and staff respond appropriately, without delay and in a consistent fashion when violent incidents threaten the safety and security of our schools and the well-being of our students and staff.
- will ensure that there are serious consequences to any student who commits a violent act, up to and including expulsions.

Principals provide a leadership role in the daily operation of a school by: demonstrating care and commitment to academic excellence and a safe teaching and learning environment; students are to be treated with respect and dignity. In return, they must attend all classes; come to school prepared, on time and ready to learn; show respect for themselves, others and for those in authority; refrain from bringing anything to school that may compromise the safety of others; cooperate with the established rules and take responsibility for his or her action.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfil this responsibility when they:

show an active interest in their child's school work and progress;
communicate regularly with the school;
help their child be neat, appropriately dressed and prepared for school;
ensure that their child attends school regularly and on time;
promptly report to the school their child's absence or late arrival;
become familiar with the Code of Conduct and school rules;
assist school staff in dealing with disciplinary issues.

Plagiarism

CISA requires academic honesty from all students. This requires students to always submit original work and to give credit to all research sources correctly and consistently.

Definition of Plagiarism

Plagiarism is an act of theft known by many names: cheating, borrowing, stealing or copying. Plagiarism is intentionally or unintentionally using another person's words or ideas and presenting these as one's own. It includes submitting an essay written by another student, allowing a student to submit your work, obtaining one from the many services provided on the Internet or copying sections from various documents and not acknowledging the original source. It is a serious offence that may result in significant academic consequences.

Policies and Procedures on Plagiarised Assignment

- the teacher and student will meet to discuss the teacher's concerns. The principal may be involved.
- if the plagiarism is found to be intentional, the academic penalty may be a mark of zero and a record of this will be kept in the principal's office.
- if the plagiarism is found to be unintentional, the student will be given the opportunity to redo the work by an agreed upon date.
- a student may appeal a decision made by the teacher within five school days of the student/teacher meeting. The appeal must be made in writing to a member of the school administration and must outline the reasons supporting the appeal. Three staff members appointed by the principal will hear the appeal. The decision of the committee will be final.

Contract

This is a copy of Convoy International Secondary Academy's Terms and Conditions. By signing CISA's Registration Form, students/ parents/ guardian enter into a binding contract with CISA for the entire course of studies at this school, including any extra courses that may be added at a later date:

- "I fully understand that it is my responsibility, to provide CISA with a copy of my updated school transcript, showing that I possess the required prerequisites for all

my registered subjects. Failure to provide an updated transcript means my registered course(s) will not be recognized by CISA, as a credit granting course but rather a learning course. CISA may change, cancel or alter my registered courses, in case I did not have the correct prerequisites.

- I acknowledge that I have fully read and understood the terms and conditions outlined on the back of the Registration Form and on CISA's Course Calendar available in CISA office.
- I agree to abide by CISA's Code of Conduct and any other regulations that are explained in this Course Calendar. The contents of the Course Calendar are reviewed by the Ministry of Education.
- I agree that all information provided is correct and true to the best of my knowledge.

Withdrawing from a Course

Students, who wish to withdraw from a course, must submit a withdrawal request form to the office, in writing, within 5 days from receiving their midterm report card. In such a case the mark will not be entered in the student's transcript. In case the student is under the 18 years of age, a letter from student's parent/guardian is required. Upon receiving the cancellation request, we will update the student's course load.

Refund Policy for Home Students

Refunds for registered courses will be granted up to and including the first session of classes. There will be no further refunds issued following this period. Not attending a course is not equivalent to dropping a course. The student, parent or guardian is responsible for any outstanding payments regardless of the student's attendance or participation.

The original signed receipt(s) must be presented in order to receive a refund. The school may cancel, replace or alter the schedule of a course without prior notice. If such events occur during the term, the school will issue refunds based on the remaining hours of the affected course.

In all circumstances:

the school will retain a non-refundable administration fee of \$100.00 per course.
refund will be issued by cheque, payable to the student.

if the original payment was made by credit card, debit card or PayPal, the refund will be reversed to the respective financial institution.

Occasionally, we allow our students to transfer one or more courses to another term or retake them, subject to course availability, for the following reasons:

student is not satisfied with his/ her performance and needs better marks

student has missed several classes due to illness, personal issues, work, etc.

student realizes that the course load is too heavy

change in his/ her normal routine or schedule such as: work, social life, sports, after school activities, medical, family issues, etc.

In such cases, we may waive the course fees partially or in full, at our discretion, subject to the following conditions:

student has cleared his/ her balance in full and returned all rented textbooks.

the administration fee of \$100 per subject for home students, and \$500 for international students are neither refundable nor negotiable. These fees will be charged again, when students start their course(s).

we allow retake or transfer courses only once.

there will be no cash refund under any circumstances for any retake or transferred

courses.

students may not change their permitted courses to different subjects.

courses cannot be transferred to another student

Refund Policy for International Students

International students who are planning to obtain their student visa through CISA will be granted a refund only in the case of visa rejection by the relevant embassy occurs. In such cases, the office will retain a non-refundable administrative fee of \$500.00. In order to be issued this refund, students must provide an original document from the embassy confirming rejection of their student visa.

Students who obtain their visas are required to complete their courses at CISA.

Diploma and Certificate

The requirements and Related Procedures

The Ontario Secondary School Diploma (OSSD)

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- students must meet the provincial secondary school literacy requirement; and
- students must complete 40 hours of community involvement activities.

Compulsory credit requirements (Total of 18 credits)

- 4 credits in English (1 credit per grade)
- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
 - 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
 - 2 credits in science
 - 1 credit in the arts
- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.
 - 1 credit in Canadian geography (Grade 9)
 - 1 credit in Canadian history (Grade 10)
 - 1 credit in French as a second language
- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.
 - 1 credit in health and physical education
 - 0.5 credit in career studies
 - 0.5 credit in civics
 - 3 additional credits, consisting of 1 credit from each of the following groups:
- **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages,

Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

- **Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education
- **Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Optional credit requirements

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available by the school.

The 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.

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 Grade 10, unless a deferral is granted by the principal. Deferrals are granted in accordance with the policies described in Appendix 3, Section 3 (Ontario Schools Kindergarten to grade 12). Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English language learners may be entitled to special provisions as outlined in Appendix 3, Section 2 (Ontario School Kindergarten to grade 12). For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test.

Deferrals of the Ontario Secondary School Literacy Test

Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Such students could include:

- students who have been identified as exceptional by an Identification or Placement
- students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;
- students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9.

Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students before the test, on an individual basis. The following procedures will be applied:

- A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal. The principal may grant the deferral. To clarify, if, for example, students have long-term illnesses and are not registered to write the test, they can be granted a deferral. Where students are registered to write the test but experience illness or injury that keeps them from writing it at the scheduled time, they will be deemed to be absent.
- A principal may also initiate consideration of a deferral with the parent or adult student.
- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff
- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.
- If an additional deferral is required, the principal will review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student will be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, is a diploma requirement. Students will be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.
- The decision to defer will be entered, with all pertinent details, in the Student Data Collection System provided by the EQAO.
- All documentation related to the decision to grant a deferral will be kept in the student's Ontario Student Record.
- 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 reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the

requirements of the OSSLT. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. (Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student (Not applicable for private school). 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 fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enrol directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. (The accommodations must be in accordance with those outlined in Appendix 3, Section 1, under the subheading "Permitted Accommodations".) In such cases, the student must have been present to take the test but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

Exception for Mature Students*

Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

* A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

The community involvement requirements and procedure

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of the school.

Community Involvement Activities not approved:

1. Any paid activity (i.e. babysitting);
2. Cooperative education;
3. Any activities or programs organized by the school (i.e. cadets);
4. Playing on sport teams;
5. Any involving the operation of a motor vehicle or power tools or scaffolding;
6. Any involving in the administration of medications or medical procedures to another person;
7. Any occurring in an unsafe or unsupervised environment;
8. Any displacing a paid worker;
9. Any in a logging or mining environment if the student is under 16 years old;
10. Any in a factory, if the student is under 15 years of age;
11. Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
12. Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
13. Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
14. Any involving banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
15. Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
16. Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

Community Involvement Activities approved:

1. Fundraising for non-profit organizations
2. Coaching or assisting sports at the community level
3. Church activities such as helping teach Sunday school, bazaars, etc.
4. Assisting seniors with chores

5. Involvement in community committees, food banks, fairs, etc.
6. Participation in environment projects such as recycling projects, etc.

Substitution policy for compulsory credit requirements

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. The principal may also initiate consideration of whether a substitution should be made. The principal will make his decision in consultation with the parent or the adult student and appropriate school staff.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

Each substitution will be noted on the student's Ontario Student Transcript.

The Ontario Secondary School Certificate (OSSC)

- The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.
- 7 required compulsory credits
- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education
- 7 required optional credits
- 7 credits selected by the student from available courses
- The provisions for making substitutions for compulsory credits apply to the Ontario Secondary School Certificate.

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.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

The Granting of the Diploma and Certificates

On the recommendation of the principal, the Minister of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements.

Where a student has completed the requirements through private study, night school or summer school, or e-learning, the diploma or certificate will be issued by the principal of the school that holds the student's Ontario Student Record when the final credit is earned. If the final credit is earned through the Independent Learning Centre, the student may choose to have the diploma or certificate issued by the director of the Independent Learning Centre or the principal of the school last attended.

The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education.

The Ontario Scholar Program

The Ontario Scholar Program recognizes students who have earned an Ontario Secondary School Diploma in the current or previous school year and who have attained an aggregate of at least 480 marks in any combination of ministry approved courses that provide a total of 6 credits. Upon the recommendation of their principal, these graduating students receive a certificate from the Minister of Education.

The list of ministry-approved courses and the conditions for the granting of this award are given in the following ministry document:

www.edu.gov.on.ca/extra/eng/ppm/ppm53.pdf

Secondary School Courses and Related Procedures

The definition of a credit

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours of instructions has been scheduled. It is granted to the student by the principal of a secondary school on behalf of the Minister of Education.

Definitions of the types of courses available in the Ontario curriculum

Grade 9 and 10 Courses:

The following three types of courses are offered in Grades 9 and 10:

- Academic

courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

- Applied

courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

- Open

courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

Grade 11 and 12 Courses:

The following five types of courses are offered in Grades 11 and 12:

- College preparation

courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs
University preparation
courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

- University/college preparation

courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

- Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation.
- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience.

Course Prerequisites

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these will be identified as prerequisites. CISA will provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. School has established a procedure for waiving a prerequisite that must be followed. The principal will make his decision in consultation with the parent or the adult student and appropriate school staff. In case a prerequisite is waived, all the documents will be kept in student's OSR.

An explanation of the course coding system

The Ministry of Education has developed common course codes for use in all Ontario Secondary Schools. The use of these codes will greatly assist the identification of courses studied and credits earned by students, when moving from school to school, seeking employment or when submitting applications to post-secondary institutions. All Ontario secondary school courses are coded with three letters and three numbers to indicate the subject, year or grade, and course content level of difficulty. The course code consists of a course title and a five-

character code. The Ministry of Education designates the first five characters; the school or board determines the sixth character.

Code Characters	Explanation	Example - ENG 1D
1 st , 2 nd , and 3 rd	Subject discipline of the course in letters	"ENG" indicates an English course
4 th	Grade level as a number * (see below), "1" grade 9, "2" grade 10, "3" grade 11 and "4" grade 12	"1" grade 9 or first year
5 th	Type of course as a letter "D" Academic (grades 9 and 10) "P" Applied (grades 9 and 10), "O" Open (all grades) "E" Workplace Preparation (grades 11 and 12) "U" University Preparation (grades 11 and 12) "C" College Preparation (grades 11 and 12) "M" University/College Preparation (grades 11 and 12)	"D" Academic course

Description of all the courses offered by CISA

Some courses may not be offered due to low enrolment. A minimum of 3 students are required to offer a course.

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The Arts

Visual Arts, Grade 9, Open (AVI1O)

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Visual Arts, Grade 10, Open (AVI2O)

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.

Prerequisite: None

Visual Arts, Grade 11, University/College Preparation (AVI3M)

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).

Prerequisite: Visual Arts, Grade 9 or 10, Open

Visual Arts, Grade 12, University/College Preparation (AVI4M)

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: Visual Arts, Grade 11, University/College Preparation

Media Arts, Grade 10 Open ASM2O

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond

the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisite: None

Media Arts, Grade 11 University/College Preparation ASM3M

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

Prerequisite: Media Arts, Grade 10, Open

Media Arts, Grade 12 University/College Preparation ASM4M

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values.

Prerequisite: Media Arts, Grade 11, University/College Preparation

Business Studies

International Business Fundamentals, Grade 12, University/College (BBB4M)

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

Introduction to Business, Grade 9 or 10, Open (BB10, BB20)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Business Leadership: Management Fundamentals, (BOH4M) Grade 12, University/College Preparation

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

Canadian and World Studies

Issues in Canadian Geography, Grade 9 Academic CGC1D

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

Civics and Citizenship, Grade 10 Open CHV2O

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

World Issues: A Geographic Analysis, Grade 12 University Preparation CGW4U

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

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

Canadian History since World War I, Grade 10 Academic CHC2D

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

Mathematic

Functions, (MCR3U) Grade 11, University Preparation

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: Principles of Mathematics, Grade 10, Academic

Prerequisite: Principles of Mathematics, Grade 10, Academic
Advanced Functions, Grade 12 University Preparation MHF4U

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation
Calculus and Vectors, Grade 12 University Preparation MCV4U

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional 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 modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

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

Mathematics of Data Management, Grade 12 University Preparation
MDM4U

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Foundations for College Mathematics, Grade 12 College Preparation
MAP4C

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

English

English, Grade 11, University (ENG3U)

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

Prerequisite: Grade 10 English, Academic

English, Grade 12, University (ENG4U)

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 analyse 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: Grade 11 English, University Preparation

English, Grade 9 Academic ENG1D

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 analyse 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

English, Grade 10 Academic ENG2D

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 analyse 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 or Applied

English, Grade 12 College Preparation ENG4C

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade 11, College Preparation

English As a Second Language and English Literacy Development

English as a Second Language ESL Level 1 Open ESLAO

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

English as a Second Language ESL Level 2 Open ESLBO

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to

the Ontario school system by expanding their knowledge of diversity in their new province and country

English as a Second Language ESL Level 3 Open ESLCO

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

English as a Second Language ESL Level 4 Open ESLDO

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

English as a Second Language ESL Level 5 Open ESLEO

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Social Sciences and Humanities

Families in Canada, Grade 12 University Preparation HHS4U

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Nutrition and Health, Grade 12, (University Preparation) HFA4U

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 course in Canadian and world studies, English, or social sciences and humanities.

Introduction to Anthropology, Psychology, and Sociology, Grade 11 University Preparation HSP3U

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 research, 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)

Challenge and Change in Society, Grade 12 University Preparation HSB4U

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 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

Philosophy: Questions and Theories, Grade 12 University Preparation HZT4U

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).* Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

Guidance and Career Education

Career Studies, Grade 10, Open (GLC2O)

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

Science

Science, Grade 9 Academic SNC1D

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

Science, Grade 10 Academic SNC2D

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: Science, Grade 9, Academic or Applied

Biology, Grade 12 University Preparation SBI4U

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

Chemistry, Grade 12 University Preparation SCH4U

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in

everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Physics, Grade 12 University Preparation SPH4U

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 analyse, 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.

Prerequisite: Physics, Grade 11, University Preparation

Biology, Grade 11, University (SBI3U)

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: Grade 10 Science, Academic

Chemistry, Grade 11, University (SCH3U)

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 behavior 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: Grade 10 Science, Academic

Physics, Grade 11, University (SPH3U)

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

Prerequisite: Grade 10 Science, Academic

Physics, Grade 12 College Preparation SPH4C

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

Chemistry, Grade 12 College Preparation SCH4C

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

French As a Second Language

Core French, Grade 10 Academic FSF2D

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 develop their skills in listening, speaking, reading, and writing 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 develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied

Classical Studies and International Languages

International Languages, Level 1 Academic

This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

Prerequisite: None

International Languages, Level 2 University Preparation

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in

which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 1, Academic

International Languages, Level 3 University Preparation

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 2, University Preparation
Computer Studies

Introduction to Computer Studies, Grade 10 – ICS2O - Open

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. Prerequisite: None

Introduction to Computer Science, Grade 11 – ICS3U-University Preparation

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

Introduction to Computer Programming, Grade 11 – ICS4U, University Preparation

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. Prerequisite: None

Health and Physical Education

Healthy Active Living Education, Grade 9 – PPL10

This course equips students with 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, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. 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

Access to School Calendar and outlines of the courses of study

Parents and/or students who want to review CISA Course Calendar or Course Outlines may do so by contacting CISA ' office.

Access to Ontario Curriculum policy documents

Parents and/or students who require access to Ontario Curriculum policy document may do so by contacting the principal or visit:

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

Experiential Learning Programs

CISA does not offer a formal experiential learning program. Experiential learning programs include job shadowing and job twinning, and work experience and cooperative education, which are typically offered at the secondary school level. Descriptions of these programs include: cooperative education programs, which allow students to earn secondary school credits while completing a work placement in the community; work experience which provides students with a learning opportunity in the workplace for a limited period of time; job shadowing which allows a student to spend on-half to one day observing a worker in a specific occupation; and , job twinning which provides the opportunity for a student to observe a cooperative education student at his or her placement for on-half to one day.

Policy regarding student withdrawal from courses in Grade 11 and 12

The Course Withdrawal Deadline is the last day students may withdraw from courses to avoid a possible academic penalty. Course Withdrawal Deadlines are set at 60% of course length or one week after receiving the midterm report card.

To avoid academic penalty, all students must submit a Course Withdrawal Form to our office in writing. The Withdrawal Form is available at CISA's office. If student is under the age of 18, the signatures of parents or guardian are required.

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

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

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages 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.

Students Transferring from Home Schooling, a Non-Inspected Private School, or a School outside Ontario

Secondary students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, the principal 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 still to be earned. The credit equivalency total and the number of compulsory credits included will be entered on the student's Ontario Student Transcript. Students will have to meet the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities the student will have to complete. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The principal should note the results of his or her assessment and the reasons for the decision in the student's Ontario Student Record.

Requirements to qualify for the OSSD, where the student has normally completed:

				More than Grade 11
Number of years successfully completed in a secondary school program				more than 3
Minimum number of credits, in total, still to be earned towards the OSSD				4
Minimum number of compulsory credits still to be earned and requirements to be met: <ul style="list-style-type: none"> • English • mathematics • science 				1 ^a 0 0
Literacy graduation requirement				Required
Community involvement				-

a- The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.

b- The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

Prior Learning Assessment and Recognition (PLAR) for Mature Students

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following individual assessments.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process (currently, CISA does not offer this option); (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the course. It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the courses at a secondary school. Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

Mature students working towards the OSSD under OS/OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

Full Disclosure

The Ontario Ministry of Education has instructed that schools in Ontario implement a policy of full disclosure in September 1999. This policy states that all grade 11, 12 courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. We follow the rules set in "dropping a course". People needing a certified copy of their Ontario Student Transcript are required to contact the CISA office. If the student is currently attending another school - public or private - and is simply taking a single course from CISA, then that student's OSR will reside at the school that the student is attending as a full time student. CISA establishes or obtains the student OSR containing the OST, only if the student becomes the sole responsibility of the CISA.

Supports and Resources

Supports for English language learner

English language learners are students whose first language is a language other than English. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs. Following a written and verbal tests, we place them in one of: ESLAO, ESLBO, ESLCO, ESLDO or ESLEO. CISA ensures that programs and supports are in place for these students as they develop proficiency in English. All teachers share in the responsibility for the English language development of these students. Teachers adapt the instructional program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

Changing Course Types

When students decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. A student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, he may waive the prerequisite.

Intervention Supports and Student Success.

Each teacher is available for extra help, and will inform students of the days and times each week when this assistance is available.

Teachers are encouraged to notify the student's Guidance Counsellor of any academic or social emotional issue that could be preventing a student from achieving positive academic growth and emotional wellness. The guidance works to develop an individualized plan that draws on internal and external supports as necessary to support the student. The Guidance tracks all individual students to make sure that

they complete the individual requirements (literacy test, community service hours, and required courses) needed to obtain their OSSD.

Special Education

Accommodations for students are primarily based upon recommendations made in psych educational assessments, and/or designed to address specific student needs. Students can be referred to the Guidance by parents/guardians, by teachers and/ or psycho educational testing if it has not yet taken place.

Educational Support Plans provide instructional, environmental and assessment accommodations. The students' teachers can work with the student Guidance for support on the implementation of strategies and accommodations.

ONTARIO STUDENT RECORD (OSR) POLICIES & PROCEDURES

CISA has developed this OSR operating manual in compliance with policies set out in the Ministry of Education's OSR Guideline 2000. This manual will:

- identify those who are responsible for establishing and maintaining OSRs;
- outline additional criteria and procedures for the OSR specific to Convoy International Secondary Academy
- implement mandatory changes as indicated within the guideline.

Convoy International Secondary Academy's Policy: Ontario Student Records are to be maintained for all students in compliance with the *Education Act, Ontario Student Record Guideline, 2000* and all applicable regulations and guidelines of the Government of Ontario

The Convoy International Secondary Academy's policies and procedures have been outlined in this document to comply with the Ontario Student Record (OSR) Guideline 2000 issued under Section 8 (1) (27) of the Education Act.

Section 265(d) of the Education Act requires a principal of a school "to collect information for the inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". A fundamental principle is to make certain that personal information is protected to ensure privacy.

"school" - will refer to CISA for the remainder of this document.

The fundamental principles underlying the establishment, maintenance, use, retention, transfer, and disposal of the OSR are as follows:

- The student record is privileged information, guaranteeing privacy to students and their parents in accordance with the Education Act and OSR Guideline 2000.
- Information contained in the OSR must be conducive to the improvement of instruction of the student.
- A careful and regular review of the OSR should be made to ensure that the information is accurate, up-to-date, and pertinent to the improvement of the student's instruction (See Section 2).

The information is accessible to the supervisory officers, the principal, and teachers of the school for the purpose of improving the instruction of the student. Those specified to maintain the OSR have access for clerical purposes only (See Section 2). All students and parents/guardians of students under the age of 18 also have access without written consent.

- Written permission from the parents/guardians or the adult student is required to permit access to the OSR for those in non-teaching roles; for example, educational assistant, psychologist, social worker, police officer etc.
- An adult student or the parent/guardian of a student under the age of 18 may request that the principal correct or remove any information not conducive to the improvement of instruction of the student (See Section 9).

ESTABLISHMENT OF THE OSR

An OSR shall be established for each full-time student enrolled.

RESPONSIBILITY OF THE OSR

Establishment and Maintenance:

The school specifies the following persons to be responsible for performing clerical functions with respect to the establishment and maintenance of the OSR:

- Administrators responsible for the OSRs. Administrators will have access to the active and inactive OSRs in their school.
- Computer services support staff responsible for the technical maintenance and support of the computerized OSR information.
- Administrators will have access to the Ministry of Education OEN website for the purpose of assigning student OEN numbers. Each designated secretary and principal will complete the "Secure Access Registration Form for the Ministry of Education Applications in Private Schools".

Regular Review:

It is the responsibility of the principal or designate to review the contents of the OSR to determine that all parts are conducive to the improvement of the instruction of the student. The OSR will be reviewed:

- upon providing an educational or academic assessment of the student
- at the end of each school year
- when a student transfers into the school
- when a student transfers out of the school
- when a student retires from school

These regular reviews will result in the destruction of any parts of the OSR deemed by the principal or designate not to be conducive to the improvement of instruction of the student.

The OSR record will be kept in a central storage area within the school and teachers and others responsible for the OSR will use the central area when working with the OSR. Permission must be granted to remove an OSR from the central area and a sign- out card or list must be completed.

Security and Storage:

The principal will ensure that the OSR is stored in a secure area; that is in a room that provides confidentiality, security, and accessibility of the record. A record will not be left unattended, left out of storage overnight, and will never be taken out of the school building.

Destruction of OSR Materials:

All materials purged from the OSR must be destroyed so that no identifiable information can be discerned. The principal will ensure that designated staff destroy the contents of the OSR by shredding hard copies, and/or deleting appropriate electronic files in accordance with section 8 of the OSR Guideline and the board policy.

Duty of the Principal:

The Principal shall ensure that all persons specified to perform the clerical functions of the OSR, are aware of the confidentiality provisions of the Education Act and OSR Guideline 2000.

Personal information is collected under the authority of the Education Act and will be used for the specific purposes for which it is gathered in accordance with the OSR Guideline and the school policies and procedures outlined in the right column of this document.

The School Report Cards

School Report Cards will be used for grades 9-12. Copies of student report cards will be sent home twice per course:

- when a student has completed half of their course (55hours)
- and when a student has completed their course (min 110 hours), and written their final exam

The original report card will be filed in the OSR folder. The statement below is included on our private school report card(s).

Parents and Students

This copy of the report card should be retained 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.

The Ontario Student Transcript (OST)

The OST shall be produced in accordance with the *Ontario Student Transcript (OST) Manual, 2013*. It will be produced in electronic format and complies with the full disclosure policy outlined in the OST Manual, 2013.

a) Current updated common course codes will be used from the current list on the website www.edu.gov.on.ca.

b) Courses will be entered chronologically by date on the OST.

c) "X" will be used for compulsory courses and compulsory course substitutions.

d) Full disclosure of grade 11 and 12 courses will result in percentage grades being recorded for courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn. For students who have withdrawn from a course after five (5) instructional days following the issuance of the first report card, enter the student's percentage grade at the time of the withdrawal and place a "W" in the credit column.

e) Indicate completion of the forty hours of community service for OSS students. f) Indicate the successful completion of the Literacy Test for OSS students.

An official copy of the OST will be filed in the OSR upon –

- Graduation
- Transfer
- Retirement

At all other times the OST will be maintained as an electronic file.

Students may request a copy of their Ontario Student Transcript (OST) upon –

- Transferring to another secondary school
- Applying to a private post-secondary training program, college or university
- Transferring to a school outside of Ontario
- Graduating
- Leaving school
- Applying for a scholarship or bursary, or
- Applying for a job
- OSTs will be provided to retired students on request.

Additional information that will be added to the documentation file

- Personal information to and from parent(s) considered conducive to the improvement of instruction
- Parent/student Consent Form(s)
- Substitution of Compulsory Credit Application Form
- Exemption From Mandatory Program i.e. EQAO, FSL, etc. Early identification forms
- Suspension/Expulsion Letters
- Request for administration of medication form
- Third Party Reports such as a Psychological Assessment

All items in the documentation file will be dated and grouped by subject with the most recent item of each group on the top of the file. Written parental consent or consent of an adult student is required to file third party reports in the OSR.

Record Keeping of Violent Incidents Leading to Suspension/Expulsion and Reports to Police

Information relating to a serious violent incident leading to a report to the police, as well as the information relating to a violent incident leading to suspension or expulsion, must be maintained in the OSR. This information is to be recorded on the Violent Incident Form (Appendix J of the OSR Guideline).

The Office Index Card

No additional information will be added to the Office Index Card. The Office Index Card is not filed in the OSR and will be retained by the school to be filed electronically when a student transfers.

School OSR Access Policy:

- 1) Access to an OSR is restricted to the student, the parent/guardian of a student under the age of 18, supervisory officers and the principal and the teachers of the school for the purpose of improving instruction of the student.
- 2) Every other person who wishes access to examine the OSR must provide written authorization from the parent, guardian or adult student (if the student is 18 years of age and older).
- 3) Any authorized person requesting access to an OSR record will request an appointment with the principal. To guarantee security of the OSR and to interpret the material appropriately, the principal or designate shall be present in all cases to explain the record. In some cases the principal may invite school or professional staff (psychologist, speech, consultant, etc.) to explain specific reports in the OSR file.

Regular Review of the OSR:

It is the responsibility of the principal or designate to review the OSR to ensure that that all contents are conducive for the improvement of instruction of the student.

RETIREMENT OF A STUDENT Retirement Procedures:

An OSR is considered retired when the student ceases to be enrolled in the school and is removed from their electronic course.

Secondary schools must print and file the final transcript in the OSR folder to ensure the record is retained for 55 years as mandated by section 8 of the OSR Guideline.

A report card will be completed for a retired student who has been enrolled for more than 5 days past the date of receiving their midterm report card.

Five years after the retirement date, certain OSR records may be destroyed, refer to section 8.

The principal (or designate) is responsible for purging records from the OSR.

RETENTION, STORAGE, AND DESTRUCTION OF INFORMATION IN THE OSR

The OSR Guideline states that personal information placed in an OSR should be retained by the school for at least one year after use. A parent/guardian of a non-adult student or an adult student may provide consent to remove information prior to one year.

OSRs will be stored as inactive files at the school upon the retirement of a student.

After five years following the student's retirement the principal (or designate) is responsible for purging the OSR. Certain OSR records may be destroyed in accordance with section 8 of the OSR Guideline. All OSR material is purged except:

- the OSR folder
- the OST
- Office Index Card

These components of the OSR shall be retained at the last school attended for 55 years after the student retires.