



# Green Road High School

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## *Course Calendar-Online Courses*

2021-2022



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# **Welcome to Green Road High School**

On behalf of the faculty, staff, and administration, I wish all of our new students good luck and success in their studies. At GRHS we provide our students comprehensive assistance and guidance to better prepare them for their future studies. Not only do we want our students to gain admission to Canada's top universities, but we also want them to be successful in their endeavours above and beyond school.

GRHS is a private high school, and its primary goal is to prepare our students for success in University or College. We not only strive to teach the subject matter and curriculum required by the Ministry of Education but also try to embed values and character traits into their learning that help our students become more global citizens.

I want to remind all of our students that ultimately their success is in their hands and they are responsible for their own future. Please keep in mind all deadlines and important dates in the upcoming school year. Feel free to make an appointment to see me if you have any questions or problems.

Thank you.

Tooraj Yousefi  
Principal

Green Road High School

## **1. The Importance of a Secondary Education**

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At Green Road High School there is an emphasis made to all students about the value of completing a full secondary program, which includes providing information regarding all requirements for graduation including the Literacy Requirement and Community Involvement. This information is outlined in this Course Calendar. GRHS provides individual courses for students attending a university program.

## **2. Compulsory School Age Requirement**

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In the province of Ontario, students must remain in school, actively engaged in an education program suited to the student until that student reaches the age of 18 or achieves an Ontario Secondary School Diploma (OSSD).

## **3. The School's Overall Goals and Philosophy**

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Green road high School serves to promote students' academic and social skills in an exceptional and challenging educational environment with dedicated, qualified, and passionate teachers.

Our controlled class sizes and smaller enrollment allows more individual attention for each student which assures better understanding of materials by each student.

Families of the students are highly valued and treasured in our school because we believe that communication with parents in a remarkable educational environment facilitates the pathway towards success and flourish student's academic dreams.

## **4. School Organization**

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### **4.1. Reporting student achievement to parents**

A report card will be provided to the student and parent twice per course, one mid-way through the course and one at the end of the course. A report card will be sent to the student's parent(s) and/or guardian by mail after the completion of every course. The original copy will be mailed to the parent/guardian and the student shall receive a photocopy of their grade report. The report card will be issued within 5 business days of the completion of the course in question. The parents/guardian may request a copy of the student's OST. The OST will require up to 3 business days to process.

### **4.2. School's Timetable Organization**

GRHS operates on a, 12-month, semester/non-semester basis. For semester schedule there are two semesters, one from September to January and the other from February to June. For non-semester schedule GRHS offers four terms: September to November, November to January, January to March, March to May. And for Summer GRHS offers two compressed semesters: July to August, and August to September. Students may enter GRHS at any time during the regular academic year, but must meet the course requirements of 110 hours to be

issued a credit. The principal will arrange the circumstances for completing the course, individually, with the parent/student. However, for summer terms students must join the classes from the first session.

GRHS offers credits from Monday to Saturday between 8:30 am to 9pm:

Semester Schedule:

Semester 1: September to January

Semester 2: February to June

Non-semester:

Term 1: September to November

Term 2: November to January

Term 3: January to March

Term 4: March to May

Summer:

Semester 1: July to August

Semester 2: August to September

### 4.3. School's Policy for Failing in Log in

If students fail in log in, the students or their parents can send an email/call the administration office and ask for help. The administration office sends the request to IT office to resolve the problem. In addition the instruction for login is posted in the LMS login page.

## 5. School Expectations for Students

### 5.1. GRHS Attendance Policies

Regular attendance is crucial to success at GRHS. The guidelines of the Ministry of Education require that students receive at least 110 hours of instruction for each credit course. GRHS expects all students to attend all classes. Valid documentation must be presented to the teacher and the office for missed classes. Persistent absences will result in the following actions

**Table 1: Specific Procedures for addressing absenteeism**

Notice	Action	Consequence
#1 Upon 2 absence (Missing Live Classes or not entering to the website to see the videos or download the assignments)	Warning to Student in writing	
#2 Upon 4 absence	Warning sent to parents or guardians	Interview with the principal Possible drawing out of an action plan
#3 Upon 6 absence	Interview with the principal	Interview with the principal *Potential loss of Credit

**\*Note: School will not refund in case of loss of credit.**

### **5.1.1. Specific procedures for addressing lateness**

Students who arrive 10 minutes or more late for any class, must go directly the School Administration Office and must have appropriate parent/guardian approval explaining the absence. If parent/guardian approval is not received the student will not be given an admit-to-class slip, and they will remain in the office. The absent will be recorded as “Late no Class”. Students with approval receive a late slip in order to enter a class.

- 1<sup>st</sup> to 4<sup>th</sup> late: teacher conference and parental contact
- 5<sup>th</sup> to 8<sup>th</sup> late: student is sent to the office to see the administration. The student may be admitted to class with teacher permission and a detention will be issued. Parents will be informed if the lates continue.
- 9<sup>th</sup> late and over: student is sent to the office to see the administration. Progressive disciplinary action will result and the student may be suspended.
- For online classes recording of attendance is based on the student’s total hours of the participating in the course. The Adobe Connect software records the login and logout information of students. Also, LMS modules shows the number of logins, the date and the time of login of each student.

## **5.2. Policies on missing or being late for Tests, Exams, or Assignments**

A student’s grade in a course is determined based on the student demonstrating the degree to which he/she meets the curriculum expectations of the course. Attendance and punctuality are paramount with regards to Tests and Exams as is the prompt meeting of assignment deadlines. Lateness or Absence for Tests, and Late or Missing assignments can adversely affect the student’s assessments and evaluations.

Students with legitimate reasons for a missing test, exam, or being late or having missed an assignments, must submit appropriate documentation to support their claim. Legitimate reasons and documentation may include, but are not limited to, illness and a doctor’s note. The Principal shall determine if a student’s reason and documentation for missing a test, exam, or submitting late or missing assignments are legitimate.

### **5.2.1. Strategies to help prevent and/or address late and missed assignments**

- Asking the student to clarify the reason for not completing the assignment;
- Helping students develop better time-management skills;
- Collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;



- Taking into consideration legitimate reasons for missed deadlines;
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;
- Deducting marks for late assignments, up to and including the full value of the assignment.

### **5.3. Policies on Plagiarism**

Plagiarism is a serious offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's ideas, and using them as if they were one's own. Plagiarism is a violation of another person's rights, whether the material taken is great or small. Students will be assisted in developing strategies and techniques to avoid plagiarism. They need to be aware that plagiarized term work will be penalized and could result in a mark of zero.

## **6. School's Code of Conduct**

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GRHS commits to promoting a safe, supportive and friendly environment for teaching and learning. This can only happen when everyone cooperates and agrees to suitable standards of conduct.

The following are the school goals:

- a. All members of this school community are to be treated with respect, courtesy and dignity.
- b. Teachers should have the opportunity to teach and that students will have the opportunity to learn.
- c. All students will have the opportunity to participate fully and safely in school, whether it be in the classroom, the school yard, special events, sports, extracurricular activities or school trips.
- d. The expectations for appropriate behavior are identified and promoted by teaching.
- e. The process for ensuring that these expectations are followed is consistent and familiar.
- f. Everyone will develop an appreciation of the impact of their behaviour, both positive and negative, on others.
- g. Students learn that rules, policies and procedures provide guidelines for behaviour, but that control of behaviour will be internalized as self-control.

### **6.1. Responsibilities**

Everyone has responsibility for ensuring the achievement of GRHS's Code of Conduct. The general expectations are outlined below:

#### **Students:**

- Treat everyone with courtesy, respect and dignity.



- Learn the rules, accept and follow them.
- Complete assigned work.
- Act in a safe manner.
- Accept responsibility for their actions.
- Use acceptable strategies to resolve conflict. If necessary, students will be taught appropriate alternatives to resolving conflict.
- Promptly respond to the instructions of supervising staff.

**Staff:**

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents are aware of the policies and expectations of the school.
- Communicate with parents.
- Design strategies that focus on and acknowledge positive behaviours.
- Ensure that they address inappropriate behaviors.
- Maintain a consistent approach and expectations, acknowledging positive behaviors and addressing negative behaviours.
- Teach the students alternatives to negative behaviours.

**Parent(s):**

- Treat everyone with courtesy, respect and dignity.
- Ensure that students are aware of the policies and expectations of the school.
- Discuss and reinforce the expectations with their son/daughter

## **6.2. Process**

A key component in the success of a Code of Behaviour is a clearly defined process for dealing with inappropriate behavior. The steps are outlined below:

- Staff will be responsible for identifying and addressing inappropriate behaviour in a conflict situation:
- Supervising staff will intervene and issue instructions designed to terminate the conflict.
- Students are responsible for responding immediately to those instructions.
- Staff will determine a time and location to provide an opportunity for resolution of the conflict or to deal with inappropriate behaviour.

The process for resolving the conflict is designed to:

- Provide an opportunity for the students involved to present their viewpoints.
- Assist students to identify the degree of their responsibility in the conflict situation plus the positive and negative components of their actions.
- Teach alternative behaviours with the clear expectations that students will accept responsibility for using the more appropriate behaviors in the future.
- Give the students ownership of the problem; actively involve them in determining a

- solution and through this process, teach self discipline.
- Assist staff in assigning the most appropriate consequence(s).

### **6.3. Policies on Consequences for Negative Behaviour**

Any behavior against the Code of Conduct of GRHS and/or unlawful behaviour will not be tolerated. Those responsible of such misconduct will be refused registration to the school; must leave the school properties; and their tuition will not be refunded.

#### **6.3.1. Addressing Behavioral Issues Through a Progressive Discipline Approach**

The authority to suspend a student is provided to both principals and teachers. A principal has the power to suspend for up to twenty school days, while a teacher has the power to either suspend for one day or refer the matter to the principal. The authority to expel has also been expanded, with school boards and principals sharing that authority. There are two kinds of expulsion: (1) a limited expulsion from the school the student was attending until the later of a) a date set by the principal or board (twenty-one days to one year) or b) the date on which the student meets requirements established by the board, and (2) a full expulsion from all (publicly funded) schools in the province until the student has attended and met the requirements of a strict discipline program.

#### **6.3.2. Mandatory Suspension and Expulsion**

A suspension is mandatory if a student commits any of the following infractions:

- Uttering a threat to inflict serious bodily harm on another person.
- Possessing alcohol or illegal drugs.
- Being under the influence of alcohol.
- Swearing at a teacher or at another person in a position of authority.
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
- Engaging in another activity that, under a policy of the board, is one for which a suspension is mandatory.

An expulsion is mandatory for the following infractions:

- Possessing a weapon, including possessing a firearm.
- Using a weapon to cause or to threaten bodily harm to another person.
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
- Committing sexual assault.

- Trafficking in weapons or in illegal drugs.
- Committing robbery.
- Giving alcohol to a minor.
- Engaging in another activity that, under a policy of the board, is one for which expulsion is mandatory.

## **7. Requirement for the OSSD**

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The Ontario Secondary School program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives after school. The program prepares students for further education, work, and also helps them to become independent, productive, and responsible members of society.

The program typically extends over four years for local Ontario students and students are awarded the Ontario Secondary School Diploma upon successful completion of the program i.e. the earning of 30 credits, and meeting the Ministry requirements in the area of community involvement activities and literacy.

All courses offered by GRHS have been developed in accordance with the requirements of the Ontario Ministry of Education.

## 7.1. A list of courses that meet compulsory and optional credit requirements

The OSSD, The Ontario Secondary School Diploma, has the following requirements;

**Table 2: list of courses that meet compulsory and optional credit requirements**

COMPULSORY CREDITS (TOTAL OF 18)	
<b>4 credits in English (1 credit per grade)</b>	
<ul style="list-style-type: none"> <li>The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.</li> <li>The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.</li> <li>For English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.</li> </ul>	
<b>3 credits in Mathematics (at least 1 credit in Grade 11 or 12)</b>	
<b>2 credits in Science</b>	
<b>1 credit in the Arts</b>	
<ul style="list-style-type: none"> <li>The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.</li> </ul>	
<b>1 credit in Canadian Geography (Grade 9)</b>	
<b>1 credit in Canadian History (Grade 10)</b>	
<b>1 credit in French as a Second Language</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	
<b>1 credit in Health and Physical Education</b>	
<b>0.5 credit in Career Studies</b>	
<b>0.5 credit in Civics</b>	
<b>3 additional credit, consisting of 1 credit from each of the following groups:</b>	
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 science and humanities, guidance and career education, cooperative education	
Group 2: French 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;	
<ul style="list-style-type: none"> <li>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.</li> <li>A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2 or 3.</li> </ul>	

## 7.2. A description of the Community Involvement Requirements and Procedures

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is in addition to the 30 credits required for a high school diploma. The community involvement requirement is designed to encourage students to develop awareness and understanding of civic

responsibility and of the role they can play in supporting and strengthening their communities.

GRHS staff will discuss appropriate types of community involvement activities and projects with students and may offer suggestions. However, the selection and management of the involvement is to be directed by the student. Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Each school board is responsible for developing a list of community involvement activities that the board considers acceptable. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. Students must fulfill their requirement outside of school hours.

GRHS will develop the forms on which students list (a) their planned activities and (b) their completed activities. Students must maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the Principal. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and her or his parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The Principal will decide whether the student has met the requirements of both the Ministry and GRHS for these activities.

### **7.2.1. Responsibilities of the Principal**

The principal will ensure that a description of the community involvement requirement and an outline of the policies on and procedures for completing the requirement are included in the school course calendar. He or she will also ensure that students are provided with the information and forms needed to complete the community involvement requirement, including information about the activities that are approved by the board and the activities that are ineligible, as well as copies of the board's information document that are to be given to the parents and to the person supervising the community involvement activity. If a student proposes to undertake an activity that is *not* on the board's list of approved activities, the principal will determine whether the student's proposed activity is acceptable, in consultation with the appropriate supervisory officer. If the activity is acceptable, the principal must keep a copy of the approval on file. (The principal is not required to give approval of activities that are on the board's list of approved activities.) The principal will determine whether the student has met the community involvement requirement, and, if so, will indicate on the Ontario Student Transcript that the student has completed the requirement.

### **7.2.2. Procedures for Students**

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities,

as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents. Before beginning any community involvement activity, each student must complete and submit a “Notification of Planned Community Involvement Activities” form. The student will select an activity (or activities) from the board's list of approved activities, or an activity that is *not* on the list, provided that it is not an activity that is on the ministry's or board's list of ineligible activities (see “Ineligible Activities” below). If the activity is not on the board's list of approved activities, the student will have to obtain written approval from the principal (that is, the principal's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her parents, and must also have one parent sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal (for example, the student's teacher-adviser). More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form. When the activity is completed, the student must fill out the “Completion of Community Involvement Activities” form. The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. The student must submit the form to the principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the principal. Students will provide their parents with a copy of the board's document “Information on the Community Involvement Diploma Requirement”, which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

### **7.2.3. Ineligible Activities**

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or “spare” periods is permissible;
- Takes place in a logging or mining environment, if the student is under sixteen years of age;
- Takes place in a factory, if the student is under fifteen years of age;
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Would normally be performed for wages by a person in the workplace;



- Involves the operation of a vehicle, power tools, or scaffolding;
- Involves the administration of any type or form of medication or medical procedure to other persons;
- Involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act;
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- Consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- Involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

### **7.3. Substitutions for Compulsory Credits**

In order to provide the flexibility an individual student’s program, 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).

When a principal grants a substitution for a compulsory credit a form noting the details is completed and filed in the OSR and appropriately noted on the OST.

***GRHS does not Substitutions for Compulsory Credit.***

### **7.4. Waiving Prerequisites**

GRHS provides students and parents with information about prerequisites for courses as indicated in the Course Description section of this Course calendar. The principal will determine whether or not a prerequisite should be waived. The principal will make the following considerations in the decision to waive a prerequisite:

- The principal must be satisfied that waving the prerequisite will not hinder the chances of success in the course for which the prerequisite is a requirement.
- The student understands that the prerequisite course in question prepares the student for the course, which requires the prerequisite course.
- The student/parent must request the waiver in writing using the appropriate form provided by the school. The form is then filed in the student’s file (OSR).

***GRHS does not waive prerequisites for courses.***

## **7.5. The Provincial Secondary School Literacy 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.

### **7.5.1. The Ontario Secondary School Literacy Test (OSSLT)**

To meet the literacy requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. **The Ontario Secondary School Literacy Test (OSSLT)** is the standard method for assessing the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. The OSSLT is generally written by all Grade 10 students and must be successfully completed in order to obtain an Ontario Secondary School Diploma. Exemptions can be made for students who are intentionally not working towards an OSSD. Deferral can be granted to students who did not successfully complete Grade 9 English or students who are registered in English as a Second Language. Students who are granted a deferral will write the test at the next scheduled sitting. The OSSLT can be written more than once.

### **7.5.2. The Ontario Secondary School Literacy Course (OSSLC)**

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC).

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.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll 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. Mature students may enroll directly in the OSSLC.

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.

## **7.6. Requirements for 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 Canadian history or Canadian geography
- 1 credit 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 described in section 7.3 also apply to the Ontario secondary School Certificate.

## **7.7. The Certificate of Accomplishment**

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

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.

## **8. Course**

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### **8.1. The definition of a credit**

The following passage provides the definition of an academic credit and the procedure for awarding credits as stipulated by the Ontario Ministry of Education:

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or approved by the ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

## **8.2. Definitions of the types of courses**

In grades 9 and 10, three types of courses are offered: academic, applied and open.

- Open courses are suitable for all students and prepare them for further study that will enrich their education generally. Open courses are credit-based and are counted towards diploma requirements.
- Academic courses emphasize theory and abstract problems. They are designed to prepare students for Grade 11 and 12 university and university/college preparation courses.
- Applied courses focus on practical applications and concrete examples. They are designed to prepare students for Grade 11 and 12 college and workplace preparation courses.

In Grades 11 and 12, four types of courses are offered:

- Workplace preparation courses prepare you to move directly into the workplace after high school or to be admitted into apprenticeship programs or other training programs in the community. Courses focus on employment skills and on practical workplace applications of the subject content. Many workplace preparation courses involve cooperative education and work experience placements, which allow students to get first-hand experience in a workplace.
- University/College preparation courses are offered to prepare you to meet the entrance requirements of certain university and college programs. They focus on both theory and practical applications.
- College preparation courses are offered to prepare you to meet the entrance requirements for most college programs. Courses focus on practical applications and also examine underlying theories.
- University preparation courses provide you with the knowledge and skills you need to meet university entrance requirements. Courses emphasize theoretical aspects of the subject and also consider related applications.

## **8.3. An explanation of the course coding system**

The course code consists of a course title and a six character code: the Ministry of Education designates the first five characters. The sixth character is determined by the school.

**Table 3: Course Coding System**

<b>Code Characters</b>	<b>Explanation</b>	<b>Example - ENG 1 D 1</b>
1st, 2nd, and 3rd	Subject discipline of the course in letters	"ENG" English
4th	Grade level as a number * (see below) "1" grade 9 "3" grade 11 "2" grade 10 "4" grade 12	"1" grade 9 or first year
5th	Type of course as a letter "D" Academic "P" Applied "L" Locally Developed "O" Open "E" Workplace "U" University "C" College "M" University/College	"D" Academic course
6th	Board designated character that indicates credit value or may be used to differentiate between courses with similar codes	1 credit 2 credit C coop

## 8.4. Descriptions of Courses Offered by Green Road High School

### GRADE 9

#### **Principles of Mathematics, Grade 9, Academic (MPM1D)**

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

**Prerequisite:** None

#### **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

### GRADE 10

#### **Principles of Mathematics, Grade 10 Academic (MPM2D)**

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

**Prerequisite:** Grade 9 Mathematics, Academic or Mathematics Transfer

## **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

## **GRADE 11**

### **English, Grade 11 University Preparation (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:** English, Grade 10, Academic

### **Functions, Grade 11 University Preparation (MCR3U)**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; 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

### **Biology, Grade 11 University Preparation (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:** Science, Grade 10, Academic



## **Chemistry, Grade 11 University Preparation (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 behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

**Prerequisite:** Science, Grade 10, Academic

## **Physics, Grade 11 University Preparation (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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** Science, Grade 10, Academic

## **GRADE 12**

### **English, Grade 12 University Preparation (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:** English, Grade 11, University Preparation

### **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

### **Ontario Secondary School Literacy Course (OLC4O)**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

**Prerequisite:** Eligibility requirement: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

### **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

### **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

### **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.

**Prerequisite:** ESL 1 or equivalent

### **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.

**Prerequisite:** ESL 2 or equivalent

### **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.

**Prerequisite:** ESL 3 or equivalent

## **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.

**Prerequisite:** ESL 4 or equivalent

## **International Languages, Farsi Level 4 University Preparations (LYFDU)**

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

**Prerequisite:** Farsi Level 3, University Preparation

### **8.5. Outline of Courses of Study**

The principal of a Secondary School will retain on file up-to-date copies of the outlines of all of the courses of study for courses offered at the school. These course outlines are available at the school for parents and students to examine.

Please call the office for more detailed information: (905 770 3949)

### **8.6. Access to Curriculum Policy Documents**

Curriculum Policy Documents for all course offered at GRHS may be accessed through the Ministry of Education website at

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

### **8.7. Experiential Learning Programs**

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Experiential learning programs include job shadowing and job twinning, work experience and cooperative education.

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. Work experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period of time. Job shadowing allows a student to spend one-half to one day observing a

worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

### ***Green Road High School Does not offer Experiential Learning Programs***

## **8.8. Full Disclosure/Students Withdrawing from a Course**

All courses coded with a year 3 or year 4 U, M, C, E or O designation are subject to a Full Disclosure Ministry Policy. If a student withdraws from a course more than five days after the issuing of the mid-term report of each semester he/she will have the course and the mark at the time of withdrawal recorded on a student's transcript (OST), with a 0-credit value noted on the OST. In addition, any repeated courses will be recorded on a student's transcript. This information is made available to Community Colleges and Universities for them to consider when making admission or scholarship decisions.

## **8.9. Changing Course Type**

If a student wishes to change direction or pathway in their program they may do so providing that the prerequisite for the newly chosen course is first taken by the student. The principal may also waive a prerequisite as described earlier in the Course Calendar.

## **8.10. PLAR Equivalency and PLAR Challenge**

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

The challenge process involves assessing a student's prior learning for the purpose of granting a credit for a grade 10, 11, or 12 course developed for a curriculum policy document published in 1999 or later. Formal tests/evaluations (70%) and a variety of other assessment strategies (30%) will determine if the credit is granted.

The equivalency process is the process of assessing credentials from other jurisdictions. When a student comes to Ontario from outside the province after grade 9, upon receipt of the student's previous school records, the Principal will assess the student's records and use guidelines to determine if the credit is granted. Notation and determination of equivalent credits through the PLAR Equivalency provision is included in the student's OSR and noted on the OST.

All PLAR requires evidence. The learner has the primary responsibility for preparing the evidence that learning has taken place and that it contributes to an appropriate balance of theory and practical application.

### 8.11. Evaluation and Examination Policies

Assessment is the process of gathering evidence from a variety of sources (assignments, demonstrations, projects, performances and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course.

As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

A final grade is recorded for every course and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9-12 will be determined as follows:

1. 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
2. 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations categories of knowledge and skills.

The Ontario Curriculum Grades 1-12, in all subjects, asks teachers to assess the achievement levels of overall and specific expectations in the following basic categories:

7. **Knowledge/understanding of concepts**
8. **Thinking and Inquiry**
9. **Communication of knowledge/concepts/procedures**
10. **Application/connections of skills**

The four basic categories will be balanced or equally applied in all subjects. The categories of the achievement chart influence the, Course Outline, Unit Plans, and Daily Lesson planning of all of the courses offered at GRHS.

**Assessment 'for' Learning** should be carried out at the beginning of a semester, term or unit of study. It may also be conducted when there is evidence of individual class difficulties. Although it may be used for anecdotal reporting, it will never be used to calculate a student's final mark.

**Assessment 'as' Learning** should be conducted continuously throughout courses in an effort to improve instruction and learning. The aim is to make both students and teachers aware of the expectations to be achieved and the progress being made towards that end. It includes traditional methods of teacher-conducted assessment, student self-



assessment and student-peer assessment. Results of Assessment 'as' Learning will never be used to calculate a student's final mark

**Assessment 'of' Learning** occurs at or near the conclusion of an activity, unit of work, term, or course. The results of this evaluation of a student's achievement are communicated as a grade/mark and are used for the purpose of reporting and to ascertain the degree of realization of course expectations.

## **8.12. Recording and Reporting**

### **The OSR and OST**

The following guidelines were developed in accordance with Ministry of Education, Ontario mandates. The guidelines in this document are a summary of the procedures and requirement of the *OSR Guidance, 2000 and the OST Manual, 2010*. For complete information you may refer to the Ministry of Education, Ontario website – [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

When a student enrolls as a full-time student, a file will be established in order to record educational progress. A student file consists of the following components:

- An Ontario School Record folder
- Report Cards
- An Ontario Student Transcript
- A documentation file, if applicable
- An office index card
- Other information identified as conducive to the student's educational progress

A student's record of courses successfully completed and credits earned toward the Ontario Diploma (OST) is maintained in the Ontario Student Record (OSR). Courses are designated using Ministry of Education course codes.

An up-to-date OST is kept in the student's OSR. Students (or their parents or guardians if they are under the age of eighteen) may check the OSR by appointment with the Principal.

### **The Ontario Student Record Folder (OSR)**

An Ontario Student Record Folder is established/maintained for each student enrolled as a full-time student at GRHS. The Ontario Student Record folder (OSR) includes Ontario Student Transcript (OST), exact copies of Report Cards and Documentation File, if applicable. The OSR contains information on bibliographical data, schools previously attended, parent's information, special health information, photographs, information on school activities and other information, if applicable.

## Report Cards

Report Card information is completed for each subject at two reporting times per semester (mid and end of semester). A Report Card is completed for each student who has been enrolled in the school for more than six weeks within the reporting period. The Report Card will contain information regarding student academic achievements and suggestions on how to improve performance. Information on the reporting of Learning Skills is also included on the Report Card. If a student has reached the age of 18, they can receive their Report Card in person or by mail. Otherwise, Report Cards will be forwarded to the parents/guardians. An exact copy of a completed Report Card will be filed in a student's file (OSR).

## Ontario Student Transcripts (OST)

The Ontario Student Transcript (OST) is a cumulative and continuous record of a student's successful and unsuccessful attempts at completing OSSD requirements. A copy of the transcript will be issued at request, subject to reasonable notice. Students should submit their request in person or by writing to the Administrative Office. The transcript will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;

*Note:*

- Only one credit will be granted for a course that a student has successfully completed twice.
  - If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.
- 
- confirmation that the student has completed the community involvement requirement;
  - confirmation that the student has completed the provincial secondary school literacy requirement;
  - confirmation that a student in a Specialist High Skills Major has completed all the requirements (see section 9.2).

## **Documentation File**

When a documentation file is required, as per the OSR Guideline, it will be kept in the student's OSR folder.

## **Ontario School Office Index Card**

The Office Index Card is maintained to provide the school with immediate access to essential student information. The Card remains at the school during the whole enrolment period and is retained for 55 years after the student leaves the school. Even though it is part of the OSR it is not stored in the OSR and never transferred with the OSR.

## **Access to Student Information**

Student information refers to information related to a student's academic record at GRHS, as well as biographical and personal information. By applying for admission to GRHS you accept the school's right to collect pertinent personal information. The collected information is used for the purposes of admission, registration and to assist the school in the academic and financial administration of its affairs.

We are committed to taking every reasonable step to protect the confidentiality and privacy of personal information.

- **Employee Access**

Only administrative staff of the school, for a legitimate purpose, and faculty are allowed access to a student file.

- **Student Access**

Other individuals have the right to access any collected personal information with the signed permission of the parent or adult student. Other information contained in the student's file is considered private and confidential and will be disclosed only with written consent or on the presentation of a court order, or otherwise under compulsion of law.

## **9. School Services**

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### **School Support Services:**

- Having complete selection of Ontario college and university calendars, GRHS provides students with the required information to support their educational planning and the course selection process
- School Computer Lab
- Tutoring
- Education Guidance and OUAC / OCAS assistance.