



# Griffin College Canada

## School Course Calendar 2023-2024

School Office Address  
7725 Birchmount Road  
Unit 8  
Markham, Ontario  
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Canada

# Welcome to Griffin College

Griffin College Canada is a non-profit organisation.

Griffin College Canada is committed to equip all students with the knowledge, skills and attitudes that pave their way for future success in postsecondary destinations of their choice. In Griffin, through its consistent system and cooperative effort, classroom teachers and principal form a strong team to ensure quality teaching and dedication to successful outcomes for all students.

Our excellent facilities, and our dedicated faculty and staff are devoted to creating trusting and caring atmosphere through sensitivity to students' strengths, weaknesses, personal learning styles, and their cultural background.

Classes of all our subjects are designed, developed and implemented as appropriate to students' learning abilities and reflect their needs and interests.

We invite you to attend Griffin College Canada online school, to study with other bright students and enthusiastic teachers.

## Organization

Griffin College Canada uses a Semester system to facilitate course delivery at multiple entry points within the school year. The school semesters open at the beginning of September and the beginning of February.

Reporting of student achievement occurs four times a year, twice each semester: In Semester 1, an Interim Report is issued in mid-November and a Final Report Card at the end of January. In Semester 2, the Interim Report is issued in mid-March and the Final Report Card at the end of June.

## Features of the Griffin College Canada Program include:

- School year organized into 2 semesters providing opportunities for more concentrated, hands on study, and multiple entry points within the school year;
- Responsive, supportive and creative teaching in small class settings and interaction through our online platform (Google Classroom);
- Detailed and thorough educational planning and guidance at all grade levels;
- Community Involvement opportunities;
- Reliable and user-friendly online platform for consistent connection to course materials and assessment and evaluation tools
- The ongoing assessment, revision and evaluation of curriculum in response to student needs and the program requirements of post-secondary institutions and the workplace;

# **Stakeholder Roles**

## **Students**

Students have many responsibilities as active participants in the learning process.

Students who make the effort required to succeed in school and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning. The attention, patience, and encouragement of teachers can be extremely helpful in ensuring student success. Students are encouraged to accept & increasing responsibility for their own progress.

Mastering the concepts and skills connected with secondary school curriculum requires work, study, and the development of cooperative skills. In addition, students who actively pursue opportunities outside the classroom will extend and enrich their education.

## **Student-Teacher Interaction**

Griffin College Canada prides itself on the quality of student-teacher interaction, both within the traditional classroom and under current circumstances, online. For those electing to study at home, an Internet connection is all that students need to stay connected with teachers and their classmates. The school has partnered with Google Classroom to allow communication that will lead to a successful learning experience. The use of messaging, assignment comments, real-time chat, conferences, conversations, discussions, class surveys, quiz feedback, are all integrated within platform. Students can easily connect with Griffin College Canada teachers to receive valuable information to enhance their educational development. Students can email their teacher and will receive a response in a timely manner. For any technical or administrative issues that

occur outside of regular school hours, students can contact the school administration department with those questions.

## **Student-Student Interaction**

Griffin College Canada also recognizes the value of communication between peers as a means of developing essential feedback and connectivity with all course members. Google Classroom allows online students to connect via grouping, collaboration, peer-review assignments, chats, messaging and discussions.

## **Student-Administration Interaction**

Griffin College Canada Principal and staff are able to integrate a variety of tools to review attendance, monitor conduct, and assess any issues that exist through the courses offered. Students can reach the School's Principal and other administration staff in a timely manner through email, a phone call, or instant messaging.

## **Student Access to Resources**

Students enrolled in Griffin College Canada will be able to access and review the resources that are provided by the teachers to develop the learning experiences within their courses. They will also be able to access information about careers that are integrated into the Ministry's course expectations. Additionally, general career information will be provided as needed throughout the school year.

## **Parents/Guardians-School**

Interaction Parents/Guardians have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can determine what is being taught in the courses their student is taking and what they are expected to learn. This awareness will

enhance parents' ability to discuss their student's work with them, to communicate with teachers, and to ask relevant questions about their student's progress. Knowledge of the expectations in the various courses will also help parents to interpret teachers' comments on student progress and to work with teachers to improve their student's learning. Effective ways in which parents can support their student's learning include attending parent-teacher interviews and encouraging their student to complete their assignments in a timely fashion. In addition to supporting regular school activities, parents can encourage their student to take an active interest in meaningful activities outside the school day.

## **Student Code of Conduct**

The following outline of student conduct is to be viewed in conjunction with and as an addendum to Griffin College Canada Safe Schools initiative. Griffin College Canada is committed to helping each student to develop self-discipline, self-respect and self-esteem.

This includes a sense of responsibility and the motivation to develop oneself fully.

To optimize success, all students are expected to:

- be courteous
- be punctual and attend regularly
- prepare for and participate in their learning
- show respect for yourself and all others around you Griffin College Canada is committed to providing an environment which maximizes learning.

To these end students are expected to:

- behave appropriately as defined by teachers in their classrooms

- avoid defiance, verbal abuse, harassment or rudeness

• show respect for school property Griffin College Canada is committed to a safe and orderly environment in which staff and students can learn and work. Students and Parents at Griffin College Canada are asked to review and sign off on the School's Code of Conduct as part of the registration process. Standards of Behaviour Respect, Civility and Responsible Citizenship All members of the school community must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need; 10
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the need of others to work in an environment that is conducive to learning and teaching;
- Use technology, especially social media, responsibly and appropriately;
- Not direct profanity at a fellow student, a teacher or at another person in a position of authority

## **Attendance and the Importance of a Secondary School Education**

Secondary school is a time for students to acquire valuable skills for life from peers and professionals. ... There are many reasons a secondary school education is important, but most of all it is a means to achieve long-term goals, build self-esteem and interpersonal skills along with a sense of pride in

accomplishment. Regular attendance is critical for the student's success in addition to student learning. To encourage regular attendance by students, Griffin College Canada will update students and their parents about the school's policy on attendance. Where, in the Principal's judgement, a student's frequent absences from school are jeopardizing his or her success, school staff will meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance. Griffin College Canada adheres to the Ontario's Ministry of Education and its Policy and Program Requirements 2016 (OS). Specifically, Griffin College Canada recognizes that regular attendance is necessary for course completion and if this is not being fulfilled a meeting with the student and parents will be scheduled to discuss the concerns of frequent absences (Ontario Schools K-12 Policy and Program Requirements 2016 S.4.2). Consistent attendance and active participation are key components of successful performance in each course.

A credit is granted in recognition of the successful completion of a course of a minimum 110 hours. The Ministry of Education places equal emphasis on both the content and the process of learning. Classroom time and logged in time for online students takes on even greater significance in light of our enhanced course offerings. Growing Success demands increased reliance on classroom performance-based assessment and as a result, regular classroom and logged in attendance for students learning online is essential so that evaluation and the awarding of credits will not be jeopardized. The school reserves the right to discontinue a student's enrollment where there is chronic absenteeism or extended nonattendance in one or more courses or failure to log in to course sites for online students. The Principal will attempt to reach the student and/or parents if an emergency or medical reason has not been provided. If the student has not been in class or online for school days in a row the school reserves the right to remove a student from the course. If the student and/or parents provide a detailed documented reason for the absences, the situation will be reviewed on a case-by case basis resulting in either an affirmation of removal from the course or reinstatement at the sole discretion of the Principal.



## **Requirement for School Attendance**

Ministry of Education Guidelines and the Education Act mandate that every person who attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years.

2006, c. 28, s. 5 (1). Attendance issues will be referred to the Provincial Attendance Counsellor where appropriate. The Ontario Ministry educational guidelines require that students complete 110 hours of instruction to earn a credit. For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Students studying at home are expected to be online to receive lessons and assistance from teachers. Anyone missing classes for any reason within the semester, risks receiving a low grade or failing to earn the credit. The student is expected to fulfill the 110 hours for 1.0 credit and 55 hours for 0.5 credit (this applies to Civics and Citizenship - CHV20 and Career Studies - GLC20 that is needed to earn the credit.. If a student is absent for more than 3 consecutive school days, the parents will be informed of this issue.

### **Specific protocols have been implemented to monitor and promote attendance.**

#### **These will include the following:**

- Daily attendance records will be kept
- Students will maintain a personal learning log.
- Administration and teaching staff will monitor attendance to ensure that online students are logging in consistently, completing assignments and responding to course materials through conversations with the teacher and their classmates and peers on a regular basis. If attendance be deemed a problem early on within the course, parents will be informed that this is an issue.

The Principal will contact the parent, guardian or student (if over the age of 18). The intention of these communications is to encourage the student to become actively involved in the completion of the course. Unexplained absences of more than six days in any one class students will result in a meeting of all parties to discuss the student's status in the affected courses Students who remain

consistently absent will be withdrawn from the affected course(s) without benefit of a refund.

## **The Ontario Secondary School Diploma (OSSD)**

The requirements for earning an Ontario Secondary School Diploma (OSSD) as described by OS 2016 are as follows:

- 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. (Ontario Schools K-12 Policy and Program Requirements 2016 S.6.1).

In order to obtain the Ontario Secondary School Diploma, students must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines (see section 2.2 of Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements 2016).

The compulsory credits are to be distributed as shown in the table opposite. In addition to the 18 compulsory credits, students must earn 12 optional credits.

Students earn these credits by successfully completing courses that they have selected from the courses listed as available in their school's program and course calendar (Ontario Schools K-12 Policy and Program Requirements 2016, S.6.1

## **Ontario Secondary School Literacy Test (OSSLT)**

The Ontario Secondary School Literacy Test (OSSLT) is the method used 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 assistance and remediation. If you entered Grade 9 in September 1999 or later and are working toward an Ontario Secondary School Diploma (OSSD), you must write the Ontario Secondary School Literacy Test (OSSLT). 19 Students at Griffin College Canada seeking an OSSD will take the OSSLT in Grade 10. Students must pass the test in order to graduate and their result is recorded on their OST.

## Community Involvement Requirement & Procedure

Community Involvement (CI) In order to develop a sense of civic responsibility and community values, students at Griffin College Canada must complete a minimum of 40 hours of unpaid Community Involvement before graduating from high 23 school as a compulsory component of the Ontario Secondary School Graduation Diploma (OSSD). This requirement is in addition to the 30 credits required for an OSSD. Staff at Griffin College Canada in partnership with the Principal, will discuss appropriate types of CI activities and projects.

Students can offer suggestions, but the selection and management of the involvement is to be directed by the student in consultation with school's administration.

The following conditions apply to CI activities:

- Prior to the beginning of an activity, it must be recorded and approved by the school administration using the appropriate Community Involvement Form available from the Office;
- Activities can take place inside or outside the school; those which occur inside the school cannot be part of a credit program;
- Activities can take place during the school day, but must occur outside the student's scheduled course time, that is, during the lunch hour, or before or after classes;
- Student fundraising, and acting as a student assistant, tutor, or peer helper or mediator within the school qualify as Community Involvement activities;
- Volunteer activities, tutoring, fund-raising, coaching, or other work with community groups or charitable organizations qualify as Community Involvement, as long as the student is not paid for the work done;
- Independent activities in the community can count, such as visiting, helping out, and picking up groceries or supplies for an elderly or disabled neighbour; shovelling snow or raking leaves, etc. Documentation must be received from the community member, and no payment of any kind can be received for these activities.
- Upon completion of approved CI activities, the Principal shall ensure that the CI hours are recorded on the individual students Ontario Student Transcript (OST).
- For students from schools outside Ontario who do not have Ontario credits and who have completed Grade 10, 11, or more than Grade 11 or its equivalent, the Principal will determine the number of hours of community involvement required. Roles and Responsibilities of Secondary School Principals are required to provide information about the community involvement requirement to

parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including the Ministry's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the Principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript. Roles and Responsibilities of Students In consultation with their parents, students will select an activity or activities from the Ministry's list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the Ministry's lists of ineligible activities.

If the activity is not on the board's list of approved activities, the student must obtain written approval from the Principal before beginning the activity. Before beginning any activity, students will provide the Principal or other school contact with a completed "Notification of Planned Community Involvement Activities" (PDF, 88 KB) form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form will be submitted when additional activities are planned that were not included on a previously submitted form. A "Completion of Community Involvement Activities" (PDF, 82 KB) form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). 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.

## **Roles and Responsibilities of Parents**

Parents will provide assistance to their student in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school Principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

## Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community will be asked by the student to sponsor a community involvement activity.

Any training, equipment, or special preparation that is required for the activity will be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment.

The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form. Ineligible Activities The ministry has developed a list of activities that are 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).

Students must receive approval from Griffin College Canada administration to ensure their CI is meets the approved community involvement requirements.

Students who are fully enrolled in Griffin College Canada will be able to choose their preferred activity as approved by the School. These hours must be fulfilled and recorded on the student's own time. Students must select work that is appropriate as related to his or her age and ability. The intention of this requirement is to teach the student that he or she is a valuable member of society and can contribute to the community in a positive manner. To guide the correct choices of community activities, please consult the following: PPM No. 124a, "Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools" (April 27, 1999) [www.edu.gov.on.ca/extra/eng/ppm/124a.html](http://www.edu.gov.on.ca/extra/eng/ppm/124a.html) PPM No. 124a includes the policy and procedures as well as sample documents relating to the 40- hour community involvement diploma requirement.

## **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 26 Certificate is granted a Certificate of Accomplishment. The Certificate of Accomplishment is 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 (Ontario Schools K-12 Policy and Program Requirements 2016 S.6.4).



## **Secondary School Credits Courses and Credits**

Credit courses at Griffin College Canada are delivered in accordance with Ontario Ministry of Education Guidelines. Over time, these courses will generally be offered beginning in Grade 9. An entry will be made on the Ontario Student Transcript (OST) for each course successfully completed. Definition of a Credit Students earn credits within the Secondary School Program offered in Ontario. Courses that are full length equate to 110 hours of time in the classroom.

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) 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 authorized by the ministry. A half-credit will be granted for 55-hour courses (in Civics and Citizenship - CHV20 and Career Studies – GLC20). Aside from these two courses all others are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses. For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course.

Planned learning activities will be delivered through classroom or e-learning instruction and activities and/or through community placements related to work experience and cooperative education (Ontario Schools K-12 Policy and Program Requirements 2016 S.7.1).

The courses leading to the Ontario Secondary School Diploma (OSSD) are developed in compliance with the requirements set out in the Curriculum documents provided by the Ontario Ministry of Education.

## **The Organization of Secondary School Courses**

The creation of different types of courses in the secondary school curriculum is designed to provide all students with the essential knowledge and skills they will need in all areas of endeavour, as well as the opportunity to specialize in areas that are related to their interests and particular post-secondary goals.

The types of courses offered, and their organization, provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students

in the earlier grades and prepare students in senior grades for their future destinations.

## **Types of Courses**

### **Grades 9 & 10**

- 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. Griffin College Canada does not offer Applied Level courses at this time.
- 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 and open courses from those offered by the School 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 will try to ensure that they have the prerequisites required for future courses they plan to take (see section 7.2.3).

### **Grades 11 & 12**

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 or for admission to 28 specific apprenticeship or other training programs. Griffin College Canada does not offer College Preparation programs at this time
- 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, or the requirements for admission to certain apprenticeship or other training programs. Griffin College Canada does not offer Workplace Preparation programs at this time
- 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, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs (see sections 8 and 9).

Prerequisites/Corequisites Prerequisite: A course that a student must pass before enrolling in the more advanced course. Corequisite:

A course or other requirement that a student must take at the same time as another course or requirement. Equivalent skills or prior experience that a student possesses will also be accepted as a prerequisite/corequisite for a course. An assessment exam with qualifying scores will also meet a prerequisite.

Courses in Grades 10, 11, and 12 will have prerequisites or co requisites for enrolment. All prerequisite courses are identified in Ministry curriculum policy documents, and no courses apart from these will be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites (Ontario Schools K-12 Policy and Program 2016 S.7.2.3).

## **Skills Advisory Recommendations:**

In addition to prerequisites, some courses have recommended minimum entry requirements, which are noted in the Course Descriptions. These recommendations have been established as a means of alerting students to the minimum standards necessary for class success.

A credit is granted and recorded for every course in which the student's grade is 50% or higher. While credits may be earned with a minimum grade of 50%, Griffin College Canada does not recommend proceeding to any subsequent courses. A minimum average of 70% is recommended to reasonably ensure a solid understanding of the course content. Additionally, an average in the 75%+ range is appropriate for those seeking admission to post-secondary programs with much higher averages expected for high demand and limited enrolment programs.

Most courses at the senior level at Griffin College Canada have prescribed prerequisites.

Prerequisites requirements for a course can be found by checking the course descriptions in this calendar or curriculum documents on the Ministry of Education website. Prerequisites and co requisites are intended to improve a student's chance of academic success. If a student does not meet the prerequisite(s) or co requisite(s) for a course as indicated, the student will be prevented from enrolling in the class.

The student must complete a Prerequisite Challenge Form available from the Office to petition to enroll in the class requiring the prerequisite or co requisite. The permission of the Principal is required and is based on a formal assessment of previous learning. This information will be kept on file in the student's OSR.

Successful completion of a prerequisite or co requisite course is achieved by a final grade of a 50% or higher. Checking of completed or "in progress" prerequisite courses taken at Griffin College Canada will be undertaken when a student makes their course selections.

Challenging a Prerequisite: When a student petitions to challenge a prerequisite he or she can do so based upon one or more of the following:

- Student has the knowledge or ability to succeed in the course despite not meeting the prerequisite (e.g. student has prior course work, assessment levels, certification or work experience that satisfies the prerequisite, or by other criteria presented by the student).
- The prerequisite course has not been made reasonably available ("reasonably available" is defined availability of courses at Griffin College Canada School).

All Prerequisite Challenge Forms must be received prior to the start date of the student's enrollment term. If the student has enrolled in a course pending the

outcome of the petition and the petition is denied, the student will be dropped from the course.

#### IMPORTANT NOTES:

- All Prerequisite Challenges are processed within 5 school days upon receipt (excluding weekends and holidays). Students who file challenges prior to the first day of the term/semester are permitted to pre-enroll for the class once the challenge is received, deemed complete and while the paperwork is being processed.

## Waiving of Compulsory Credit

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 will be waived.

A Principal will also initiate consideration of whether a prerequisite will be waived. The Principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or the adult student disagrees with the decision of the Principal, the parent or the adult student will ask the appropriate supervisory officer to review the matter (Ontario Schools K-12 Policy and Program Requirements 2016 S.7.2.3).

## Changing Course Types

A change of course type is not possible within the Griffin College Canada program.

## Prior Learning Assessment and Recognition (PLAR)

\* Griffin College Canada will assess credentials from other jurisdictions in order to provide equivalency credits. It is only the PLAR challenge for credit that is not offered at the school. 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, will have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction

of the school Principal, who grants the credits. The PLAR process developed by a school in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions (Ontario Schools K-12 Policy and Program 2016 S.7.2.5)

A "PLAR Challenge for Credit: Interim Tracking Record" form will be maintained for credits earned through the challenge process in a school outside the student's regular school (the regular school is the school that maintains the student's OSR).

The Principal of the school outside the student's regular school will use the "Interim Tracking Record" form to communicate the results of the student's challenges for credit to the school that maintains the OSR. The Principal of the student's regular school will enter this information onto the "Cumulative Tracking Record" form in the student's OSR.

Only the "Cumulative Tracking Record" form will be maintained in the student's OSR.

(If it is necessary to use more than one "Cumulative Tracking Record" form to record a student's attempts to challenge for credit, the additional form(s) will be attached to the original form.)

The following entries must be made on the student's "Cumulative Tracking Record" form and the "Interim Tracking Record" form, as applicable:

- For challenges for credit for Grade 10, 11, or 12 courses: The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record form(s).

The following entries must be made on the student's OST:

- For challenges for credit for Grade 10 courses: Only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course, only the higher 31 percentage grade will be recorded on the OST.

No notation will be entered on the student's OST if the student withdraws from or receives a failing grade in the challenge process.

- For challenges for credit for Grade 11 and 12 courses: Passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process.

The "equivalency" process for mature students involves (1) individual assessment<sup>3</sup> for the purpose of granting Grade 9 or 10 credits, and/or (2) assessment of credentials and other appropriate documentation from jurisdictions within and outside Ontario for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later.

The "challenge" process for mature students is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later. For more information please reference The Ontario Student Transcript Manual: <http://www.edu.gov.on.ca/eng/general/elesec/ost/ost2013.pdf> (pages 13-14) Griffin College Canada: Does not offer PLAR challenge at this time. The school will accept students from outside of the province and grant equivalent credits if a student enrolls full-time and where Griffin College Canada creates and monitors the OSR.

## Course Descriptions

### **Dance, Grade 9, Open (ATC1O)**

This course gives students the opportunity to explore their technical and compositional skills by applying the elements of dance and the tools of composition in a variety of performance situations. Students will generate movement through structured and unstructured improvisation, demonstrate an understanding of safe practices with regard to themselves and others in the dance environment, and identify the function and significance of dance within the global community.

**Prerequisite:** None

### **Dance, Grade 10, Open (ATC2O)**

This course emphasizes the development of students' technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and production, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.

**Prerequisite:** None

### **Dance, Grade 11, University/College (ATC3M)**

This course emphasizes the development of students' artistry, improvisational and compositional skills, and technical proficiency in dance genres from around the world. Students will apply dance elements, techniques, and tools in a variety of ways, including performance situations; describe and model responsible practices related to the dance environment; and reflect on how the study of dance affects personal and artistic development.

**Prerequisite:** Dance, Grade 9 or 10, Open

### **Dance, Grade 12, University/College (ATC4M)**

This course emphasizes the development of students' technical proficiency, fluency in the language of movement in dance genres from around the world, and understanding of dance science. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.

**Prerequisite:** Dance, Grade 11, University/College Preparation.

### **Music, Grade 9, Open (AMU1O)**

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

**Prerequisite:** None

### **Music, Grade 10, Open (AMU2O)**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

**Prerequisite:** None

### **Music, Grade 11, University/College (AMU3M)**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

**Prerequisite:** Music, Grade 9 or 10, Open

### **Music, Grade 12, University/College (AMU4M)**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

**Prerequisite:** Music, Grade 11, University/College Preparation



## **Classical Studies and International Languages**

### **Tamil Level 1 Academic LITBD1**

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

### **Tamil Level 2 University Prep LITCU1**

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

### **Tamil Level 3 University Prep LITDU1**

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

## Alternative Learning and Special Programs

Students at Griffin College Canada may wish to earn credits towards the Ontario Secondary School Diploma in ways outside the traditional classroom setting, as outlined in the following three sections.

**Prior Learning Assessment and Recognition (PLAR)** Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school evaluated against the expectations outlined in provincial curriculum policy document for the purpose of gaining credit. With regard to the “challenge” process, the PLAR policy states that:

- Students may challenge and earn a maximum of four credits for prior learning, including a maximum of two credits in any one discipline.
- The PLAR challenge process includes a formal test (70%) and other assessment strategies (30%). With regard to the “equivalency” process, the PLAR policy states that:
  - Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The Principal of the receiving school 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.
  - To ensure provincial consistency in establishing equivalency for students for placement purposes, Principals will use as a guide the table entitled "Requirements for the OSSD Under OSS" in OSS, appendix 8:

Equivalent Diploma Requirements, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma.

## Cooperative Education

Not yet available at Griffin College Canada in this cycle Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course

may serve as the related course for a cooperative education program. In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course. When implemented, the cooperative education course will consist of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) will be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor. All cooperative education programs will be developed and implemented in accordance with ministry policy as outlined in Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools.

## **Independent Study**

A teacher may allow a student to work towards a credit through independent study. The teacher is responsible for assigning course components, suggesting resources and assessing the student's achievement. The total work involved must be equivalent to that expected in the time scheduled for the course. Courses delivered through the Independent Learning Centre may form part of independent study.

## **Private Study**

Griffin College Canada facilitates private study when: a) a student is deemed to have valid reasons for not attending classes or; b) the regular timetable does not offer the course. Students' progress is closely monitored and work is carefully evaluated. ILC courses may form part of the private study program.

## **Summer School**

Griffin College Canada operates a summer school program.

## **E-Learning**

The term e-learning refers to the use of electronic technologies to support learning and teaching. It includes the use of computer based learning modules, internet-based courses, threaded discussions, video conferencing, electronic whiteboards, digital projectors, chat rooms, e-mail and more. In response to recent government initiatives, Griffin College Canada has facilitated online learning to meet the challenge posed by the COVID-19 pandemic and to meet the potential Diploma requirements of its students. For any credit course delivered online, all of the curriculum expectations for the course will be accounted for, and assessment, evaluation, and reporting will be undertaken in accordance with policies outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010)*

Information about careers and future destinations are integrated into the Ministry's course expectations.

Griffin College Canada Guidance Department will also provide information on program planning, career pathways and the application process for college and university upon request. Parents and guardians of students under the age of 18, as well as parents who are over the age of 18 whose student has granted them permission and students themselves will be able to access the student's course materials, assessments and evaluations online. Parents or guardians must contact the School directly to gain access to this information.

Please contact Griffin College Canada Principal for more information. Selection of courses will be undertaken with the students' and parent's participation taking into account the educational aspirations of the student and Ontario secondary school diploma requirements, the ultimate decision on course selection for students under the age of 18 will be made by the School in consultation with parents and students.

## **Hardware and Software Requirements**

Griffin College Canada uses Google Classroom as its online platform and its hosting infrastructure is designed for maximum compatibility and minimal requirements.

The following is a list of basic computer system requirements to use Google Classroom.

Screen Size Google Classroom is best viewed at a minimum of 800x600, which is the average size of a notebook computer. If you want to view Google Classroom on a device with a smaller screen, we recommend using the Google Classroom mobile app. Operating Systems

- Windows 7 and newer
- Mac OSX 10.6 and newer
- Linux – Chrome OS Mobile Operating System Native App Support
- iOS 7 and newer
- Android 4.2 and newer Computer Speed and Processor
- Use a computer that is 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor 46 Internet Speed
- Along with compatibility and web standards, Google Classroom has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps Screen Readers
- Macintosh: Voice Over (latest version for Safari)
- PC: JAWS (latest version for Internet Explorer)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for Google Classroom in Chrome Google Classroom is a Learning Platform that operates online. Since it is built using web standards, Google Classroom runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser. Students are required to have an Internet connection that will then permit them to login. Flash, Java plug-in and JavaScript are required. Students are required to have a working email address where they can be reached as required Google Classroom supports the last two versions of every browser release. It is highly recommended that students update to the newest version of whatever browser students are using as well as the most up-to-date Flash plug-in. Currently, the following versions of Flash and popular web browsers are supported:

- Internet Explorer 11 and Edge
  - Chrome 50 and 51
  - Safari 8 and 9
  - Firefox 46 and 47 (Extended Releases are not supported) •
- Flash 20 and 21 (used for recording or viewing audio/video and uploading files)
- Respond us Lockdown Browser (supporting the latest system requirements)
- Because Google Classroom is built on open web standards and uses minimal instances of Flash, so most features are supported on mobile devices. Students can access Google Classroom from any browser on their Android/iOS device. However, mobile browsers are not supported, and features will not function as expected compared to viewing Google Classroom in a fully supported desktop browser. On mobile devices, Google Classroom is designed to be used within

Google Classroom mobile applications (iOS 8.0+, Android 4.0.3+), which is free for download on both phones and tablets. Some courses may also require additional software. Some examples include: Geometer's Sketchpad, Eclipse, Java SDK, QuickBooks, and more. Other courses will require additional equipment such as microphones, speakers or a camera. These will all be specifically referenced in the course outline. Students who require access to appropriate computer technology should contact the school administration for assistance

## **Acceptable Use of Computer Technology**

Griffin College Canada incorporates a great level of technology within the educational delivery system of online courses. This is intended to enhance student learning and provide the best possible tools for that purpose.

A responsible use of technology and online access is required by all students.

Specifically, the school expects all students to adhere to the conditions of respect, confidentiality and safety when using technology. The conditions of online access allow for easy access to information and connectivity.

It is important to access data while applying an ethical consideration to that information. The materials that are shared within this forum must not be inappropriate.

## **Definition of Inappropriate:**

The school expects that all students will behave in a manner that does not violate the rights or safety of others. Accessing information online through Google Classroom or the School Network is intended for school purposes only.

Anything falling outside of that scope, including criminal, illegal or obscene actions will be addressed immediately, according to the following protocol:

Please note that breaking into a network is a criminal offense. You will not attempt to breach the security of the school's system. A helpful resource detailing Internet Safety and Cyberbullying are found at <http://www.rcmpgrc.gc.ca/cycp-cpcj/is-si/index-eng.htm> and <http://www.rcmpgrc.gc.ca/cycp-cpcj/bullinti/index-eng.htm> respectively.

Password : Students must not share their password information with anyone else as this data is confidential. The student or authorized parent/guardian is the only one permitted to log into their educational information sessions. Students must



also log off immediately after ending a session. Griffin College Canada will block or delete files that are unacceptable and are in clear violation of this Acceptable Use Policy. Access to Data When parents/guardians of students under the age of 18 request to see the contents of a student's data that right will be granted if legally applicable. Nondisclosure The school will not disclose personal student information without the consent of the student, or the parent/guardian.

## **Job Shadowing/Job Twinning**

As a consequence of Griffin College Canada organization and small teacher-student ratio, there are no opportunities for the job shadowing option. We do not offer these programs in our school at this time

## **Student Success Support**

The Ministry of Education "Student Success" initiative provides additional support to students who experience difficulties in school for a variety of reasons.

The focus of the support is to improve the literacy and numeracy skills of all students, to ensure a smooth transition from grade 8 to 9 and then from secondary school to both post-secondary education and the work place, and to develop programs within schools which prepare students for their selected destination. Student Success programs at Griffin College Canada include: after school assistance (Tutorials), credit reclamation and counselling conferencing for students as they enter and graduate from secondary school.

## **Special Provisions Available to Exceptional Students**

The enrolment profile and budgetary constraints of Griffin College Canada allow for only limited ability to respond to students with highly developed exceptionalities. The school is able to provide assistance to those students whose exceptionalities can be mediated by accommodations (For example: extra time, oral assessment, or preferential seating.).

Griffin College Canada is not able to offer course modifications or course type changes) Academic Planning and Post-Secondary Destinations While University and Program admission requirements may vary between universities, the following are listed as a guide. For individual University and Program requirements, please consult the INFO book, published annually by the Ontario



Universities' Application Centre <http://www.electronicinfo.ca/en/index.php?j=1>) or the individual university calendars or web-sites <http://www.ouac.on.ca/101/101-unilinks.htm>

## **ASSESSMENT, EVALUATION & REPORTING**

**Assessment** : The purpose of assessment is to improve student learning. Griffin College Canada's assessment and reporting processes are created and revised in order to best serve the learning partnership between students, families and the School.

To align our assessment practices with those required by the Ontario Ministry of Education, Griffin College Canada adheres to the guidelines set forth in Growing Success: Assessment, Evaluation and Reporting in Ontario Schools.

Faculty members at Griffin College Canada strive to ensure assessment of student achievement is as fair, reliable and transparent as possible. We believe students should understand expectations, have an opportunity to practice skills before being formally assessed on those skills, and should receive meaningful feedback before any final assessment.

At Griffin College Canada, assessment for learning, assessment as learning, and assessment of learning of student progress is ongoing for students. Evaluation of each student's Reporting of student achievement will include:

- The issuance of formal Interim report card part way through the term and a Final report card at the end of each term
- Parent/Teacher/Student Interview conference each term
- Contact with individual course teachers through email or online dialogue.

Where a student's progress is clearly in need of remediation, a plan for improvement will be developed in collaboration with the student and monitored by the Principal and the relevant course teacher. In this way, Griffin College Canada supports Ontario Ministry of Education policies for Assessment and Evaluation (Growing Success) and the curriculum expectations and achievement levels outlined in the secondary curriculum guidelines.

Assessment and Evaluation Policy Information relating to the policies, procedures and criteria involved in the assessment and evaluation of individual student achievement will be provided to each student and parent at the commencement of each term in the form of a Course Outline. The Outline will contain a brief rationale for the course including a basic description and units of study breakdown plus an Evaluation Profile which clearly outlines the content

and weighting of Achievement Chart Categories and how interim and final grades will be determined.

As per Ministry of Education policy, final grades in all credit courses (9 – 12) will be weighted 70% for course work and 30% for the Final Summative Evaluation.

**Learning Goals** Prior to any assessment, students benefit from knowing what is coming. Learning goals will be developed based on the curriculum expectations of a particular course that will then be discussed with the class to ensure a common understanding of where the class is heading. At the end of each unit, learning goals are reviewed to ensure they have been met.

**Growing Success:** Assessment, Evaluation and Reporting in Ontario's Schools, First Edition Covering Grades 1 to 12 outlines the requirement for assessment and evaluation and reporting of student progress in all courses.

The main purpose of assessment and evaluation is to improve student learning.

The information gathered helps our teachers identify our students' strengths and those areas needing improvement. At Griffin College Canada, all teachers are directed to adapt their instructional methods to the needs of their students.

Griffin College Canada actively pursues the Seven Fundamental Principles of Assessment and Evaluation from Growing Success, ensuring that all assessment, evaluation, and reporting is valid and reliable, and lead to the improvement of learning for all students. Teachers are instructed to use practices and procedures that:

- are fair, transparent, and equitable for all students.
- support all students, including those with special education needs.
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students.
- are communicated clearly to students and parents at the beginning of each course and at other
- appropriate points throughout the course.
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning.
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support

- improved learning and achievement.
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

## Definitions Assessment

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

These assessment and review tools will be incorporated into the course content. The use of these tools is intended to develop the student's learning process.

The Introductory Unit of each course will outline the specific assessment and review process that the students can expect through the semester. Additionally, other teaching and learning strategies will be used within each course.

These include but are not limited to:

- Timely Teacher Feedback
- Homework Assignments
- Open-Ended Questions
- Applications to Current Events
- Self-Assessments
- Video Conferencing
- Peer-Assessments
- Simulation
- Reflective Activities
- Audio Discussion
- Case Study Analysis
- Exit Card with Discussion Question
- Brainstorming
- E-Portfolios
- Problem Solving
- Seminars
- Presentations

- Laboratory Exercises
  - Reading Responses
  - Researching
  - Class Discussions
- Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on “assessment of learning” that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

For the entire Growing Success document please refer to:  
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>.

In order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers will use a variety of assessment and evaluation strategies that:

- address both what the students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement chart that appears in the curriculum policy documents for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students and are fair to all students;
- ensure that each student is given clear directions for improvement;
- promote students’ abilities to assess their own and each other’s’ learning, and to set specific goals;
- include the use of samples of students’ work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of the course and at the appropriate points throughout the course.

Student evaluations reflect observations, conversations and students’ products that are collected and reviewed throughout the course. Teachers for all courses will always use rubrics as a means of fulfilling Assessment of Learning.

## **Policy on Late Submission of Work**

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies will be used to help prevent and/or address late and missed assignments.

They include:

- 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;
- 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.

## **Missed Test Policy**

Students who miss scheduled term tests or formal examinations without a valid reason, including truancy, will receive a 'zero' for that test or examination.

There will be no opportunity for make-up tests. In extenuating circumstances, where a test cannot be written, during the scheduled time, for a valid reason (medical, family emergency), students will be given an opportunity to complete a different version of the test created by the teacher, for assessment. Parents or students over the age of 18 are required to notify the school before or on the day of the absence if possible. For the benefit of the student, an opportunity to complete a test or examination missed for a valid reason will be provided.

If a student misses a scheduled exam time documentation and an explanation must provide to the Principal immediately. The Staff will determine how to proceed depending on the circumstances.

## **Percentages & Achievement Levels**

**\*\*Please note this achievement level chart does not apply to the Ontario Literacy Course - OLC40 Categories of Knowledge and Skills** The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to all subject areas and disciplines.

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be

organized. The four categories will be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

## Categories of Knowledge and Skill

Students will be given many opportunities to demonstrate the expectations of the course across the four categories of knowledge and skills. All four categories have been balanced to best suit the course content:

- **Knowledge and Understanding: 25%**

Subject-specific content acquired in the course and the comprehension of its meaning and significance.

- **Thinking: 25%**

The use of critical and creative thinking skills and/or processes.

- **Communication: 25%**

The conveying of meaning through various forms.

- **Application: 25%**

The use of knowledge and skills to make connections within and between various contexts

The balance of the four categories will be slightly different based on subject discipline. It is essential that the balance of the four categories within the 70% term work is reflected in the balance of the four categories within the 30% summative.

Descriptions related to specific courses for each of these categories can be found in the achievement charts in the Ministry of Education's curriculum documents ([www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html)).

## Criterion-Referenced Levels of Achievement

The course uses criterion-referenced assessment and evaluation using the four levels of achievement as outlined in Growing Success. Rubrics will be based on the four levels of achievement and assignment marks will be reported to students as percentages.

- Level 1: Achievement that falls much below provincial standard.

The student demonstrates specified knowledge and skills with limited effectiveness.

- Level 2: Achievement approaches provincial standard.

The student demonstrates specified knowledge and skill with some effectiveness.

- Level 3: Represents the provincial standard for achievement.

The student demonstrates specified knowledge and skill with considerable effectiveness.

- Level 4: Identifies achievement that surpasses the provincial standard for achievement. The student demonstrates specified knowledge and skill with a high degree of effectiveness.

Specific “qualifiers” are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier limited is used for level 1; some for level 2; considerable for level 3; and a high degree of or thorough for level 4. Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with considerable effectiveness”. Please reference Growing Success 2010: <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf> (pages 24-25).

## Academic Integrity

Griffin College Canada's Academic Integrity Policy aims to align the school's practices with the Ontario Ministry of Education's Growing Success Document. <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>.

Griffin College Canada is focused on maintaining academic integrity through the completion of all courses. Students are responsible for maintaining complete integrity during the duration of the course to ensure they do not jeopardize their placement or course completion. Specific measures have been put in place to review that students are adhering to the proper rules and regulations.

When administrators encounter issues with academic integrity, to determine the next course of action, the grade level and maturity of the student, along with the number and frequency of incidents, and the individual circumstances of the student will be taken into account. Engaging in any form of academic dishonesty or misconduct in order to obtain academic credit or advantage of any kind is an offence under this policy. Student's understanding of academic integrity must be complete and lasting, and prepare them for future academic success.

**Plagiarism** includes: copying or paraphrasing the work of others without citation; misrepresenting someone else's work as one's own; copying another student's work; translating work from one language to another without citation; using the same piece of work in two separate courses or for two separate assignments.

**Cheating** includes (but is not necessarily limited to): viewing or using tests or examinations without permission of the teacher; bringing and using notes, electronic or online translators, or other unauthorized aids in an evaluation or examination giving unauthorized aid to another student, sharing or allowing another student to copy or use one's test, exam, essay or homework; theft of the test or examination; receiving excessive help with homework, take-home assignments, essays, etc, from a tutor, parent or fellow student.

Students failing to adhere to these standards on examinations will be expelled; those guilty of academic dishonesty on term work or tests are subject to disciplinary action, up to and including expulsion.



## Roles And Responsibilities

**Teacher** – If an incident of academic dishonesty is suspected, the teacher will assemble relevant evidence and interview the student.

If in the teacher's professional opinion and in consideration of any mitigating factors it is determined by the teacher that the student has a satisfactory explanation, the process stops. If the student has no explanation, has an unsatisfactory explanation and/or denies dishonesty, then the teacher will communicate with the Principal or designate within 24 hours.

**Principal** – The Principal will examine the evidence, interview the student(s) and inform parent(s) as needed of the investigation. Parent(s) will be given notice of the particulars of the case at this point: what is alleged, what the policy is and what the potential outcomes are.

## Academic Dishonesty

It is the responsibility of students to be academically honest in all aspects of their schoolwork.

## Guidelines For Deciding Consequences Of Academic Dishonesty

**Examinations:** In all cases, academic dishonesty on an examination (Midterm and Final) warrants expulsion and may result in that decision.

**Other Evaluations, Assignments or Tests** The general sanction guidelines that Canadian Independent College will apply in cases of academic dishonesty on work, assignments or tests other than examinations are as follows:

Grade 9, 10, And 11

**First Offence** – The student will initially receive a grade of zero per cent on the test or assignment and then must complete an alternative assignment in order to demonstrate knowledge of the material. The alternative assignment will have a maximum value of up to 50% of the original assignment.

**Repeated Offences** – The student's parent(s) will be informed. The student will receive a grade of zero per cent on the test or assignment and must complete an alternative assignment in order to demonstrate knowledge of the material.

The alternative assignment will have a maximum value of up to 50% of the original assignment. The student will receive a one day in-school suspension to be coordinated with the Director of Guidance and the School Director.

Such continued conduct may result in further disciplinary action, up to and including expulsion Grade 12/Pre-University

**First Offence** – The student will initially receive a grade of zero per cent on the test or assignment and then must complete an alternative assignment in order to demonstrate knowledge of the material.

The alternative assignment will have a maximum value of up to 50% of the original assignment.

The student's parents will be informed. The student must also write a letter to the teacher (to be approved by the Principal or designate) and to the parents demonstrating an understanding of the seriousness of cheating and with an assurance that there will be no future academic integrity issues.

**Repeated Offences** – The Principal or designate will meet with the student and notify his/her parent(s). The student will receive a grade of zero per cent on the test or assignment with no opportunity to complete an alternative assignment.

The zero percent will not be removed in the calculation of the Final grade.

Such continued conduct may result in further disciplinary action, up to and including expulsion.

**Final Examination** All credit courses will deliver a final evaluation in the form of an examination, performance assessment, essay assessment, culminating project and/or other method approved by the Principal and suitable to the evaluation of individual course expectations. All final evaluations will be administered within the final two weeks of the Term. A specific examination date will be assigned by the teacher. All final examinations in credit courses will occur within a designated time frame and place for online students.

The final exam can only be written when all course work has been submitted.

Both in-class and online students must write their exam (when applicable) at the Griffin College Canada facility. Students will be informed of the date and time of their examination by their teacher in each course.

## Reporting Procedures

Griffin College Canada uses the Ontario Provincial Interim and Final Report Cards to identify to students and parents the most consistent level of performance that the student has demonstrated throughout each course.

Additionally, the student's strengths and weaknesses are indicated, as are the steps needed for improvement. Report Cards are individualized and anecdotal. An original copy of the report card will be retained in the student's OSR.

For online courses, a Report Card will be mailed to a student's home school. Students must check with their Guidance Office to ensure that the report card arrived.

Griffin College Canada retains copies of a student's official documents for a period of one year after the completion of a course.

The Ontario School Record (OSR) The Ontario Student Transcript (OST) is an authoritative document that is maintained for each student by every Ontario school. The OST is stored in the student's Ontario Student Record (OSR) and kept for 55 years after a student retires from school. It is a record of all school course work and requirements as related to earning a diploma. The OST will be issued to students whose OSR is kept directly on file by Griffin College Canada, as required and upon graduation. An Ontario School Record (OSR) is established for each student who enrolls in an Ontario School operated by a school or the Ministry of Education. At Griffin College Canada, the OSR folders are kept in a secure, locked environment at the school.

The Principal of Griffin College Canada will:

- establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with the policies and procedures established by the Ontario School Record (OSR) Guideline, 2010;
- ensure that the materials in the OSR are collected and stored in accordance with the policies in the guideline and those established by the school;
- ensure the security of the OSR;
- ensure that the staff at Griffin College Canada who perform clerical functions with respect to the establishment and maintenance of the OSR, are aware of the confidentiality provisions in the Education Act and the relevant freedom of information and protection of privacy legislation. Griffin College Canada will use information from an OSR to assist in program planning for each student.

When a student transfers to another school within Ontario, the OSR will be transferred upon receipt of an official written request accompanied by a written statement indicating consent to the transfer, which is signed by a school principal, the parent(s) of the student if he or she is not an adult (under 18 years of age), or by the student if he or she is an adult, from the receiving school. When a student transfers to another school outside Ontario, only a copy of the student's OSR will be sent upon receipt of an official written request accompanied by a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult, from the receiving school. When a student retires from Griffin College Canada, the Principal will give the parent(s) of the student if he or she is not an adult, or to the student if he or she is an adult, an up-to-date copy of the student's OST, if applicable.

At Griffin College Canada, the following components of the OSR will be retained for five years after a student retires from school:

- secondary report cards;
- the documentation file, where applicable;
- additional information that is identified by the Principal and Guidance Head, as appropriate for retention.

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

- the OSR folder;
- the OST; • the office index card.

The destruction of all or any part of the OSR when its retention is no longer required under the guideline will be affected under conditions that ensure the complete and confidential disposal of the record. Access: Administrators and teachers can access student OSRs at any time.

Parents and mature students can make a written request to the Principal to view the OSR of their student or for themselves respectively at any time.

An appointment will be scheduled to enable the parent to view the OSR under the supervision of a school administrator. No materials shall be removed from the OSR; however, parents can request copies of documents.

If a parent or mature student feels that documents in the OSR can be prejudicial to their student or themselves or irrelevant to their continuing education they can petition the Principal for removal of these documents. The Principal, in his

sole discretion will decide to support or reject the petition. In the case of a rejection Parents have the right to request a review of the matter with the appropriate supervisory officer.

**The Ontario School Transcript (OST)** The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. Griffin College Canada will establish an OST for all students registered in credit and non-credit courses and an official OST containing a summary of all completed course work and diploma requirements will be placed in the OSR in accordance with the OST Manual, 2010 Revised. Parents and mature students can request a copy of the OST at any time.

**Full Disclosure** As of September 1999, the Ontario Ministry of Education has implemented a condition of full disclosure related to its policy.

For Grade 11 and 12 courses, all attempts for those credits will be listed in the student's transcripts. Students who require their OST must contact the Administration Head at Griffin College Canada. Students attending private or publicly funded secondary school will have a corresponding record of those credits in his or her Ontario Student Transcript (OST).

Griffin College Canada will process the information so that the student's final report will reflect any courses completed at this establishment. Reporting on Achievement of Curriculum Expectations Griffin College Canada uses the Provincial Report Card. It will include an overview of the student's academic achievements in relation to the curriculum expectations. A grade will be listed within the format as a numerical percentage. This grade will correspond with the student's achievement as listed in the chart above.

For Grade 9 courses:

- Teachers will enter the final percentage grade that the student received in the course. If a Grade 9 course is repeated, only the attempt on which the student earned the higher percentage grade will be recorded on the OST.

For Grade 10 courses:

- Teachers will enter the final percentage grade that the student received in the course. If a Grade 10 course is repeated, only the attempt on which the student earned the higher percentage grade will be recorded on the OST. If the student withdrew from or received a failing grade in a Grade 10 course taken through a credit recovery program, no notation will be entered on the OST.

For Grade 11 and 12 courses:

- Teachers will enter the final percentage grade that the student received in the course. Percentage grades for courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn will be recorded. For students who have withdrawn from a course after withdrawal date the student's percentage grade at the time of withdrawal will be recorded.

Interim Report Card After approximately 55 hours of a full-credit course has been completed an interim report will be issued to the student.

The interim report will reflect the percentage of Term work completed at that time. A copy of the interim report card will be filed in the students OSR.

60 Final Report Card After completing all course requirements including the summative assessment(s), equating to a minimum of 110 hours, a final report card will be issued. A copy of the final report card will be filed in the students OSR.

Report Cards will be issued in mid-November (Interim) and early-February (Final) in the first semester and in mid-April (Interim) and late June (Final) in the second. The overall grade for all Grade 9-12 courses will be broken down into two categories of evaluation. Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement. Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. The overall evaluation of the student is determined solely by the teacher.

Reporting on Demonstrated Learning Skills and Work Habits The report card is specifically designed to provide a precise record of the skills a student has learnt in each course.

There are six specific skills and habits that are identified within this document.

These include: (1) Responsibility, (2) Organization, (3) Independent Work, (4) Collaboration, (5) Initiative and (6) Self-regulation.

There are four different categorizations that are used to identify the skills and habits that a student produces within that course of study. These are:

E - Excellent

G - Good

S - Satisfactory

N - Needs Improvement

**Teacher Comments** Teacher comments are also an important part of the report card. The teacher will provide feedback that specifically comments on the student's overall strengths, weaknesses and areas that could be improved.

**Principal Comments** Although optional, the report card can also denote comments as offered by the Principal, also reflecting the student's achievements.

**Coursework :** All students are responsible for completing the assignments that are distributed throughout the course. There are a variety of different items to be completed during the duration of the course that could include projects, presentations, discussions tests, etc. Students are responsible for completing all assigned tasks prior to taking the final exam or completing the final project.

Assignments must be submitted at the designated due date. When there be any extenuating emergency issues, the student will notify the teacher, prior to the assignment due date, when 61 possible, to receive permission for an extension.

The teacher will review this issue and either accept or deny the request for an extension. If there is no explanation, parent or medical note provided there will be a grade penalty for late assignments. Students may not write the final exam without having completed all course work. All these assignments meet specific curriculum expectations and students must finish them all to meet the ministry standards. Withdrawal, Failure In Grades 11 and 12 all attempts, withdrawals, and repeats of courses are recorded on the Ontario Student Transcript (OST).



**Withdrawal from a Course:** If students in Grade 11 or 12 courses withdraw from a course within five instructional days following the midterm point of the term, the withdrawal is not recorded on the Ontario Student Transcript (OST).

If a student withdraws after five instructional days following the midterm point of the term, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The percentage grade at the time of the withdrawal is recorded in the “Grade column. If there are extenuating circumstances, then an “S” is listed next to withdrawals in the Note section.

## **A withdrawal for Grade 9 or 10 courses is not recorded on the OST.**

**SCHOOL YEAR** For the 2023-24 school year, course withdrawal dates will be determined based on the completion of approximately 75% of the total course hours.

For students who withdraw from a Grade 11 or 12 course after the posted deadline or “drop date,” the course would be recorded on their Ontario Student Transcript (OST).

**Promotion Standards** While credits can be earned with a minimum grade of 50%, a higher standard of achievement is expected of academically able students. An average in the 75%+ range is appropriate for those seeking admission to post-secondary programs with much higher averages expected for high demand and limited enrolment programs.

Promotion meetings will be held at the conclusion of each semester to discuss each student’s performance. **Suspension and Expulsion** The principal shall have the authority to suspend or expel any student who seriously violates the School Code of Conduct. In the event of a suspension or expulsion, the parents will be called to take the student home and be informed of the reason for the suspension/expulsion.

- It is expected that the parents will take appropriate measures in support of the school.
- Parents are encouraged not to provide a comfortable environment for their child if he/she has been suspended, as this can lead to students enjoying being away from school.
- The student will be given homework to complete to avoid falling behind.

- The parents are responsible for the student's completion and return of the work. In the event of an expulsion, the school will undertake to assist parents and the effected student in the search for an alternative placement on a "best effort" basis. In the case of suspension, on a student's return to school, a conference will be arranged between the child, the parents, the teacher and the principal to ensure that the inappropriate behaviour will not reoccur.

The student(s) may also be put on a contract. Parents will be called to come for a conference to implement a suspension or expulsion. Once expelled, a student may not re-enroll at the Griffin College Canada.

What is suspension? A suspension means students are removed from school temporarily for a specific period of time. Students may be suspended for a period of time ranging from one school day up to 20 school days. Students cannot go to school or take part in regular school activities or events while on suspension.

What is expulsion? An expulsion is different from a suspension. An expulsion does not have a time limit.

Expelled students are removed from school for an indefinite time period. Students are suspended first, while expulsion is being considered.

Students can be expelled from their own school or they can be expelled from all schools in their school board. Students expelled from all schools in their school board cannot go to school or take part in regular school activities or events.

For example, expelled students cannot go on field trips or take part in school team events.

## Contacts

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