Alpha Star High School

School course Calendar

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2022-2023

OSSD

Importance and value of completing a secondary school education……4

Requirements to attend school……4

Requirement for OSSD……5

List of available courses……...7

Procedures for Students who wish to Change Course Types.....8

Description of the community involvement requirements and procedures…….....8

Approved Community Involvement Activities.....9

Ineligible Community Involvement Activities.....10

Information about the Ontario Secondary School Literacy Test……...11

Special Provisions.....12

Policies on Substitutions for Compulsory Courses……....12

Policies and procedures on waving prerequisites.....……..……12

Policies Regarding Voluntary Student Withdrawal.....13

Policies and procedures for Prior Learning Assessment (PLAR).....13

PLAR for mature students ……13

Courses

Definition of a credit……..…14

Description and prerequisites of all secondary courses offered by Alpha Star High School …...14

Explanation of the course coding system……...20

Definitions of types of courses.....21

Information on assessment/evaluation strategies……...……21

Reporting and Recording

Information on recording procedures including OSR…….……..24

Information on recording and reporting procedure related to the OST…….25

School Services

Strategies and Resources for Students and Parents to Support Education Planning and Course Selection.....26

Intervention Strategies, Support, and Programs.....26

Supports for English Language Learners.....26

Computer Labs and Resource Centre.....26

Information on the school's guidance and career education programs…….27

Students' access to materials and information.....27

Community Resources.....27

Experiential Learning Programs.....28

Roles and Responsibilities

School's expectations regarding to the students' responsibilities, achievement, and attendance.29

School's code of student's behaviour……..……...……...30

Academic Honesty…….31

Evaluation of Late and Missed Assignment.....35

Alpha Star Virtual School.....40

Importance and value of completing a secondary school education

Alpha Star Students Success Strategy helps students in grades 9 to 12 tailor their education to their individual strengths, goals and interests. The goal of Ontario secondary schools is to support high quality learning while giving individual students the opportunity to choose programs that suit their skills and interest. Our high school is working with communities, employers, colleges, universities and training centers to offer more ways than ever to help students focus on their interests and support their learning, This means meeting the needs, interests and strengths of all students, engaging them in learning and better preparing them for graduation and beyond.

Requirement to attend school

Students who are six years old on or before the first day of school are required to attend school until they reach the age of eighteen or graduate. Regular attendance at school is critical for the student's learning. To encourage regular attendance by students, Alpha Star will ensure that students and their parents are informed about the school's policy on attendance.

School's overall goal and philosophy

Here in Alpha Star High School, we are totally committed to provide the best education for the future leaders of this society. Our pledge to the young generation is to pave the way for them not just to enter, but also to graduate from top universities. We extend our role beyond education into creating leaders with a positive attitude, who think clearly, feel deeply, and act wisely. Our ideal students are cheerful, positive, goal-oriented, persistent and self-confident students who settle for nothing less than a best. We support our mission by "quality education", in "small classes", thought by "professional instructors".

OSSD

Students are required to remain in secondary school until they reach the age of eighteen or until they obtain their Ontario Secondary School Diploma (OSSD). The requirements for the Ontario Secondary School Diploma needed to be met by students are as follows:

The Requirements for the Ontario Secondary School Diploma (OSSD)

To earn Ontario Secondary School Diploma, a student must:

- Earn 30 credits (18 compulsory and 12 optional[1])
- Complete 40 hours of community involvement activities
- Complete the provincial literacy requirement

18 Compulsory credits:

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

•4 credits in English (1 credit per grade) [2]

•3 credits in mathematics (1 credit in Grade 11 or 12)

•2 credits in science

•1 credit in Canadian history (Grade 10)

•1 credit in Canadian geography (Grade 9)

•1 credit in the art

•1 credit in health and physical education

•1 credit in French as a second language

•0.5 credit in career studies

• 0.5 credit in civics

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

2 A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for Grade 12compulsory English course.

Plus one credit from each of following groups:

•New **1 additional credit** (group 1): additional credit in English, **or French as a secondlanguage[3], or Native language, or a classical or international language,** or social sciences and the humanities, or Canadian and world studies, **or guidance and career education ,or cooperative education[4].**

•New **1 additional credit** (group 2): additional credit in health and physical education, or the arts, or business studies, or **French as a second language, or cooperative education.**

• New **1 additional credit** (group 3): additional credit in science (grade11 or 12) or technological education, **or French as a second language, or computer studies, or cooperative education.**

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits by successfully completing courses selected from the school course Calendar.

The Ontario Secondary School Certificate (OSSC)

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

7 required compulsory credits

✦✦ 2 credits in English
✦✦ 1 credit in mathematics
✦✦ 1 credit in science
✦✦ 1 credit in Canadian history or Canadian geography
✦✦ 1 credit in health and physical education
✦✦ 1 credit in the arts, computer studies, or technological education

7 required optional credits

✦✦ 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

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

Student Transcript. For students who have an Individual Education Plan (IEP),a copy of the IEP may be included.
Students who return to school to complete additional credit and non-credit courses(including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued anew 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.
[3]In groups 1, 2, and 3, a maximum of 2 credits In French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or 3.
[4] A maximum of 2 credits in cooperative education can count as compulsory credits.

List of Available Courses

ENG2D	English Grade 10 Academic
ENG3U	English Grade 11, University Preparation
ENG4U	English Grade 12, University Preparation
ESLCO	English as a second language, Level 3, Open
ESLDO	English as a second language, Level 4, Open
ESLEO	English as a second language, Level 5, Open
MHF4U	Advanced Functions, Grade 12, University Preparation
MCV4U	Calculus and Vectors, Grade 12, University Preparation
MCR3U	Functions, Grade 11, University Preparation
MPM2D	Principles of Mathematics, Grade 10, Academic
SBI3U	Biology Grade 11, University Preparation
SBI4U	Biology Grade 12, University Preparation
SCH3U	Chemistry Grade 11, University Preparation
SCH4U	Chemistry Grade 12, University Preparation
SPH3U	Physics Grade 11, University Preparation
SPH4U	Physics Grade 12, University Preparation
SNC2D	Science, Grade 10, Academic

CLN4U Canadian and International Law, Grade 12, University Preparation

HHS4U Families in Canada, Grade12, University Preparation

BBB4M International Business Fundamental, Grade 12, University /College Preparation

Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

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

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

Description of the Community Involvement requirements and procedures

As part of the diploma requirements, students must complete a minimum of40 hours of community involvement activities prior to graduation.

The requirement is to be completed outside the student's normal instructional hours. The activities are to take place in the student's designated lunch hours. After school, on weekends, or during school holidays. Each student must maintain a record of his or her Community Involvement activities. Consultation with the principal may be required for certain volunteer activities. A form is available at school for community involvement recording.

APPROVED COMMUNITY INVOLVEMENT ACTIVITIES

The following list of approved activities suggests types of activities from which students may choose. Other activities of a similar nature may be approved at the school level.

HELP YOUR NEIGHBOURS

- provide service to seniors or to others who have difficulty leaving their homes – raking, shovelling (no snow blowers), shopping (students should not drive vehicles for this purpose), visiting, reading, meal preparation
- assist a neighbour with child care – take child to park, watch child while parent prepares dinner
- tutor younger students – read, take to library, help with homework

HELP YOUR COMMUNITY

- volunteer at a seniors' home/centre – visit, read, play cards or board games, take seniors for walks, make crafts
- help organize local community events – food drives/banks
- take part in environmental initiatives – cleaning and recycling operations, park clean-up, planting trees and flower beds (students should not use power tools – lawn mowers, hedge trimmers, wood chippers, etc.)
- get involved in charitable activities – walk-a-thons, daffodil sales, canvassing for organizations
- assist with sports teams – community leagues, parks and recreation programs
- volunteer in leadership role with community groups – youth groups
- volunteer in hospitals, libraries or any organization recommended by the Volunteer Centre of Toronto
- volunteer with social service or animal welfare agencies – Red Cross, United Way, Humane Society
- get involved in the democratic political process –canvassing, campaigning
- offer service through religious communities/places of worship
- assist with literacy initiatives – at local libraries, day care centres, and community centres

HELP YOUR SCHOOL OR OTHER SCHOOLS

- help with sports teams – run skills drills, assist coach
- help in the library – shelve books, tidy up, change bulletin boards
- tutor other students – help with homework, review difficult concepts
- assist students with special needs – act as peer buddy
- assist with planning of arts or athletic events – work on publicity, set up for track meets, sell tickets, check coats, offer technical support
- facilitate school events such as parent information nights – meet and greet visitors, give guided tours, serve refreshments
- assist with environmental activities – encourage recycling, plant trees/flowers, work on grounds crews (students should not use power tools)
- participate in charitable initiatives – food drives, holiday drives for toys or food
- sit on school councils, committees – school governance, be a peer mentor/mediator, help with

orientation of grade 9 students

Ineligible Activities

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

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- Involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

Alpha Star H.S is also required to provide students with a record keeping form they will need to track and log the community involvement hours, which once complete will be kept in the student's OSR. Students are responsible for fulfilling this requirement on their own time. Please contact the Principal of Alpha Star H.S if you have any further questions regarding community involvement as a prerequisite for the OSSD. If a student is unsure whether their intended community activity will satisfy the requirements, students and parents are requested to forward the notification of planned community involvement activity to the Principal prior to commencing.

Information about the Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation.

The test is administered in the spring by the Education Quality and Accountability Office (EQAO) once a year. Students will usually take the OSSLT after they have entered Grade 9, unless a deferral is granted by the principal.

Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enroll directly in the OSSLC.

As of September, 2008, mature students may enrol directly in the OSSLC without first attempting the OSSLT. A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program, was not enrolled as a regular day school student for a Period of at least one school year immediately preceding his or her registration in a secondary program, and is enrolled in a secondary program for the purpose of Obtaining an OSSD. A mature student may still elect to meet the literacy graduation Requirement by successfully completing the OSSLT.

Policy Requirements for taking the OSSLC are contained in the curriculum policy Document *The Ontario Curriculum: English, The Ontario Secondary School Literacy Course (OSSLC). Grade 12, 2003:*

- No modifications of expectations are permitted in this course.

- at the discretion of the principal, if the principal determines that it is in best educational interest of the student, a student may enrol in the course before having second opportunity to write the test
- Students who pass the course are considered to have met the literacy graduation requirement.

- The adjudication requirement, does not apply to private schools.

- The OSSLC can serve as a compulsory English credit requirement, but may not be used as a substitution for another compulsory course

Special Provisions

Alpha Star High School does not provide accommodations, special provisions, deferrals and exemptions with respect to the OSSLC.

Policies on substitutions for Compulsory Courses OS Policy Statement:

In order to allow flexibility substitution may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits.

- The principal may replace up to three compulsory courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements.
- The decision to make a substitution for student should be made only if the student ‘s educational interests are best served by such substitution. Substitution are made to meet individual student’s needs.
- Substitution should be made to promote and enhance student learning or to meet special needs and interests.
- If a parent or an adult student requests a substitution for a compulsory credit, the principal will determine whether or not a substitution should be made.
- A principal may initiate consideration of whether a substitution should be made. The decision is made in consultation with the parent or adult student and appropriate school staff.

Policies and procedure on waiving prerequisites

There are specific courses that Ministry of Education and training has decided as preparation for a particular purpose. These are shown in the course description as the prerequisite course. A student desiring to begin the study of a course without having a completed a prerequisite course must consults with the principal for approval. The principal will consider the student’s ability and likelihood of success in the course and at principal’s decision may be withdrawn. The principal will note the decision in the student’s record.

Procedure for waving prerequisites:

A student may request to take a course for which she/he does not have the prerequisite. The principal will meet with the student (and parents) to review the student’s background. The principal may also contact with the teacher of the student requested, in same course, the student may be asked to site a test to help determine if she/he has the appropriate background knowledge. It is the principal who decides whether the student’s background knowledge may help the student’s success in the course requested. This will be noted in the student’s record, along with the information that was used to arrive at this decision.

Policies Regarding Voluntary Student Withdrawal

Students deciding to withdraw from a course can do so at any point during the semester. Students withdrawing before the course midterm examination will receive an 80% refund of tuition, and will not be issued a report card. Students withdrawing after the course midterm examination will receive no refund of tuition, and will not be issued a report card.
The Ministry of Education has a policy of full disclosure. This policy states that all grades 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Full disclosure does not apply to students in grade 9 or 10 courses. Any grade 11 or 12 course completed, dropped after full disclosure or failed will appear on a student transcript along with the mark earned in the course. Full disclosure will take effect 5 instructional days following the issue of each mid-semester report card.

Policies and Procedure on Prior Learning Assessment (PLAR)

The PLAR process involves two components: "challenge" and "equivalency". The "challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. PLAR procedures are carried out under the direction of the school principal, who grants credits. Determining equivalency involves the assessment of credentials from other jurisdictions.

Procedure for equivalency credit for those who transfer from school outside of Ontario.

- For students with credentials from other jurisdictions, the principal determines the total credit equivalency as well as the number of compulsory and optional credit still to be awarded in accordance with OS Appendix 3, Equivalent Diploma Requirements.

- Students working towards the OSSD must complete the OSSD Literacy requirement.
- For students working towards the OSSD, The principal determines the number of hours of community involvement activities that students will have to complete.
The forms are available at school.

PLAR for mature students

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principal of the school will determine the number of credits, including compulsory, that a mature student needs in order to meet the credit requirements Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the courses at our school .their total accumulated credit should be 30 before being eligible to receive the OSSD

COURSES

1. **Definition of Credit:**

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

2. **Description and prerequisite of all secondary courses offered by Alpha Star and information regarding access to course outlines.**

BBB4M*international business Fundamental, Grade 12 university/college preparation*

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.
Prerequisite: None

ENG2D *English, Grade 10, Academic*

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

*Prerequisite: English, Grade **9, Academic or Applied***

ENG3U *English, Grade 11, University Preparation*

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and in corporately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

ENG4U *English, Grade 12, University Preparation*

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary text from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral. Written, and media texts in a variety of forms. And important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular text and particular purposes for reading, writing. The course in intended to prepare students for university, college, or the work place.

Prerequisite: English, Grade 11, University Preparation

ESLCO *English as a Second Language, Level 3, Open*

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

Prerequisite: English as a Second Language, Level 2, or equivalent

ESLDO *English as a Second Language, Level 4, Open*

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

Prerequisite: English as a Second Language, Level 3, or equivalent

ESLEO *English as a Second Language, Level 5, Open*

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

Prerequisite: English as a Second Language, Level 4, or equivalent

HHS4U *Families in Canada, Grade 12, University preparation*

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

MHF4U*Advanced Function, Grade 12, University preparation*

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

MCV4U *Calculus and Vectors, Grade 12, University Preparation*

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

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

MDM4U*Mathematics of Data Management, Grade 12, University Preparation*

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

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

MCR3U *Function, Grade 11, University Preparation*

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

MPM2D *Principles of mathematics, Grade 10, Academic*

This course enable students to broaden their understanding of relations, extend their skills in multi-step problem solving, and continue to develop their abilities in abstract reasoning. Students will pursue investigations of quadratic functions and their applications; solve and apply linear systems; solve multistep problems in analytic geometry to verify properties of geometric figures; investigate the trigonometry of right and acute triangles; and develop supporting algebraic skills.

Prerequisite: Principles of Mathematics, Grade 9, Academic.

Note: Students who have completed Foundations and Mathematics Grade 9, Applied (MFM1P) will need to take a transfer course to take MPM2D

SBI3U*Biology, Grade 11, University preparation*

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulations, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigations.

Prerequisite: Science, Grade 10, Academic

SBI4U *Biology, Grade 12, University preparation*

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

Prerequisite: Biology, Grade 11, University Preparation

SCH3U *Chemistry, Grade 11, University preparation*

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

Prerequisite: Science, Grade 10, Academic

SCH4U *Chemistry, Grade 12, University Preparation*

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

Prerequisite: Chemistry, Grade 11, University Preparation

SPH3U*Physics, Grade 11, University Preparation*

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical),and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyze the interrelationship between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

SPH4U*Physics, Grade 12University Preparation*

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

Prerequisite: Physics, Grade 11, University Preparation

SNC2D *Science, Grade 10, Academic*

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

Prerequisite: Science, Grade 9, Academic or Applied

CLN4U*Canadian and International Law, Grade 12, University Preparation*

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

Parents and/or students who want to review Course Outlines may do so through by contacting the principal. Course curriculum guidelines may be viewed at the Ministry of Education website: http://www.edu.gov.on.ca

Explanation of the Course Coding System

Courses are identified by 3 letters followed by a number and letter, for example: 'ENG2D' means English for Grade 10 students, an academic course. The first character indicates the subject area:

A - Arts
B - Business
C - Canadian and world studies
E - English
F - French
G - Guidance and Career Education
M - Mathematic
P - Health and Physical Education
S - Science
T - Technological Studies

The next two characters differentiate between subjects within the subject area: e.g., CGC – Geography of Canada CHC – Canada in the 20' century

1 - Grade 9
2 - Grade 10
3 - Grade 11
4 - Grade 12

The letter following the first number indicates the nature of the course or the levels of difficulty:

C - College
U - University
M - College/University
E - Workplace
P - Applied
O - Open
D - Academic

DEFINITIONS OF TYPES OF COURSES

The courses offered in Alpha Star High School are all based on the curriculum of the Ministry of Education and are defined as "U", "C", "M", and "O". These symbols represent university, college, mixed, and open courses respectively, and students take them in accordance with their graduation or higher education plans.

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.Academic courses provide the knowledge and skills necessary to meet entrance requirements for university programs.

✦✦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. Applied courses provide students with the knowledge and skills necessary to meet entrance requirements for college programs.

✦✦Mixed courses include content relevant to both university and college programs. Course contents include both theoretical aspects and concrete applications. Mixed courses provide the knowledge and skills necessary for both college and university programs.

✦✦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.

Information on assessment/ evaluation strategies

Diagnostic assessment is used at beginning of a unit to assist in determining a starting point for instruction. Students are assessed based on three strategies: assessment for learning (AFL), assessment as learning (AAL) and assessment of learning (AOL) and evaluated based on the achievement chart in the provincial curriculum policy documents for courses in which they are

enrolled. Assessment for learning provides information to students as they are learning and refining their skill. Assessment as learning acts as a stepping –stone for students to begin applying their skills using critical thinking. At the end of units and course assessment of learning provides students with the opportunity to synthesize/ apply/ demonstrate their learning and the achievement of expectations. Evaluation is based on the level of achievement the student demonstrates in the skill and knowledge covered in a course. 70% of the final mark is based on classroom work and is determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. 30% of the final mark is based on a final summative assessment that may be determined through a variety of methods in the letter portion of the course. These could include a portfolio, essay, examination and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge towards the conclusion of the course.

The report card provides a record of the learning skills demonstrated by the student in every course in the following categories:

Responsibility

The student:

• fulfils responsibilities and commitments within the learning environment;

• completes and submits class work, homework, and assignments according to agreed-upon timelines;

• takes responsibility for and manages own behaviour.

Organization

The student:

• devises and follows a plan and process for completing work and tasks;

• establishes priorities and manages time to complete tasks and achieve goals;

• identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.

Independent Work

The student:

• Independently monitors, assesses, and revises plans to complete tasks and meet goals;

• Uses class time appropriately to complete tasks;

• Follows instructions with minimal supervision.

Collaboration

The student:

• Accepts various roles and an equitable share of work in a group;

• Responds positively to the ideas, opinions, values, and traditions of others;

• Builds healthy peer-to-peer relationships through personal and media-assisted interactions;

• Works with others to resolve conflicts and build consensus to achieve group goals;
•Shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Initiative
The student:
• Looks for and acts on new ideas and opportunities for learning;
• Demonstrates the capacity for innovation and a willingness to take risks;
• Demonstrates curiosity and interest in learning;
• Approaches new tasks with a positive attitude;
• Recognizes and advocates appropriately for the rights of self and others.

Self-regulation
The student:
• Sets own individual goals and monitors progress towards achieving them;
• Seeks clarification or assistance when needed;
• Assesses and reflects critically on own strengths, needs, and interests;
• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;
• Perseveres and makes an effort when responding to challenges.

To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a student's grades.

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. 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. *Assessment* of *learning* is the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent the quality. The information gathered may be used to communicate the student's achievement to parents, other teachers students themselves, and others .It occur at or near the end of a cycle learning.

Summary description
80%-100% level 4 a very high outstanding level of achievement. Achievement is above the provincial standard

70%-79% level 3 a high level of achievement. Achievement is at the provincial standard.
60%-69% level 2 a moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50%-59% level 1 a passable level of achievement. Achievement is below the provincial standard.
Below 50% insufficient achievement of curriculum expectations. A credit will not be granted.
Note: level 3 (70%-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or next course.

The Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. The first report in Alpha Star high school (semestered school) reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. The final report in semestered schools reflects achievement of the overall expectations for the course, as well as development of the learning skills and work habits. On the report cards for the second and/or final reporting periods, the achievement recorded on the previous report(s) is also shown, in order to provide parents with an overview of the student's achievement in each course. Semestered schools will use the Report Card, Grades 9–12, for formal written reports to parents two times a semester.

Reporting and Recording

1. **Information on recording procedures including information on the Ontario Students Record(OSR) and parental access to OSR**

Courses at Alpha Star High School are offered in two semesters: Fall and winter. Each course is covered in 110 hours of class, which take place at least two days a week, with three hours of class each day. Two report cards are issued each semester; one midterm report card and one final report card. Midterm report cards are provided mid-November for the fall semester and mid-March for the winter semester.

Alpha Star High School also provides summer courses in July and August which cover 110 hours of class per credit. Two report cards are issued for mid-term and final.

The Ontario Student Record (OSR)
The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Principals are required to collect information for inclusion in the OSR for each student enrolled in the school and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

The Ontario Student Record (OSR) Guideline sets out the policies with regard to the establishment of the OSR; the responsibility for the OSR; the components of the OSR; the access to the OSR; the use and maintenance of the OSR; the transfer of the OSR; the retention, storage, and destruction of information in the OSR; and the correction or removal of information in the OSR.

The information in an OSR is available to the principal and teachers of the Alpha Star only for purpose of improving the instruction of the student. All students and the parents/guardians of students under 18 years of age have the right to examine the OSR and receive a copy of its contents, if they so desire. They can ask the principal for having an appointment regarding seeing OSR and talking about it with the principal.

2. Information on recording and reporting procedures related to the Ontario Student Transcript (OST) regarding full disclosure

The Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required.

At student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder. The transcript will include the following information:

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

Note:

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

Since Alpha Star offers grades 9-10-11-12, student's achievement for grade9- 10- 11&12 will be recorded on this form as a percentage grade. After the student leaves school, the Ontario student transcript will be kept on file in last secondary school attended and a copy will be provided to the student upon graduation or school leaving. The record is maintained in case he/she ever needs and official report of marks, such as would be required by any college, university or employer. Marks will not be released by school without permission of the student or of parent/guardian if the student is less than 18 year old.

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School service

Strategies and Resources for Students and Parents to Support Education Planning and Course Selection

Students and Parents are provided information through the school website, the Ministry of Education website, and by speaking with a school guidance councillor and/or principal. Most of the education planning and course selection occurs in a one-on-one manner with a councillor or the principal within the school's office and by phone.

Intervention Strategies, Supports, and Programs

Students often have varying interests, needs, and styles of learning. Based on any learning obstacles faced by either one or more students, the teacher will develop appropriate learning supports for each student. Teachers will differentiate instructions based on a student's requirements and often re-design and adapt the course content to the student's needs. This re-designed content will not differ recklessly from the provincial curriculum. In cases where a student exhibits severe cognitive disabilities, an individualized program will be created and used for that specific student.

Supports for English Language Learners

Students in need of further support in order to improve their English proficiency will be provided with additional classes to help and accommodate their needs. ESL students for example will be given extra hours of class with teachers, either before or after the scheduled class time, to facilitate their learning process.

Computer Labs and Resource Centre

Alpha Star resources are scarce and are limited to a few computers available for students and administrative use. Students may also use the facilities and resources provided by the nearby

Toronto Public Libraries. Students can visit libraries both independently and also whilst accompanied by a supervisor/teacher.

Information on the school's guidance and career education program

The goals and the content of guidance and career education program is to organized into two areas of learning

-Student development (i.e the development of habits and skills necessary for learning),
-Interpersonal development (i.e the development of knowledge and skills needed for setting short and long term goals and for planning the future)
The guidance and career education program plan will include strategies to ensure that student have access to the information they need in order to make informed decisions and to prepare for future education, apprenticeship program, or the workplace.

Students' access to materials and information

Students can gain access to the outlines of the courses of study by referring to the office and ask for the outlines. They can be provided with a copy or they can be given access to the one available in the office. They can also contact the teacher, and the teacher can provide them with a copy in person or by email. Also, students have access to the Ontario Curriculum policy documents in the office for each course or the electronic formats provided on the Ministry's website at: **http://www.edu.gov.on.ca/eng/curriculum/secondary/.**

Descriptions of experiential learning programs such as cooperative education and job shadowing is provided at: **www.edu.gov.on.ca**

Community Resources

Resources available include Toronto Public Libraries, Colleges and Universities, which make their resource centres available to high school students. Other community resources include the Toronto Foundation for Student Success, Success beyond Limits, and the Toronto District School Board.

Information regarding available community resources can be found at:
http://www.tdsb.on.ca/Community/ModelSchoolsforInnerCities/communityresources.aspx

Experiential Learning Programs ***Not Offered at Alpha Star High School***

Job shadowing: (e.g., take Our Kids to Work)

Duration: ½ day to 1 day (in some cases up to 3 days.

Credit Value: None.

Description: One-on-One observation of a worker at a place of employment.

Job Twinning:

Duration: ½ day to 1 day.

Credit Value: None.

Description: One-on-One observation of a cooperative education student at his or her placement.

Work Experience:

Duration: 1 to 4 weeks.

Credit value: None.

Description: A planned learning opportunity, within any credit course, that provides students with relatively short-term work experiences, usually of one or two weeks' duration and not exceeding four weeks.

Virtual Work Experience:

Duration: The equivalent of 1 to 4 weeks.

Credit value: None.

Description: A simulated work experience, within any credit course, that allows students, including students who receive a special education program or services and students in rural areas, to take advantage of a greater variety of experiences than those available in the local economy.

Cooperative Education:

Duration: Full term (year or semester)

Credit value: 1 credit per 110-hour cooperative education credit course successfully completed.

Description: A planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

School-Work Transition Programs: (eg. Bridges)

Duration: Varies but typically not less than 2 years (3–4 semesters over grades 11 and 12)

Credit Value: Varies with type of planned workplace experience.
Description: A combination of school and work-based education and training involving a variety of learning opportunities.

Ontario Youth Apprenticeship Program (OYAP):

Duration: Varies but typically not less than 2 years (3–4 semesters over grades 11 and 12)
Credit value: Varies with opportunities.
Description: An opportunity for a student to meet diploma requirements while participating in an apprenticeship occupation.

Further description of experiential learning programs such as cooperative education and job shadowing is provided at: **www.edu.gov.on.ca**

Roles and Responsibilities

1. School expectation regarding students' responsibilities, achievement, & attendance

A. Misses and late Assignments, Test, Exams and Presentations Policy

Students are expected to assume full responsibility for class attendance and are accountable for all work missed because of absences. Assignments are due as soon as the student returns to school with a legitimate reason. For prolonged absences, new due date will be set.

If student miss a test with legitimate reasons, they are responsible to write that evaluation on the day on which they return at a time set by the teacher. For prolonged absences, the teacher will use his\her professional judgment to set a new test and dates for that particular student.

Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may 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 datesfor every class;
• planning for major assignments to be completed in stages, so that students are less likely to befaced with an all-or-nothing situation at the last minute;
• maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
• In secondary schools, referring the student to the Student Success team or teacher;
• taking into consideration legitimate reasons for missed deadlines;
• setting up a student contract;
• using counseling or peer tutoring to try to deal positively with problems;
• holding teacher-student conferences;
• reviewing whether students require special education services;
• requiring the student to work with a school team to complete the assignment;
• providing alternative assignments or tests/exams where, in the teacher's professional judgment,it is reasonable and appropriate to do so;
• Deducting marks for late assignments, up to and including the full value of the assignment.

B. instructor Granted Extensions

It is up to the discretion of the teacher to grant extensions on deadlines. Special arrangement may be made for extenuating circumstances such as legitimate absences, personal emergencies and mitigating circumstances. Students should not assume that special arrangements will automatically be made; therefore, they must discuss their unique situations with the teacher. The teacher by considering all the helpful strategies for late or missed assignment will make the decision of how facing the students failure.

C. Attendance policy

Parents can help by ensuring that any absences are necessary and valid. If the process of learning is disrupted by irregular attendance, learning experiences are lost and cannot be made up completely. Students who habitually miss class will be disadvantaged in the evaluation processes, because their participation and daily work cannot be adequately assessed. Inappropriate and undocumented absences are truancies. The consequences of truancy may be detentions, counselling with parents, and referral to principal, suspension, or withdrawal from school. Full attendance at school is vital for maximum success.

In grades 11 and 12, it is imperative that students be present in their class for more than 90% of the course length. If students are absent for more than 10% of the course length, they must withdraw from the course, retake it, or the course is dropped automatically from the student's course list at principal's discretion.

2. School's code of student's behaviour

In order to enhance the invitational atmosphere at Alpha Star students are expected to behave appropriately at all times. The code of Conduct specifies the mandatory consequences for student actions that do not comply with provincially-defined standards of behaviour. The principal and all the staff focus on the building of healthy relationship ,a safe, inclusive ,and accepting learning environment, character development, and positive peer relations. Meeting up with the parents, require the student to perform volunteer service in the school community, peer mentoring or a referral counselling might be the ways to address inappropriate behaviour.

A. Physical safety

All school members must:

Not be in possession of any weapon, including but not limited to firearms;

Not use any object to threaten or intimidate another person;

Not cause injury to any person with an object;

Not be in possession of, or under the influence of, or provide other with, alcohol or illegal drugs;

Not inflict or encourage, if necessary, to resolve conflict peacefully.

B. Harassment

Definition: A vexatious comment or conduct, verbal or written, (remarks, slurs, references, jokes or displays of offensive or derogatory material), that is known or ought reasonably to be known to be unwelcome in that it may cause insecurity, discomfort, offence or humiliation to another. Examples:

- Sexual Harassment
- Racial Harassment
- Should any person in Alpha Star be a victim of harassment the following should occur:
- Tell the harasser that the behaviour is not welcome and must stop
- Keep detailed records of the incidents
- Should the harassment not end, immediately contact a person in position of supervision and trust.
- Students are encouraged to contact and inform any of following, a parent or guardian, a classroom teacher or the principal.
- Both parties have a right to a fair and impartial investigation. The primary intention of procedure is to stop harassment as soon as possible after an incident occurs

1. Academic Honesty

1.0 OBJECTIVE

To provide direction to staff and students on the issues of academic honesty, including cheating and plagiarism

2.0 RESPONSIBILITY

Coordinating Superintendent, Teaching and Learning

3.0 DEFINITIONS

Cheating and Plagiarism

"Learning is enhanced when students think independently and honestly". It is expected that students will demonstrate respect for the intellectual property rights of others and adhere to a code of honor in all course activities. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

Plagiarism is defined by Alpha Star H.S as

The use of ideas or thoughts of a person other than the writer, without proper acknowledgement;
The use of direct quotations, or of material paraphrased and/or summarized by the writer;
The submission of an assignment that has been written in part or in whole by someone else as one's own; and
The submission of material that has been obtained from a computerized source, with or without minor modifications, as one's own.
Cheating is defined by Alpha Star H.S as
The buying and/or selling of assignments, or exam/test questions;
Submission of the same piece of work in more than one course without the permission of the teacher;
The preparation of an assignment by someone else other than the stated writer;
Allowing one's assignment to be copied by someone else;
Providing another student your assignment;
The unauthorized giving or receiving of information or assistance during an examination or a test.
Academic dishonesty destroys the integrity of the program by diminishing the learning experience for the entire Ontario Virtual School community. Therefore, maintaining academic integrity is imperative. Whether intentional or through the ignorance of the policy, acts of academic dishonesty are unacceptable and will not be tolerated. These acts and the parties involved will receive a mark of zero for the assignment. In addition, all students involved will be subject to additional consequences which will be addressed on a case-by-case basis. These consequences will reflect a continuum of behavioral and academic responses and consequences, based on at least the following four factors:
1. The grade level of the student,
2. The maturity of the student,
3. The number and frequency of incidents, and
4. The individual circumstances of the student.

4.0 RESPONSIBILITY

4.1 School Responsibility

To create a climate of academic honesty the School will:

(a) Provide professional learning for teachers in appropriate research skills for their students;

(b) Provide print and electronic resources for student research skills;

(c) Provide professional learning in the creation of challenging assignments that demonstrate research skills; and

(d) Provide professional learning for teachers to identify work that may be plagiarized.

4.2Teachers

To ensure academic honesty and avoid instances of plagiarism, teachers will:

(a) Define plagiarism, and teach students the research skills that help them avoid plagiarizing (evaluating sources, note making, paraphrasing, proper citing of sources) so that students increase skills and confidence in submitting their own work for evaluation;

(b) Provide age-appropriate instruction about students' ethical responsibility to avoid plagiarism;

(c) Create research assignments and tests that involve higher-order critical thinking that engage students, therefore reducing the opportunities for students to plagiarize;

(d) Avoid creating assignments that require students to simply gather facts on a topic without engaging in problem solving, making choices or reflecting;

(e) give students time to work on the assignment occasionally in class so that the teacher can assess, on an ongoing basis, the research skills students are developing, and can provide support as needed;

(f) Ensure that assignments for evaluation, tests and exams are to be completed, whenever possible, under the supervision of a teacher;

(g) Apply the procedures for dealing with instances of plagiarism consistently and fairly;

(h) in Grades 9-12, structure major research assignments so that process steps in completing the assignment (bibliographies, thesis statements, outline, notes, drafts) are required of the students and are assessed;

(i) Ensure that students Grades 9-12 understand the function and purpose of www.turnitin.com as they may be required to submit their assignments through this website;

(j) Clearly inform Grade 9-12 students of the consequences of plagiarism in the course outline distributed at the beginning of the course;

(k) Model exemplary practices, ensuring that handouts and media used in class demonstrates adherence to current copyright and public performance laws.

4.3 Students

To ensure academic honesty and avoid instances of plagiarism, students are expected to:

(a) Seek clarification from teachers about actions that constitute plagiarism;

(b) Seek remediation when their research skills are deficient;

(c) Understand the penalties for academic dishonesty and plagiarism; and

(d) Ensure that all their work is original and that they cite sources accurately and consistently.

5.0 PROCEDURES

5.1 Consequences of Academic Dishonesty

It is the intention of the school to provide a consistent and fair approach to dealing with instances of academic dishonesty, specifically with plagiarism and cheating. When plagiarism/cheating is detected, the following process will be followed:

5.1.1 Investigation

Operational

(a) When a teacher discovers evidence of plagiarism/cheating, the teacher will discuss the matter with the student(s) involved;

(b) The teacher will determine if plagiarism/cheating has occurred; and

(c) The teacher may consult with the principal/vice-principal to review the situation or whether there may be a consistent pattern of academic dishonesty.

5.1.2 Communication

If the teacher confirms plagiarism/cheating has occurred:

(a) The teacher will inform the principal/vice-principal of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences;

(b) The teacher will inform the student of the consequences of this instance of plagiarism/cheating; and

(c) The teacher will inform the parent(s)/guardian (when the student is under the age of 18) that plagiarism/cheating has occurred and the consequences of this action.

5.1.3 Minimum Consequences for Plagiarism

(a) A mark of zero may be awarded for the assignment in question, as there has been no evidence that the student has demonstrated research skills required to demonstrate achievement of the course/curriculum expectations;

(b) Or in the professional judgment of the teacher/principal, he/she may pro-vide an opportunity at another time for the student to demonstrate evidence of proper research skills;

(c) And depending on the nature of the offence and in discussion with the principal/vice-principal, the student's other teachers may be alerted; and

(d) And repeated pattern of academic dishonesty may result in an escalating severity of consequences

5.1.4 Appeal

All students who face the consequences of plagiarism or cheating have the right to appeal the teacher's decision to the principal/vice-principal.
Students may appeal their case to the principal/vice-principal only after they have first discussed the matter with their teacher.

5.2 Informing Students and Parents

5.2.1 Schools will inform students and parents where appropriate, of the definitions of cheating and plagiarism and the consequences of such actions. In Grades 1-12, teachers will review academic honesty with students at the be-ginning of the course or school year.

5.3 Facilitating Academic Honesty in Students

5.3.1 Teachers support students in the development of the skills and habits that make them successful learners. As part of this responsibility, teachers use their professional judgment to select strategies that will assist students to complete their work in an academically honest manner.

5.3.2 Teachers support the development of effective research strategies.

5.3.3 Teachers will be clear in their expectations for student behavior during assessment activities and tasks.

6.0 REFERENCE DOCUMENTS

Ministry Documents

- Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 – 12, 2010

- Supporting your Child's Learning through Assessment, Evaluation and Reporting

4. Evaluation of Late and Missing Assignments

1.0 OBJECTIVE

To provide direction to staff and students for the evaluation of late and missed assignments

2.0 RESPONSIBILITY

Coordinating Superintendent, Teaching and Learning

2.1 Teachers

2.1.1 Teachers inform students that they are responsible for their behaviour in the classroom and the school and for providing evidence of their achievement of the overall expectations of the curriculum.

2.1.2 Teachers specify the requirements for the completion of course work including the timeframe for completion and form of the work required.

2.1.3 Teachers will outline the consequences for incomplete or late assignments. Submitting assignments late is a learning skills issue and is best dealt with as such. Teachers should continue to help students understand the benefits of managing their time well, and should explicitly teach the skills that will enable students to effectively meet the expectations of the learning skills: responsibility, organization and independent work as outlined on the Provincial Report Card.

2.2 Student

2.2.1 Students are responsible for their behaviour in the classroom and school.

2.2.2 Students are responsible for providing evidence of their achievement of the overall expectations of their course in the time frame and form specified by their teacher(s).

2.2.3 Students and their parents will be informed of the importance of timely submission of assignments and the consequences for late or nil submission of assignments early in the school year.

3.0 PROCEDURES

3.1 Context

In Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12, 2010, the Ministry of Education outlines the context for evaluating the development of Learning Skills and Work Habits for Grade 7-12 (see Chapter 2, p. 10 Growing Success).

Students are evaluated on the basis of (1) the achievement of curriculum expectations, and (2) the development of learning skills and work habits. These aspects should be evaluated and reported separately for students. To the extent possible, the evaluation

of learning skills and work habits should not be considered in the determination of a letter grade or percentage mark for that subject or course.
When considering the issue of late and missed assignments, teachers should report on the work achieved and indicate the development of the learning skills and work habits separately. Information about a student's development of these skills and habits also provides a strong indication of the student's development as a self-directed learner.

The learning skills and work habits are evaluated and reported as follows:

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

There are a variety of reasons that students submit work late. The process for evaluating late or missed assignments should neither be inflexible nor prescriptive. It should take into account individual circumstances that recognize:

(a) The differences between uncharacteristic, repeated, and chronic behaviours;
(b) Legitimate explanations;
(c) Lack of requisite skills or comprehension to complete work assigned;
(d) Students with special needs (IEP, ESL/ELD); and/or
(e) Differences in maturity level from Grades 7 to 12.

3.2 Informing Students and Parents

3.2.1 School will inform students and parents, where appropriate about the importance of timely submission of assignments.

3.2.2 Teachers will inform students of the due dates of assignments upon assigning the task or shortly thereafter.

3.3 Facilitating Completion of Work or Providing Alternative Opportunities

3.3.1Teachers support students in the development of the skills and habits that make them successful learners. As part of this responsibility, teachers use their professional judgment to select strategies which will assist students to complete their work in a timely fashion.

3.3.2 Teachers have many effective strategies which they use to meet individual student's needs in the development of effective work habits and skills.

3.3.3 The additional strategies that teachers use are designed to motivate students to complete their work in order to provide an accurate assessment of their learning. Additional demonstrations or alternative opportunities to demonstrate learning may be necessary.

3.4 Deadlines for Work Submission

3.4.1 For each evaluation, the teacher will inform students of the due date and the ultimate deadline. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation.

3.4.2 The ultimate deadline is set at the teacher's discretion; all teachers of a particular course, however, should agree upon the amount of time allowed from the due date to the ultimate deadline.

3.4.3 This ultimate deadline must be reasonable and must be communicated to students in advance. Where appropriate, these deadlines will be communicated to parents. As an example, the ultimate deadline could be the date a marked assignment is returned to the students if viewing a marked assignment would benefit the student who has yet to hand it in.

3.4.4 As always, teachers have the flexibility to use their professional judgment and consider extenuating circumstances of individual students.

3.4.5 Students should be expected to submit their work on time, and teachers should endeavour to return student assignments, tests, etc in a timely manner.

3.4.6 A culture of responsibility for all students and staff should be encouraged throughout the school.

4.0 PROCESS FOR DETERMINING PERCENTAGE MARKS WITH INCOMPLETE WORK

When marks are deducted for a late assignment, the student's grade/mark no longer entirely reflects his or her achievement of the curriculum expectations. Teachers may also use a variety of other methods for dealing with late and missed assignments such as counselling, peer tutoring and alternative assignments.

4.1.1 Teachers should employ strategies which in their professional judgment will most benefit student learning. Students who have performance issues need assistance to develop the skill and habits to make them successful learners.
4.1.2 Teachers may report the tendency to submit assignments late as part of the learning skills and work habits section of the report card.
4.1.3 Mark deduction as a consequence of late and missed assignments should be used only as a last resort.
4.1.4 When a significant number of strategies have been tried as suggested in Appendix

1, a mark up to the full value of the assignment may be deducted from the value of the assignment

5.0 APPENDIX 1
Suggested strategies to encourage timely submission of student work

Teachers can use a variety of strategies to encourage timely submission of assignments, including counselling the student and offering extra help. The teacher should contact the student's parent/guardian and enlist support in the effort to have the student submit his or her work on time. Consultation with guidance staff, administration, and/or other teachers may be helpful. Students should be able to negotiate extensions prior to the assignment due date for compelling reasons or extenuating circumstances.

The following is a list of suggested strategies that teachers in their professional judgment may use to help prevent and/or address late and missed assignments. They include:

Planning for Success

(a) Helping students develop better time-management skills;
(b) Collaborating with other staff to prepare a part or full-year calendar of major assignment dates for every class;
(c) Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
(d) Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
(e) Referring to student's IEP for suggested accommodations/modifications;
(f) Providing alternative forms of assignments; and
(g) Encouraging the use of assistive technology.

Assisting Students to Complete their Work

(a) Asking the student to clarify the reason for not completing the assignment;
(b) Taking into consideration legitimate reasons for missed deadlines;
(c) Setting up a student contract;
(d) Using counselling or peer tutoring to try to deal positively with problems;
(e) Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so; and
(f) Deducting marks for late assignments, up to and including the full value of the assignment

Alpha Star Virtual School

School Organization

Alpha Star Virtual High School operates on a continuous entry and exit model where there is no defined start date or end date. It is therefore the students' responsibility to communicate their anticipated endpoint to the teacher and then adhere to that timeline (within reason). Alpha Star Virtual High School is proud to announce that we support student learning 12 months of the year. As such we do not have pre-defined reporting dates. Upon completion of half the course, students will be provided with a Provincial midterm report card, and upon completion of the course the student (day school and/or post-secondary institutions and/or application centers if applicable) will receive a copy of the final report card.

Rights and Responsibilities of Students, Parents & Staff

Students have the right to:

know the summative assessment methods that will be used to assess their achievement to determine their grade in the course i.e. a rubric or marking scheme timely feedback on the quality of their work their performance information about the Ministry assessment & evaluation policy information regarding the consequences for academic dishonesty

Students are responsible for:

providing evidence of their achievement academic honesty work to the best of their ability work to teachers on time classes and being active participants in the learning and assessment process with teachers when there is difficulty in meeting timelines that missed work is completed within pre-established timelines communicating with parents' assessment & evaluation methods, and pertinent due dates and timelines for work submission.

Teachers have the right to:

expect students to be active participants in their learning student assignments on time final deadlines for the submission of work professional judgment when assessing and evaluating student achievement expect students to be academically honest.

Teachers are responsible for:

providing multiple and varied opportunities for students to demonstrate their learning providing instruction and support to enable students to learn and practice good time management skills monitoring and maintaining a record of late assignments to be used in assessing learning skills and providing feedback to students and parents and returning student work in a timely manner so that students can improve their work to students the course expectations, the use of the achievement chart, category weightings the method of determining a grade in the course and the Ministry assessment/evaluation policy clear timelines which may include "windows" for work submission and/or collaborating with their students regarding timeline sand clearly communicating assignment due dates to students the meaning of academic honesty and methods for citing references. informing students and parents regarding how students can receive support for their learning during the course parents/guardians informed regarding the progress of their child and how they can support their child's success facilitating a mutually agreed upon method of communicating with parents.

Parents/guardians have the right to:

be informed regarding course requirements, assessment & evaluation methods, due dates and timelines for work submission information about their child's performance access to their child's course to get a first- hand look at how they are learning information about the Ministry assessment & evaluation policy a phone interview with their child's teacher and/or the administration at a mutually agreed upon time. a face to face interview (parents night) with their child's teacher.

Parents/guardians are responsible for:

communicating regularly with the school and understanding how they can contribute to their child's success initiating contact with teachers if and when difficulties arise actively monitoring their child's progress and working collaboratively with the school, teacher and child to plan for their child's improvement.

Appropriate Computer Use Policy

Learning Management System (LMS) at the Alpha Star Virtual High School is designed for educational purposes only. All use of any LMS tool within course for any purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

The administration has the right to review all student work in order to determine the appropriateness of computer use. If the LMS is deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police. Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for student use.

Online Credit Course Technical Requirements

This is a list of basic computer system requirements to use Alpha Star Virtual Credit Course Platform. Please note: it is always recommended to use the most up-to-date versions and better internet connections. Alpha Star Virtual H.S Platform will still run with the minimum specifications, but you may experience slower loading times.

Screen Size

A minimum of 1024×600. That is the average size of a net book. You probably won't want to view Alpha

Star Virtual H.S Online Credit Course Platform on a smaller screen than that.

Operating Systems

Windows XP SP3 and newer

Mac OSX 10.6 and newer

Linux – chrome OS

Mobile OS

iOS 5 and newer

Android 2.3 and newer

Computer Speed and Processor

Use a computer 4 years old or newer when possible

1GB of RAM

2GHz processor

Internet Speed

(Along with compatibility and web standards, Alpha Star Virtual H.S Online Credit Course Platform has been carefully crafted to accommodate low bandwidth environments) Minimum of 512k

Browser

Because it's built using web standards, Alpha Star Virtual H.S Online Credit Course Platform runs on Windows, Mac, Linux, iOS, & Android or any other device with a modern web browser. If you are interested in some recommendations, here they are (we highly recommend updating to the newest version of whatever browser you are using):

Chrome

Safari

Firefox

Internet Explorer

Student Achievement

The Assessment and Evaluation Policy for Alpha Star Virtual High School is consistent with Ministry policy and reflects the vision that Alpha Star Virtual High School has which is that the primary purpose of assessment is to improve student learning. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. 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. Ongoing per-assessments and formative assessments will be used to provide meaningful feedback about student progress and achievement in order to improve performance. Summative assessments will be used to arrive at the grade.

Course evaluation will be divided into two parts:

70% is based on cumulative evidence of summative evaluations undertaken throughout the semester;
-30% is based on final evaluations which will take place in the final third of the course. Final evaluations may or may not include an exam depending on individual course curriculum policy documents. At the beginning of the course, students will receive course outlines that will include detailed assessment and evaluation information, and that also outline the percentage breakdown for both the 70% and the 30%. All courses will be evaluated according to the following breakdown:
Term work: 70% [based on Knowledge and Understanding, thinking and Investigation, Communication and Application]
Final Summative 30% [based on Knowledge and Understanding, thinking and Investigation, Communication and Application]

Second Chance Protocol

Based on the premise that the primary purpose of assessment and evaluation is to improve student learning, students will be given additional opportunities to demonstrate their learning if they are not successful on their first attempt. It will be at the teacher's discretion and professional opinion on when to exercise this option.

Requesting Course Changing

Course transfer policy: A student, who registers and is enrolled into a course for less than a week and does not complete an assessment in the course, may request to be transferred to another course. Students will only be granted one course transfer per enrollment. All course transfer requests must come within one week of the initial enrollment. The decision of the Alpha Star Virtual H.S Principal will be considered final in all cases involving student requests for course transfers.
Reporting Student Achievement
Alpha Star Virtual H.S will send the reports to Student's home two times over the duration the student is active in the course. The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. The final report reflects achievement of the overall expectations for the entire course, as well as development of the learning skills and work habits.

Reporting Student Achievement

Alpha Star Virtual H.S will send report cards home two times over the duration the student is active in the course. The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. The final report reflects achievement of the overall expectations for the entire course, as well as development of the learning skills and work habits.

Attendance

Regular attendance is key to student success. Students who do not attend/log on regularly and/or who do not actively participate in their courses seriously jeopardize their opportunities to learn and reach their potential.

Teachers will monitor attendance patterns for their respective students and will work with them, and their parents/guardians to support students in any way they can. If student attendance issues cannot be resolved, the administration will be informed and possible consequences may include: student and parental/guardian contact, attendance contracts, or even removal from the program.

Attendance for record keeping purposes will be based on the number of completed lessons. For example, if a course has 20 different lessons to complete and the student has completed 16 of these, the attendance register would indicate that the student was in attendance 80% of the 110 hours per credit course. This value will be scaled accordingly for the mid-semester report card.

Students who do not complete their courses within 6 months will be removed from the course and will not be reinstated unless there are extenuating circumstances that can be verified by appropriate documentation.