Elite High School

SCHOOL COURSE

CALENDAR

2024-2025

This school calendar provides the students and parents/guardians with detailed, accurate and up-to-date information about Elite High School, its policies, and the programs and services offered.

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1. Overall Goals and Philosophy of Elite High School

1.1 Significance of Secondary School Education

Secondary school education has a pivotal role in students' whole life. In the transitional 4 years (from Grade 9 to Grade 12) to universities, students are expected to acquire the core abilities to cope with the complex and rapidly changing world and establish their visions of the future. Elite High School aims to ensure that all students develop the capacity to achieve their personal goals for study, work and life, make successful transitions throughout life, and make positive contributions to their communities.

1.2 Our mission is to nurture students' balanced mental, psychological, and physical development. We also strive to provide tailored instruction to each student to build their own vision for the future and critical thinking skills to become a qualified citizen who will make a contribution to the country. Additionally, we endeavour to equip our students with the skills and capability they need to succeed in their future careers.

1.3 Values

Integrity

Personal integrity as well as academic integrity fosters self-respect.

Responsibility

We encourage our students to take full responsibility for their individual learning. Leadership

Students are encouraged to build their leadership skills through in-class and social activities.

Community

We recognize the roles of both the family and the larger community in promoting well-rounded and well-balanced citizens.

2. Ontario Secondary School Diploma Requirements and Related Procedures

All students must remain in secondary school until reaching the age of eighteen (18) or obtain an Ontario Secondary School Diploma (OSSD).

2.1 OSSD Requirements

To earn the Ontario Secondary School Diploma (OSSD), a student enrolled at Elite High School must achieve

What you need to earn an Ontario Secondary School Diploma depends on the year you started Grade 9.

If you started Grade 9 in 2023 or in prior years, you must earn:

- 18 compulsory credits
- 12 optional credits
- the literacy requirement
- at least 2 online learning credits

If you started Grade 9 in 2024 or in later years you must earn:

- 17 compulsory credits
- 13 optional credits
- the literacy requirement
- at least 2 online learning credits

Everyone needs 40 hours of community involvement activities (volunteering) to get their high school diploma.

English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. It does not matter what year you started Grade 9.

Your fourth credit must be a Grade 12 compulsory English course.

If you started Grade 9 in or before Fall 2023

If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD.

Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science

- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- classical studies and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2

- health and physical education
- the arts
- business studies

- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

The following conditions apply to compulsory credit selections from the above 3 groups.

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
  - If you have taken Native languages in place of French as a second language in elementary school, you may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

The Langue des signes québécoise langue seconde course is only available in French-language schools.

Optional credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

If you started Grade 9 in Fall 2024 and after

Note: Starting in September 2025, you must earn a new financial literacy graduation requirement as part of

your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group

The following apply to compulsory credit selections.

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)

- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

Literacy graduation requirement

You must meet the literacy graduation requirement to earn your high school diploma.

For most students, this means passing the Ontario Secondary School Literacy Test (OSSLT).

If you do not pass the OSSLT, there are other ways to meet the literacy graduation requirement. Contact your school principal to find out about these options.

Online learning graduation requirement

If you started Grade 9 in the 2020-21 school year or later, you must earn at least 2 online learning credits to get your high school diploma.

Adult learners: If you entered the secondary school system starting in the 2023-24 school year or later, this requirement also applies to you.

Credits earned during COVID-19

If you were in Grade 9 and learning remotely when all schools were closed (from April 2021 to June 2021), you can count 1 of the high school credits you earned towards the 2 online learning credits you need to graduate.

Opting out

If you want to opt out of the online graduation requirement you must be:

- 18 years of age or older
- 16 or 17 years of age and have withdrawn from your parent or guardian's control

If you meet this requirement, you can complete the exemption form available from your school board.

Otherwise, your parent or guardian needs to ask for this exemption by completing the form for you.

Community involvement activities

You need to have at least **40 hours** of community involvement activities (volunteering) to graduate and earn your OSSD.

You can start collecting volunteer hours in the summer before you begin Grade 9.

When looking for volunteer opportunities:

- make sure you know which activities qualify in your school board and meet the Ministry of Education's guidelines
- check your school board's website for:
  - eligible and ineligible activities
  - tools to help you record hours and find volunteer activities
- ask your principal or guidance counsellor for more information

If you're under 18, ask your parents to help you plan and select your activities. Talk with your guidance counsellor or principal about other ways your school can help you earn community involvement hours.

Volunteering in your community helps you learn about civic engagement and understand your role as a citizen. By being involved in your community and serving others, you:

- develop transferable skills
- explore different sectors and potential career opportunities
- understand more about yourself and your role in society

Learn more about getting your high school volunteer hours.

Online Learning Graduation Requirement

As announced in November 2019, it is planned that starting with the Grade 9 cohort for the 2020-21 school year, students will be required to earn two credits online as part of the graduation requirements of the Ontario Secondary School Diploma (OSSD). While online courses will be a mandatory graduation requirement, exemptions may be

made for students on an individual basis. Apply to waive the online credit course study, please contact the principal office to acquire the waiver form.

Exemption from the online learning graduation requirements can be requested by:

- the parent or guardian of the secondary student
- students who are 18 years of age or older
- students who are 16 or 17 years of age and have withdrawn from parental control

Please email to info@elitehighschool.com to request for the Opt Form.

2.1.1 Community Involvement Activities

As a part of the Diploma requirements, students must complete 40 hours of community involvement activities. These activities are to take place outside students' normal instructional hours. Students will maintain a record of their community involvement activities. Completion of the 40 hours must be confirmed by the person or the organization supervising the activities. Documentation must be submitted to the principal by the student. This documentation must include the name of the person or the organization receiving the service, the activity performed, the dates and hours, and the signatures of the student/parent/guardian, and the person/organization involved. The principal will decide whether the student has met the requirements of the ministry.

The community involvement graduation requirement of 40 hours will be restored in 2022-23 and students working towards their OSSD should be supported to meet these graduation requirements in time for their graduating year.

The following is a list of eligible community involvement activities:

- Special school events as authorized by the principal;
- Animal care;
- Arts/culture (e.g., galleries, libraries, musical performances);
- Children/youth (e.g., drop-in centers, breakfast programs, after-school programs, summer camps);
- Clubs and youth organizations;
- Committees (e.g., neighborhood association);
- Community events;
- Community projects (e.g., food banks, services for seniors);
- Environmental projects (e.g., community clean-up, tree-planting, recycling);

- Fundraising (e.g., walk-a-thons, flower sales);
- Office/clerical (e.g., reception, computer work, pamphlet delivery);
- Sports (e.g., coaching, special Olympics, pool assistant);
- Senior residence (e.g., serving snacks, visiting, reading); An

Ineligible activity is an activity that:

- Is a requirement of a class or course in which a student is enrolled (e.g. work experience, co-operative education);
- Takes place during the time allotted for the instructional program in a school day (lunch breaks or spare periods excepted);
- Takes place in a logging or mining environment, if the student is under 16 years of age;
- Takes place in a factory, if the student is under 15 years of age;
- Takes place in a work place other than a factory, if the student is under 14 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 banking, or the handling of the securities, or the handling of jewelry, works of art, antiques, or other valuables;

- Consists of duties normally performed in the home or personal recreational activities;
- Involves a court-ordered program (e.g., community service for young offenders, probationary program).

Parents/guardians are expected to be involved in the selection of community involvement activities.

2.1.2 Ontario Secondary School Literacy Test

Successful completion of the OSSLT is one of the requirements for granting an OSSD. Students who have been unsuccessful are eligible to take the Ontario Secondary School Literacy Course to meet this requirement. All students at Elite High School who are not high school graduates are required to complete the test or course successfully in order to earn their OSSD.

The literacy graduation requirement will be restored for students graduating in the 2022-23 school year. Students in Grades 10 and 11 and non-graduating students, including those who are learning remotely, are required to work towards the literacy graduation requirement, through participating in the OSSLT, adjudication or the Ontario Secondary School Literacy Course (OSSLC). While Grades 10 and 11 and non-graduating students are encouraged to take the OSSLT, to provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students who may not be able to enter a school building, they can be enrolled in the OSSLC or be provided with adjudication without having an unsuccessful attempt at the OSSLT.

2.1.3 Ontario Secondary School Literacy Course (OLC4O)

To be eligible to take the course, students must have attempted the OSSLT at least once and been unsuccessful. This course can also be used as the Grade 11 or Grade 12 English compulsory course.

2.1.4 Accommodations, Deferrals and Exemptions

Special Education students with an Individual Education Plan (IEP) may receive the accommodation set out in that plan. Students registered in ESL courses who have not yet acquired the level of proficiency in English may be deferred at the discretion of the principal.

A variety of types of accommodations may be used to support English language learners as they develop English language proficiency. These include the following: Accommodations related to instructional strategies, such as

- extensive use of visual cues;

- use of graphic organizers;
- strategic use of students' first languages;
- allowance of extra time;
- pre-teaching of keywords;
- simplification/repetition of instructions as needed;
- simultaneous use of oral and written instructions.

Accommodations related to learning resources, such as

- extensive use of visual materials;
- use of adapted texts and bilingual dictionaries;
- use of dual-language materials;
- use of technology. Accommodations related to assessment strategies, such as
- allowance of extra time;
- use of alternative assessment strategies (e.g., oral interviews, learning logs, or portfolios);

- use of simplified language and instructions (e.g., in the context of tasks that require completion of graphic organizers and cloze sentences).

Mature students who have been out of school for 1 year have the option to enroll directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT.

Hereon, a mature student is defined as one:

- Who is at least eighteen (18) years of age on or before December 31 of the school year in which he/she registers in an Ontario secondary school program;

- Who was not enrolled as a regular day school student for a period of at least one (1) school year immediately preceding his/her registration in a secondary school program;

- Who is enrolled in a secondary school program for the purpose of obtaining an OSSD

2.1.5 Prerequisites, Exemptions, Substitutions and Alternative Studies

Prerequisites for Grade 11 and 12 courses are specified in the curriculum policy documents for the various disciplines. These can be viewed on the Ministry of Education website: In most cases, students will only be registered for a course once they have submitted documentation supporting their completion of the prerequisite course. For example, the prerequisite for the Grade 11 university preparation course in Math is the Grade 10 academic course in Math. A student who has completed a course of one type in a particular subject and grade that does not meet a stated prerequisite for a course in the same subject in the next grade but has completed a transfer course is equally eligible to take the requested course providing once again that supporting documentation is forwarded to EHS. In special

situations, mature students that do not have the prerequisite can apply for an exemption. This must be requested in writing to the Principal's Office. The requesting student will have an opportunity to explain their circumstances. An example of such a case would be a student who has been out of any school system for more than one year. If you wish to apply for such consideration, please send an email to info@elitehighschool.com outlining the following information as well as forwarding your most recent transcript by email:

- Name:
- Contact information: Address, phone and email address
- Date of Birth:
- the Last school attended and Year attended:
- Reason for Request:
- Special Circumstances

Elite High School will not make substitutions for compulsory or optional courses; students are expected to complete all compulsory and optional courses as outlined in the Ministry of Educations OSSD graduation requirements.

Please contact the school office to acquire the application form for prerequisite exemptions.

Students can earn credits outside of EHS including ILC, distance education, and public or private schools. Students must inform us by confirming their enrollment as well as having institutions forward us directly a record of completion.

2.2 Granting of Ontario Secondary School Diploma

On the recommendation of the principal of Elite High School, the Ontario Minister of Education grants the Ontario Secondary School Diploma at any time during the year to students who have successfully completed all the requirements. The principal will submit the necessary report to the Ministry of Education once an OSSD is issued to a student who has successfully completed all the requirements.

2.3 Ontario Secondary School Certificate

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

7 required compulsory credits

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

7 required optional credits

7 credits selected by the student from available courses

2.4 Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

2.5 Substitution for Compulsory Courses

To allow for flexibility and to ensure that all students can qualify for the OSSD, substitutions may be made for a limited number of compulsory credit courses using courses offered by the school that meet the requirements for compulsory credits. The principal may replace up to three (3) of these courses or the equivalent in half courses. In all cases, the sum of compulsory and optional credits will not be less than thirty (30) for students aiming to earn the OSSD and not less than fourteen (14) for those aiming to earn the OSSC. The principal will determine whether or not a substitution should be made.

3 Courses at Elite High School

3.1 The Credit System

3.1.1 Definition of a Credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by the principal for courses that have been developed or approved by the ministry. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

3.1.2 Definition of a Scheduled time

Scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations. Planned learning activities will be delivered through classroom instruction and activities outside of school, for example, field trips.

3.2 Types of Courses

Secondary school courses in the Ontario curriculum are organized by discipline, grade and course type.

3.2.1 Grades 11 and 12

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

- College Preparation: Courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to an apprenticeship or other training programs.

- University Preparation: Courses are designed to equip students with the knowledge and skills needed to meet the entrance requirements for university programs.

- University/College Preparation: These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

- Workplace Preparation: These courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers or the requirements for admission to a certain apprenticeship or other training programs.

- Open: Open courses comprise a set of expectations appropriate for all students and are designed to broaden students' knowledge and skills in participation in society.

3.3 Course Coding System

Courses are identified by a 6-character code common to all secondary schools in Ontario. For example: Course

Name: English, Grade 12, University Preparation. Course Code: ENG4U

The first 3 characters of the course code refer to the subject of the course. In this case, ENG refers to English.

The 4th character refers to the grade of the course: “1” = Grade 9, “2” = Grade 10, “3” = Grade 11, “4” = Grade 12.

The 5th character refers to the type of the course: “P” = Applied, “D” = Academic, “O” = Open, “E” = Workplace Preparation, “C” = College Preparation, “U” = University Preparation, “M” = University/College Preparation, “L” = Locally Developed Courses.

3.4 Course Outlines and Curriculum Documents

Curriculum documents detailing each course are available from the Ministry of Education website, www.edu.gov.on.ca. The courses offered by ELITE HIGH SCHOOL have been developed according to the ministry’s requirements. Each student, at the beginning of every course, will be given a copy of the course of study (i.e., a syllabus with outlines of expectations and assignments). All courses of study will be kept on file in the school database.

3.5 List of Courses Offered at Elite High School

3.5.1 List of Courses Offered

GRADE	*CODE*	*COURSE NAME*	*TYPE*	*PREREQUISITE*
09	ADA1O	Drama	Open	None
10	AVI2O	Visual Arts	Open	None
09	BBI1O	Introduction to Business	Open	None
10	BBI2O	Introduction to Business	Open	None
09	BTT1O	Introduction to Information Technology in Business	Open	None
10	BTT2O	Introduction to Information Technology in Business	Open	None
11	BAF3M	Financial Accounting Fundamentals	University /College Preparation	None
12	BAT4M	Financial Accounting Principles	University/College Preparation	Financial Accounting Fundamentals, Grade 11, University/College Preparation
12	BBB4M	International Business Fundaments	University /College Preparation	None
12	BOH4M	Business Leadership: Management Fundamentals	University /College Preparation	None
9	CGC1W	Exploring Canadian Geography	De-Streamed	None
10	CHV2O	Civics	Open	None
10	CHC2D	Canadian History Since World War 1	Academic	None
11	CHW3M	World History to the Sixteenth Century	University /College Preparation	Canadian History Since World War 1, Grade 10, Academic
12	CHI4U	Canada: History, Identity, and Culture	University Preparation	Any University or University/College Preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.
12	CHY4U	Canadian and World Studies: World History Since the Fifteenth Century	University Preparation	Any Grade 11 or 12 universities (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

12	CPW4U	Canadian and International Politics	University Preparation	Any Grade 11 or 12 universities (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

ENGLISH

9	ENG1D	English	Academic	None
10	ENG2D	English	Academic	English, Grade 9, Academic
11	ENG3U	English	University Preparation	English, Grade 10, Academic
12	ENG4U	English	University Preparation	English, Grade 11, University Preparation
12	OLC4O	Ontario Secondary School Literacy Course	Open	Eligibility: Students who have been eligible to write the Ontario Secondary School Literacy Test at least twice, and have been unsuccessful at least once, are eligible to take this course.
09	PPL1O	Healthy Active Living Education	Open	None
	ESLAO	English as a Second Language, Level 1	Open	None
	ESLBO	English as a Second Language, Level 2	Open	ESL Level 1 or equivalent
	ESLCO	English as a Second Language, Level 3	Open	ESL Level 2 or equivalent
	ESLDO	English as a Second Language, Level 4	Open	ESL Level 3 or equivalent
	ESLEO	English as a Second Language, Level 5	Open	ESL Level 4 or equivalent

MATHEMATICS

9	MTH1W	Principles of Mathematics	De-streamed	None
10	MPM2D	Principles of Mathematics	Academic	Grade 9 Mathematics, De-streamed (2021), or Grade 9 Principles of Mathematics, Academic (2005)
11	MCR3U	Functions	University Preparation	Principles of Mathematics, Grade 10, Academic
11	MCF3M	Functions and Applications	University Preparation	Principles of Mathematics, Grade 10, Academic
12	MDM4U	Mathematics of Data Management	University Preparation	Functions, Grade 11, University Preparation or Functions and Applications, Grade 11, University/College Preparation
12	MCV4U	Calculus and Vectors	University Preparation	Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with this course.
12	MHF4U	Advanced Functions	University Preparation	Grade 11 Functions, University Preparation

SCIENCE

9	SNC1W	Science	De-Streamed	None
10	SNC2D	Science	Academic	Grade 9 Science, De-streamed (2022), or Grade 9 Science, Academic (2008), or Grade 9 Science, Applied (2008)
11	SPH3U	Physics	University Preparation	Grade 10 Science, Academic
12	SPH4U	Physics	University Preparation	Grade 11 Physics, University Preparation
11	SCH3U	Chemistry	University Preparation	Grade 10, Science, Academic
12	SCH4U	Chemistry	University Preparation	Grade 11, Chemistry, University Preparation
11	SBI3U	Biology	University Preparation	Grade 10, Science, Academic
12	SBI4U	Biology	University Preparation	Grade 11, Biology, University Preparation

Information and Technology

11	ICS3U	Introduction to Computer Science	University Preparation	None
12	ICS4U	Computer Science	University Preparation	Grade 11, Introduction to Computer Science, University Preparation

SOCIAL SCIENCES AND HUMANITIES				
12	HZT4U	Philosophy: Questions and Theories	University Preparation	Any Grade 11 or 12 university (U) or university/college (M)

3.5.2 Course Descriptions

ARTS

Drama, Grade 9, Open (ADA1O)

This course offers students the opportunity to explore dramatic forms and techniques using material from diverse sources and cultures. Students will use the elements of drama to explore situations and issues relevant to their own lives. Through creating, performing and analyzing drama, and then reflecting on their experience, students will arrive at a deeper understanding of themselves, the art form and the world around them.

Prerequisite: None

Visual Arts, Grade 10, Open (AVI2O)

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

Prerequisite: None

BUSINESS STUDIES

Introduction to Business, Grade 9 or 10, Open (BBI10, BBI2O)

This course introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national and/or international scale. Students will also learn concepts and skills related to personal finance, entrepreneurship and international business.

Prerequisite: None

Introduction to Information Technology in Business, Grade 9 or 10, Open (BTT1O, BTT2O)

This course introduces students to the use of information technology in a business environment. Students will learn how to use information technology in a work environment, perform electronic research, communicate electronically and use common business software. They will also explore possible future occupations in information technology.

Prerequisite: None

12	HNB4M	The World of Fashion	University/ College Preparation	Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

GUIDANCE AND CAREER EDUCATION

10	GLC2O	Career Studies	Open	None

Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in the future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting

Prerequisite: None

Financial Accounting Principles, Grade 12, University/College Preparation (BAT4M)

This course introduces students to advanced accounting principles that will prepare them for post- secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets and introduces accounting for partnerships and corporations.

Prerequisite: BAF3M

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

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

Prerequisite: None

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

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

Prerequisite: None

CANADIAN AND WORLD STUDIES

Geography of Canada, Grade 9, De-streamed (CGC1W)

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand

the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Prerequisite: None

Civics, Grade 10, Open (CHV2O)

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national and global contexts, about political reactions to social change and about the political decision-making process in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Prerequisite: None

Canadian History Since World War 1, Grade 10, Academic (CHC2D)

This course explores social, economic, and political developments and events and their impact on the lives of different

groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's

evolving role within the global community, and the impact of various individuals, organizations, and events on

Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking

and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues

and events in Canadian history from 1914.

Prerequisite: None

World History to the Sixteenth Century, Grade 11, University/College Preparation (CHW3M)

This course investigates the history of humanity from its earliest times to the sixteenth century. Students will analyze diverse societies from around the world, with an emphasis on the political, cultural and economic structures and historical forces that have shaped the modern world. They will apply historical inquiry, critical-thinking and communication skills to evaluate the influence of selected individuals, groups and innovations and to present their own conclusions.

Prerequisite: CHC2D

Canada: History, Identity and Culture, Grade 12, University Preparation (CHI4U)

This course explores the challenges associated with the formation of Canadian national identity. Students will examine the social, political and economic forces that have shaped Canada from the pre-contact period to the present and will investigate the historical roots of contemporary issues from a variety of perspectives. Students

will use critical thinking and communication skills to consider events and ideas in historical context, debate issues of culture and identity and present their own views.

Prerequisite: Any Grade 11 or 12 universities (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

Canadian and World Studies: World History Since the Fifteenth Century, Grade 12, University Preparation (CHY4U)

This course allows students to trace major developments and events in world history, reaching as far back as 1450. In doing so, students will explore the historical roots of contemporary issues, the role of conflict and cooperation in global interrelationships, as well as examining the broad social, economic, and political changes that have transpired over the past six centuries. Throughout the course, students will be challenged to apply the concepts of historical thinking in the interpretation and analysis of the evidence as they investigate key issues and ideas and assess whether society has progressed or declined over time.

Prerequisite: Any Grade 11 or 12 universities (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

Canadian and International Politics, Grade 12, University Preparation (CPW4U)

This course allows students to investigate political issues, events, and developments of both national and international importance, developing and communicating informed opinions about them. They will explore political decision-making and the ways in which various individuals, groups, and institutions address political issues both within Canada and internationally.

Prerequisite: Any Grade 11 or 12 universities (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

ENGLISH

English, Grade 9, Academic (ENGID)

In this course, students will develop the oral communication, reading, writing and media literacy skills required for success in secondary school academic programs and in their daily lives. They will analyze a wide variety of literary, informational and graphic texts from different periods and both interpret and create a variety of media texts. Students will acquire strategies needed for effective communication. This course prepares students for the Grade 10 Academic English course leading to University or College Preparation courses in Grades 11 and 12.

Prerequisite: None

English, Grade 10, Academic (ENG2D)

In this course, students will continue to develop the oral communication, reading, writing and media literacy skills required for success in secondary school academic programs and in their daily lives. They will analyze literary texts from various time periods and interpret and evaluate informational and graphic texts. Students will both analyze and create media works in different forms. Since effective communication is a focus of this course, students will identify and apply strategies to enhance their oral and written communication. ENG2D is intended to prepare students for Grade 11 University or College Preparation courses.

Prerequisite: ENG1D

English, Grade 11, University Preparation (ENG3U)

This course develops the literacy, communication, and critical and creative thinking skills required for success in academic and daily life. Students will analyze challenging literary texts from a range of cultures and time periods. Diverse informational and graphic texts will also be studied. Students will create different forms of oral, written and graphic media texts. Emphasis is placed on developing precision and clarity in the use of language and the appropriate use of stylistic devices.

Prerequisite: ENG2D

English, Grade 12, University Preparation (ENG4U)

This course consolidates the literacy, communication, and critical and creative thinking skills required for success in the academic and daily life of the students. Students will analyze challenging literary texts from a range of cultures and time periods and interpret and evaluate informational and graphic texts. Students will create oral, written and graphic media texts in different forms. Emphasis is placed on developing precision and clarity in the use of academic language and strengthening control in writing.

Prerequisite: ENG3U

ONTARIO SECONDARY SCHOOL LITERACY COURSE

Ontario Secondary School Literacy Course, Grade 12, Open (OSSLC/OLC4O)

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

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

HEALTHY ACTIVE LIVING EDUCATION

Healthy Active Living Education, Grade 9, Open (PPL1O)

This course emphasizes the importance of regular participation in a range of enjoyable physical activities in the promotion of lifelong, healthy, active living. Students will learn movement skills and principles, methods of improving personal fitness and physical competence, safety and injury prevention. They will explore issues related to healthy sexuality and the use and abuse of alcohol, tobacco and other drugs. Students will also participate in activities designed to foster goal-setting, communication and social skills.

Prerequisite: None

ENGLISH AS A SECOND LANGUAGE (ESL)

English as a Second Language, Level 1*, Open (ESLAO)*

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment.

Students will use beginning English language skills in listening, speaking, reading, and writing for every- day and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Prerequisite: None

English as a Second Language, Level 2, Open (ESLBO)

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

Prerequisite: ESLAO or with written proof and permission

English as a Second Language, Level 3, Open (ESLCO)

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations;

Prerequisite: ESLBO or with written proof and permission

read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Prerequisite: ESLBO or with written proof and permission

English as a Second Language, Level 4, Open (ESLDO)

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

Prerequisite: ESLCO or with written proof and permission

English as a Second Language, Level 5, Open (ESLEO)

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

a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Prerequisite: ESLDO or with written proof and permission

MATHEMATICS

Mathematics, Grade 9, De-streamed (MTH1W)

This course enables students to consolidate, and continue to develop, an understanding of mathematical Concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D)

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

Prerequisite: Grade 9 Mathematics, De-streamed (2021), or Grade 9 Principles of Mathematics, Academic (2005)

Functions, Grade 11, University Preparation (MCR3U)

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

Prerequisite: MPM2D

Functions and Applications, Grade 11, University Preparation (MCF3M)

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

Prerequisite: MPM2D

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and

statistics, and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences and the humanities will find this course of particular interest.
Prerequisite: MCR3U or MCF3M

Calculus and Vectors, Grade 12, University Preparation (MCV4U)

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

Prerequisite: Proof of completion or enrollment is MHF4U *Advanced*

Functions, Grade 12, University Preparation (MHF4U)

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

Prerequisite: MCR3U

SCIENCE

Science, Grade 9, De-streamed (SNC1W)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Prerequisite: None.

Science, Grade 10, Academic (SNC2D)

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

Prerequisite: Grade 9 Science, De-streamed (2022), or
Grade 9 Science, Academic (2008), or Grade 9 Science, Applied (2008)

Physics, Grade 11, University Preparation (SPH3U)

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

Prerequisite: SNC2D

Physics, Grade 12, University Preparation (SPH4U)

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

Prerequisite: SPH3U

Chemistry, Grade 11, University Preparation (SCH3U)

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviors of solids, liquids, gases and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science.

Prerequisite: SNC2D

Chemistry, Grade 12, University Preparation (SCH4U)

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: SCH3U

Biology, Grade 11, University Preparation (SBI3U)

This course furthers students' understanding of the process involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and 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 investigation.

Prerequisite: SNC2D

Biology, Grade 12, University Preparation (SBI4U)

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

Prerequisite: SBI3U

INFORMATION AND TECHNOLOYG

Introduction to Computer Science, Grade 11, University Preparation (ICS3U)

ICS3U introduces students to the study of computer science. In this course, students will design software using industry-standard programming tools and apply the software development life-cycle model. As their understanding of the computing environment grows, students will write and use subprograms within computer programs, developing creative solutions for various types of problems. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in related fields.

Prerequisite: None.

Computer Science, Grade 12, University Preparation (ICS4U)

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: ICS3U, Introduction to Computer Science, Grade 11, University Preparation

SOCIAL SCIENCES AND HUMANITIES

Philosophy: Questions and Theories, Grade 12, University Preparation (HZT4U)

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

Prerequisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

The World of Fashion, Grade 12, University/College Preparation (HNB4M)

Grade 12 Fashion (HNB4M) allows students to explore the world of fashion, covering everything from the tools and techniques needed to create their own pieces to the realities of the industry and its social and historical influences.

Prerequisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

GUIDANCE AND CAREER EDUCATION

Career Studies, Grade 10, Open (GLC2O)

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

Prerequisite: None

3.5.3 Policies and Procedures for Waiving Prerequisites

A course is designated as a prerequisite only if it provides essential background for the successful understanding of the subsequent course. Prerequisites are maintained in order to ensure students have achieved the academic ability to take the target courses. The ministry curriculum guidelines identify specific prerequisites for all Grade 11 and 12 courses, and no courses apart from these may be identified as prerequisites.

In the case of students coming from a different educational system, Elite High School will consider waiving the prerequisites of certain courses to accommodate the learning level of individual students. It is the student's responsibility to make sure that he/she completes the prerequisite course or applies to the principal to have the prerequisite waived before he/she is permitted to take the target University Preparation credit course(s). Documentation for each waived prerequisite course will be included in the student's OSR.

Elite High School will not make substitutions for compulsory or optional courses; students are expected to complete all compulsory and optional courses as outlined in the Ministry of Education's OSSD graduation requirements. Please contact the school office to acquire the application form for prerequisite exemptions. E-mail the Principal Office to apply for waiving the prerequisites: principal@elitehighschool.com

3.6 Support for English Language Learners

International students, upon arrival, will be assessed for English language proficiency and may have to complete ESL courses (non-credit and/or credit) prior to credit courses. Staff at Elite High School are experienced in meeting the needs of students whose first language is not English.

4 Semester Management

4.1 Semester System

With the exception of the English as Second Language courses, Elite High School has both semester and non-semester intakes. Ongoing registration for students will not be allowed. The limitation on how many courses students can take in one semester is based on the discretion of students' learning capacity.

Within a semester, students need to complete 110 scheduled hours for each course. The total hours for each course will be divided into 72 classes (1.5 hours per class) and one 2-hour final examination. Classes for each course will be assigned in a balanced manner – two classes in every one or two days. If a student wishes to take more than four University Preparation courses, the principal's signature is required.

The full course load for ESL courses should not exceed thirty-five (35) hours of instruction per week. Anything above that requires special permission from the principal. A student registered in the ESL program is allowed to take only one (1) credit course simultaneously provided that the prerequisite of the credit course is satisfied.

4.2 Course Registration

By applying for admission at Elite High School, students accept the right of the principal and the registrar to collect pertinent personal information. This information is used for the purposes of admission and registration, and to assist the college in the academic and financial administration of its affairs. The student agrees that all documentation submitted to the college in support of the application for admission becomes the property of Elite High School.

An electronic record of the student's achievements at Elite High School is preserved permanently as well as the record of academic offences, but all other documentation in a student's file may be destroyed when no longer required.

4.3 Changing Types of Courses

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/she may take one of the specified prerequisite courses through summer school, night school, e-learning, independent learning center or independent study.

4.4 Adding, Dropping and Withdrawing Courses

Before a session begins, a student should obtain a list of courses offered in the particular session and register for those courses the student wishes to take. In a situation where a course of interest is not offered, the student should make a request in writing to the principal. The school will make arrangements to offer a course that has been requested in writing by at least ten students. The school reserves the right to cancel a course with low student registration.

For add/drop deadlines, students should consult the academic calendar. In order to add or drop a course, the student

should complete the course add/drop form and submit it in person to the principle for approval. Permission and signature of the instructor are required to add a course and proof of tuition being paid in advance for any additional credits is required. The latest date to drop a course with no record on a student's transcript is the fifth day after the end of mid-term exams.

If a student withdraws from a course, a “W” will be entered in the “Credit Earned” column of the report card(s) issued subsequent to the withdrawal. For students who withdraw from a Grade 11 or 12 course in more than five instructional days after the mid-term, a percentage mark will be entered in the “Percentage Mark” column on report card.

If a student performs unsatisfactorily on a course, the student must provide a written request and acceptable explanation. The student would then be permitted to repeat the same course.

4.5 Program Postponement

Students are allowed to postpone a program for one session (approximately twelve weeks) every two (2) years.

To postpone a program, a student should apply to the principal in writing. If the request is granted, any money paid towards tuition will stay in the student’s account until the program is commenced.

Students cannot postpone a program twice within two (2) years. If program postponement was not approved by the principal in writing, failure to attend classes will result in cancelled registration.

4.6 Homework and Written Assignments

At Elite High School, we believe that homework and written assignments are effective tools to review and consolidate the concepts learned. The intensity of homework assignments will vary over the four years of high school. Students in Grades 11 are expected to complete roughly two to three hours of homework daily. Students in Grade 12 should expect roughly two hours of homework daily. During examination periods or near due dates, this load may become heavier.

Late and Missed Assignments

The school and teachers will make it clear to students early in the school year that they are responsible not only for their behavior in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

Where in the teacher’s professional judgement 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 dates for every class;
- planning for major assignments to be completed in stages, so that students are less likely to be
- faced with an all-or-nothing situation at the last minute;
- if the problem persists; maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents

- 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 counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members
- of the extended family;
- understanding and taking into account the cultures, histories, and contexts of First Nation,
- Métis, and Inuit students and parents and their previous experiences with the school system;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

Teachers will monitor students' workload and communicate with the other staff regularly, and make necessary accommodations wherever possible; however, it is the student's responsibility to keep track of the progress of their own homework assignments and deadlines. 10% will be deducted per day for late assignments and after three (3) days, assignments will not be accepted. In exceptional cases, teachers may waive this penalty at their discretion after consulting with the principal. Teachers can also choose not to deduct the mark but to reflect it on the learning skill and work habit report. It is also the student's responsibility to express any particular concerns regarding their workload to their teachers prior to any due date.

Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified -by the teacher; and in a form- approved -by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

The Ministry requires teachers to separate evaluation of the achievement of the curriculum expectations from the development of learning skills and work habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation).
Students submit work late for many reasons and teachers should take time to understand the reason for a late assignment. Reasons could include:

- Legitimate explanation
- Poor time-management skills
- Poor academic skills
- Poor understanding of the assignment

Teacher Responsibilities

Students should be expected to submit work on time. The teacher must inform students of the due date of an assignment and the ultimate deadline, which is the last opportunity for students to submit the assignment for evaluation.

This deadline is set at the teacher's discretion. Teachers may deduct marks for late submissions. Normally the deduction should not exceed 20% of the value of the assignment.

Where in the teacher's professional judgment it is appropriate to do so, several strategies may be used to help prevent and/or address late and missed assignments.

Missed Evaluations

Students who do not submit assignments may be given zero. A mark of zero will normally result in a gap in the record of achievement of curriculum expectations because the teacher lacks evidence of the student's knowledge or skills.

The student might have missed tests, not handed in assignments, or might have been absent for presentations. Students are responsible for providing the teacher with evidence of their learning.

4.7 Tests, Quizzes and In-class Assignments

All Elite High School courses include different ways of assessing and evaluating students' learning. Tests, quizzes and in-class assignments are common assessment tools in all programs. Instructors will share with the class in advance which curriculum content students will be tested/quizzed on.

- Tests are assessments that are scheduled in advance and require study time. Tests take place regularly to evaluate student achievement.

- Quizzes are also assessments that are scheduled in advance and require study time, but are usually shorter in length and lighter in content than tests.

- In-class Assignments are also assessments that are scheduled in advance and require study time, but allow the students to use handouts and textbooks to help finish the work in class

Students should arrive on time for tests, quizzes and in-class assignments. If late, the student could be denied to enter the test room and receive an individual test/quiz at another time. All instructions and corrections will take place at the beginning of the period and may or may not be repeated for the late student at the teacher's discretion.

If a student has to miss a test/quiz/in-class assignment, he/she should notify the instructor as early as possible and provide a valid or documented reason for doing so. If a student misses a test/quiz/in-class assignment without any notification, he/she will simply receive a zero (0).

4.8 Examinations

Each course offered at Elite High School will include a mid-term exam and/or final examination that **cannot be waived**. Students should refer to their course syllabus for the exact final grade breakdowns. The final exam will be worth 30% of the final grade.

Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content, consistent with the evaluation policy outlined in Chapter 5 of the present document. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Exam schedules will be out at least two (2) weeks prior to the exam period. It is the student's responsibility to check their own exam schedules and avoid any conflicts. All students are responsible for presenting themselves at the place of examination on the scheduled day and time. All instructions and corrections will take place at the beginning of the period and might not be repeated for the late student.
Only illness or unforeseen circumstances clearly beyond the student's control will be considered a valid reason for a missed examination. In case of illness, a doctor's note is mandatory. If the instructor deems the reason legitimate, the student in question will be evaluated through other means, which may include an alternative exam on a day and time arranged by the instructor.

4.9 Academic Honesty

Elite High School values honesty in all aspects of its operations. Students at Elite High School are held to the highest standards of conduct in this regard. Students are expected to maintain academic integrity by being familiar with and following the academic honesty policies of Elite High School. Academic dishonesty is considered a serious disciplinary matter in all educational institutions; any offence against academic honesty will compromise a student's grades and good standing. At Elite High School, cheating, plagiarism and all forms of academic dishonesty are considered serious violations.

4.9.1 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 EHS 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;
- The submission of material that has been obtained from a computerized source, with or without minor modifications, as one's own;
- Allowing another person to take a test or examination in one's place;
- Altering or falsifying academic records in any way;

- Submitting false medical, academic or other documentation required by the school;
- Improperly obtaining through theft, bribery, collusion, or otherwise any test or examination paper prior to the date and time for writing such test or examination;
- Aiding or abetting anyone in a cheating offence.

Cheating is defined by EHS 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 with 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 EHS learning 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:

- The grade level of the student,
- The maturity of the student,
- The number and frequency of incidents, and
- The individual circumstances of the student.

4.9.2 Procedures

When a student is suspected of cheating, the instructor, invigilator or other individuals who suspects the student of cheating will, at the earliest opportunity, investigate the situation, discuss the matter with the student and come to a decision regarding the student's guilt or innocence.

4.9.2.1 In the event a decision is made under 4.9.1 that the student is guilty of cheating, before determining an appropriate penalty, the course instructor will ascertain from the Registrar's Office whether the student has been found guilty of any previous cheating offence while enrolled at Elite High School and consult the student's program coordinator/manager.

4.9.2.2 In the event that the instructor determines this to be a first offence for the student, the instructor will apply an appropriate penalty subject to the limitations in section 4. The instructor should give due consideration to the

seriousness of the offence as well as the impact of the penalty imposed on the student's education. The penalty should also be consistent with the range of penalties outlined in section 5 of this policy.

4.9.2.3 In the case of a second offence by the student, the principal will determine the appropriate penalty for this offence and will ensure that the penalty is more severe than the penalty imposed for the previous offence. The student will be advised on the Academic Offence Form that if found guilty of a third offence of cheating at Elite High School, an automatic penalty of expulsion from the registered course will result.

4.9.3 Penalties

A student guilty of cheating will be subject to a penalty appropriate to the nature and seriousness of the offence. A record of all such cases will be kept in the Registrar's Office. Second offences for the same individual will be subject to a more serious penalty than the one previously imposed.

The following penalties may be applied:

4.9.3.1 Reprimand.

4.9.3.2 Requirement that the student repeats and re-submits the SAME OR AN ALTERNATE assignment. In such cases, the grade or mark awarded will be reduced or limited at the discretion of the subject teacher.

4.9.3.3 A mark of "0" will be given for the assignment with no opportunity to resubmit. This may result in failure of the course.

4.9.3.4 A failing (F) grade will be awarded in the course.

4.9.3.5 Suspension from the course for a period not less than the end of the current semester in which the student is enrolled nor more than one year. This penalty will result in automatic failing (F) grades in all courses in which the student is registered, and no fees will be refunded for that semester. This penalty will only be imposed by the principal on the recommendation of the teacher involved in investigating the incident.

4.9.3.6 Permanently recorded on the student's record and any Statement of Academic Achievement.

This penalty will result in automatic failing (F) grades in all courses in which the student is registered, and no fees will be refunded for that semester.

This penalty will only be imposed by the principal on the recommendation of the teacher involved in investigating the incident.

4.9.3.7 Appropriate Penalties for Cheating

This section provides both direction and guidelines to those responsible for imposing penalties for cheating. As outlined in this section, certain offences carry minimum penalties which must be applied consistently throughout the course. In many instances, however, there is discretion in the application of a penalty, but that discretion should fall within the limits herein proscribed. To ensure as consistent treatment as possible, consideration should be given to the extent to which the student was aware, or ought to have been aware, that what he/she was doing constituted an academic offence. For example, where students are permitted to work in groups of two or more in preparing an assignment or project and where each individual student is required to make a separate submission, faculty must ensure that students have been given clear direction as to the extent submitted work by individuals may be common. In the event a student is found to be cheating in such a situation, the penalty should be mitigated if there is good reason to believe the student did not understand the action as inappropriate.

4.9.4 Student Appeals

A student may appeal a decision that he/she is guilty of cheating or the appropriateness of the applied penalty by completing the appeal form for appealing grades or academic decisions. Any such appeal must be made within 15 days of the student's learning of the decision or the penalty. As with grade appeals, the student will be entitled to two levels of a formal appeal. Any decision following the second level appeal will be final.

During an appeal of suspension or expulsion, if there is no issue of safety to others, the student will be allowed to continue in the course or program until any appeal has been heard and resolved.

To the Student

When the teacher asks you to use your own words and ideas, it means that you should use your own words and your ideas. You must demonstrate to the teacher that you can submit work that is your own. When a teacher asks you to put your ideas into your own words, it does not mean that there is a correct answer for the assignment. It means that you must come up with your ideas to give to the teacher.

Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarizing. Plagiarism can involve some of these.

- Copying someone else's work or homework.
- Using work done by another student.
- Taking another student's work and changing some words.
- Cutting and pasting material from the Internet and submitting it as yours.
- Copying information from a book, magazine, website, movie, etc. and not naming the source.
- Leaving out quotation marks for direct quotes.

To the Teacher

Help students avoid plagiarizing by

- Defining the term and reminding them of it when setting out an assignment.

- Giving them examples of what constitutes plagiarism.
- Emphasizing the importance of using process skills to arrive at a product.
- Teaching them research skills so they can avoid plagiarizing: note-taking, paraphrasing, summarizing.
- Teaching them organizational skills: finding and organizing information to build an understanding of a topic.

- Teaching them how to outline a report or research essay.
- Having them keeps a learning log to reflect on what they learned through the process: how to research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved.
- Assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- Informing students of the consequences of plagiarism.

Consequences

- When plagiarism has been detected, the teacher should discuss the matter with the student and inform the principal of the details.

- The student receives zero for the assignment because the student has not demonstrated achievement of the expectations for the assignment.

There might be other opportunities for the student to demonstrate evidence of achievement of the expectations of the assignment (e.g., research, organizational, presentation skills) during the course. If other opportunities arise, the teacher may choose not to factor in zero for the plagiarized assignment in the calculation of the term mark.

5. Assessment and Evaluation of Student Achievement

Elite High School's assessment, evaluation and reporting system is based on the Ontario curriculum policy, Growing Success, 2010. It aims to set high standards of achievement for all students and promotes consistency in teaching and learning.

5.1 Definitions and Policies of Assessment and Evaluation

In accordance with the *Growing Success* document issued by the Ontario Ministry of Education, assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as "assessment for learning" "assessment as learning" and "assessment of learning". As part of the 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 the next steps and reflect on their thinking and learning. The assessment of learning will provide teachers with summative evidence to understand how good students have done for the learning.

The primary purpose of Elite High School's assessment and evaluation system is to improve student learning as well. Through well-designed assessment and evaluation systems, instructors at Elite High School are able to gather information to determine a student's strengths and weaknesses in their achievement of the curriculum expectations in each subject or course. They can also adapt their curriculum and instructional approaches to the students' needs and assess the overall effectiveness of programs and classroom practices.

Both assessment and evaluation methods are used in Elite High School's system of testing and reporting students' achievement. As mentioned above, assessment is a method and process for teachers to gather information from a variety of sources (including assignments, demonstrations, projects, performances and tests) to accurately reflect how well a student is achieving the curriculum expectations in a subject or course. While assessment is more focusing on the specific expectations, the evaluation focuses more on overall expectations for students' academic study. It is a process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. The value assigned will be in the form of a percentage grade.

Assessment and evaluation methods at Elite High School are based on the Ontario provincial curriculum expectations and the achievement levels outlined in the curriculum policy document for each discipline. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers at Elite High School are required to use assessment and evaluation strategies that conform to the following criteria based on the seven (7) fundamental principles from the *Growing Success* document. Assessment and evaluation strategies will:

- Be fair, transparent and equitable for all students;

- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis or Inuit;

- Be carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students;

- Be communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;

- Be ongoing, varied in nature and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

- Provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement;

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

5.2 Achievement Levels

Elite High School sets its levels or degrees of achievement according with the curriculum expectations that are described in the achievement charts in the secondary curriculum policy documents. The Levels of Achievement are organized into broad categories of knowledge and skills, and teachers provide students with detailed descriptions of each level of achievement. The Levels of Achievement provide a reference point for all assessment practices. They serve as a guide for gathering assessment information and a framework within which to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and specific information about their achievements to students and their parents.

The broad categories of knowledge and skills are:

- Knowledge/Understanding;

- Thinking/Inquiry;

- Communication;

- Application/Making Connections

The Levels of Achievement are associated with percentage grades and are defined as follows (except for OLC):

- **Level 4 (80-100%)**: Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at Level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.
- **Level 3 (70-79%)**: Represents achievement at the provincial standard. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students at Level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

- **Level 2 (60-69%)**: Represents achievement that is below, but approaching the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
- **Level 1 (50-59%)**: Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary if they are to be successful in the next grade/course.
- **Below 50%**: Insufficient achievement of the curriculum expectations. A credit will not be granted for the course.

5.3 Grading Policy

The assessment and evaluation strategies and methods Elite High School teachers apply will vary according to the curriculum expectations of each discipline and the assessment needs of each course or program.

Elite High School teachers are required to announce the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) in the course outline of each subject and make it available to students in writing within the first two (2) weeks of class. As an inseparable part of the course outline, all curriculum expectations and the assessment and evaluation strategies and methods should be written in concise, plain and accurate English.

The final grade will be determined as follows:

- Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

- The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. A credit is granted and recorded for every course in which the student's final percentage mark is 50 percent or higher. Procedures for students whose final grade is below 50 percent and who do not receive credit are outlined in the ministry policy document Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (currently under revision).

5.4 Policies and Procedures for Communicating Student Achievement

The mid-term and final grade for a course must be submitted by the relevant teacher to the principal: for the mid-term, it is at the end of the week right after the mid-term test, and for the final grade, it is at the end of the first week immediately after the last semester of a school year. The principal will approve and sign the mid-term and final grade reports which shall contain students' grades for every graded component of the course and the percentage weighting of each component. The approved reports will be stored in the central filing storage in students' OSRs and in Elite High School's computer database in electronic format. The final grades of all courses each student has completed will be recorded on the OST and shall be accessible to the student at the end of each semester.

The information on student achievement gathered through assessments and evaluations will be communicated to students and parents at regular intervals and in a variety of informal and formal ways. In addition, parents will be informed of the policies, procedures and criteria involved in the assessment and evaluation of student achievement, and of policies concerning student promotion from one course to the next. Informal communication of student achievement includes ongoing feedback to students based on assessment strategies implemented throughout the course, as well as feedback to parents during parent/guardian-teacher conferences and at other appropriate times. The Provincial Report Card is the formal instrument used to communicate student achievement to parents, and the Ontario Student Transcript provides the record of a student's standing with regard to the Secondary School Diploma requirements.

5.4.1 Provincial Report Card

At Elite High School, student achievement is communicated formally to students and parents by means of the Provincial Report Card. The report card documents the student's achievement in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course.

At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50% or higher (reflecting achievement at Level 1 or above). The final grade for each course will be based in part, on assessments and evaluations conducted throughout the course, and in part on a final evaluation. The relative weights assigned to these two (2) components are specified in the ministry's curriculum policy document as follows: assessments and evaluations conducted throughout the course account for 70% and the final evaluation constitute the remaining 30%.

Refer to the next section, the Ontario Student Record, for more information on the Provincial Report Card.

5.4.2 The Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement. At Elite High School, the credits that a student has earned towards the fulfilment of the requirements for the graduation diploma will be recorded on the OST. This record will include all the credits gained by the student using any of the means described in the ministry's policy documents. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- The student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses;

- A list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one (1) credit for the completion of that course);

- Identification of any course that has been substituted for one that is a diploma requirement;

- Confirmation that the student has completed the community involvement requirement;

- The student's final result on the Provincial Secondary School Literacy Test;

- An indication of any extraordinary circumstances affecting the student's achievement in Grade 11 or 12 courses.

5.5 Attendance and Punctuality

Regular attendance is critical for a student's learning and achievement of course expectations. To ensure academic success, Elite High School has developed the following policy:

- Attendance is recorded daily and entered into the central attendance management system;

- Students who arrive up to thirty (30) minutes after the start of class will be recorded as 'Late';

- Students who arrive more than thirty (30) minutes after the start time will be recorded as having missed at least one hour of class or possibly more hours depending on the length of the class;

- When records show that a student has missed **nine (9) hours of class** the student will receive a **first written warning** and will be counselled by the teacher;

- When records show that a student has missed **fourteen (14) hours of class** the student will receive a **second written warning** and will be interviewed by the principal;

- When records show that a student has missed **eighteen (18) hours of class** the student will be **withdrawn from the course and must repeat it**. There will be no refunding of fees;

- Students who are absent from class with advance notice and proof of an acceptable reason will not be penalized but must make up the class time at the teacher's discretion.

5.6 Policies and Procedures for Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside their secondary school. Where such learning has occurred outside Ontario classrooms, students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the Secondary School Diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the principal who grants credits.

Elite High School offers PLAR challenges on the courses provided with the academic requirements of the Ontario Secondary School Curriculum.

The PLAR process developed by Elite High School in compliance with the ministry's policy involves two components: *challenge* and *equivalency*. The *challenge* process refers to the process whereby a student's prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate for the particular course (30% of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. Determining *equivalency* involves the assessment of credentials from other jurisdictions.

5.7 Student Transfers (PLAR Equivalency)

Procedures for Students Transferring to Elite High School from a Non-Inspected Private School or a School Outside Ontario Where students who do not have Ontario credits are transferring to Elite High School from a non-inspected private school or a school outside Ontario, the principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Students will have to successfully complete the Provincial Secondary School Literacy Test. The principal will also determine the number of hours of community involvement activities that the student will have to complete. The principal will note the results of his/her assessment and deliberations in the student's Ontario Student Record (OSR).

With respect to compulsory courses, a student who fails a course or who chooses to withdraw from a course during the school year or the semester (after consultation with parents and teaching staff) should be informed of the consequences for meeting diploma requirements. The program options available to the student to enable him/her to meet the requirements should be outlined, and possible alternative courses identified. The OST policies shall govern the procedures related to the recording of course attempts and withdrawals.

6 The Ontario Student Record

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The following policies and procedures are in accordance with the ministry's establishment, maintenance, use, retention, transfer and disposal of the OSR.

6.1 Establishment of the OSR

When a student enrolls in Elite High School, an OSR will be established in order to record his/her educational progress. If the student is under the age of eighteen (18), the parents or guardian shall be informed of the purpose and content of the OSR at the time of enrolment.

An OSR is an ongoing record which will be transferred if a student transfers to another school in Ontario. An

OSR consists of the following components:

- An Ontario Student Record folder;
- Report cards;
- An Ontario Student Transcript, if applicable;
- A documentation file, if applicable;
- An office index card;
- Other information identified as conducive to the improvement of the instruction of the student.

A Student's record of courses successfully completed and credits earned towards the Ontario Diploma is maintained in the OSR. An up-to-date OST is kept in the OSR. If a student is under the age of eighteen (18), the parents or guardian may check the OSR by appointment with the principal.

Any part or parts of an OSR may be micro-recorded or recorded and stored electronically in a manner that permits the printing of a clear and legible reproduction. Original documents must be maintained in OSR because it is required by the ministry's guidelines to keep an original signature or initial on a document. Any micro-recording, electronic file, reproduction or facsimile of an OSR is subject to the security and access requirements applicable to the original OSR.

If an OSR folder is lost or inadvertently destroyed, a new OSR folder will be created in replacement. The previous information will be obtained from the current office index card and, if applicable, from the card(s) from the student in question's previous school(s). A notation will be made in the margin on the front of the new OSR folder that gives the date on which the new folder was created and the reason.

6.2 Responsibility for the OSR

At Elite High School, it is the duty of the principal to

- Establish, maintain, retain, transfer and dispose of a record for each student enrolled in the school in compliance with the ministry's guidelines and policies;
- Ensure that the materials in the OSR are collected and stored in accordance with the policies in the ministry's guidelines;
- Ensure the security of the OSR;

● Ensure that all people specified by the principal to perform clerical functions with respect to the establishment and maintenance of the OSR are aware of the confidentiality provisions in the Education Act and the relevant freedom of information and protection of privacy legislation.

6.3 Access to the OSR

Both the *Municipal Freedom of Information and Protection of Privacy Act and the Freedom of Information and Protection of Privacy Act* prohibit institutions from releasing personal information in their custody or under their control to anyone other than the person to whom the information relates, except in certain circumstances. These circumstances are defined in the legislation, and it is up to the principal to decide whether or not to grant access to personal information in such circumstances. Elite High School requires the consent of the parents or guardians or adult students for the release of information from the OSR.

6.4 Access to Student Information

Student information refers to the information related to a student's academic records at Elite High School as well as his/her biographical and personal information. By applying for admission to Elite High School, a student accepts the school's right to collect pertinent personal information. The collected information is used for the purposes of admission, registration and assistance of the school in the academic and financial administration of its affairs.

Elite High School is committed to taking every reasonable step to protect the confidentiality and privacy of its students' personal information.

6.5 Reporting Policy

It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table. For each of the skills and habits, the table provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of learning skills and work habits. The sample behaviours are intended to assist but not restrict teachers in their efforts to help students become effective learners, and will look different at the various grade levels.

6.6 Reporting Student Achievement

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. The first report in both semester and non-semester schools reflects student achievement of the overall curriculum expectations during the first reporting period, as well as the development of the learning skills and work habits. When the second report is issued in a non-semester school, it will reflect the achievement of the overall expectations and development of the learning skills and work habits up to the end of the second term. The final report in both semester and non-semester schools reflects achievement of the overall expectations for the course, as well as the 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. Schools offering both semester and non-semester courses will use the report card designed for non-semester schools to report student achievement in both types of courses.

Grades 9 to 12 Report the course median for each course. All students who are taking the course should be included in the calculation of the median for the course. Credits Earned: Grades 9 to 12 In the "Credit Earned" column, record the number of credits earned (normally "1" or "0.5", for full and half-credit courses, respectively) for each course that the student has completed successfully. If the credit has not been earned, enter a zero (0).

Withdrawals: If a student withdraws from a course, enter a "W" in the "Credit Earned" column of the report card(s) issued subsequent to the withdrawal. For students (including students with an Individual Education Plan) who

withdraw from a Grade 11 or 12 courses more than five instructional days after the first report card is issued in a semester school, or more than five instructional days after the second report card is issued in a non-semester school, also enter the student's percentage mark at the time of withdrawal in the "Percentage Mark" column.

"SHSM" Box: Grades 11 and 12 Check this box on the first and final report card for semester courses, and on the first, second, and final report card for non-semester courses, when a student is taking the course as a credit toward a Specialist High Skills Major.

"French" Box: Check this box if the student receives instruction in French for the course.

Completion of Requirements for Graduation (Grades 9 to 12): The "Completion of Requirements for Graduation" page is included only with the final secondary report. It must be completed as follows: In the "Earned This Report" column, record the number of compulsory credits the student has earned in this reporting period, by subject, as listed in the left-hand column, as well as the number of optional credits and the total number of credits earned. Add these figures to the cumulative totals given in the "Earned to Date" column of last years or last semester's final report card, and record the results in the "Earned to Date" column.

Median The median is the percentage mark at which 50 percent of the students in the subject/strand/course have a higher percentage mark and 50 percent of the students have a lower percentage mark. Students who have an "R", a mark below 50 percent, or an "I" for a particular subject/strand/course on their report card and students whose report cards have the boxes for IEP and/or ESL/ELD checked are included in the calculation of the median.

In addition: • record the number of hours of community involvement activities the student has completed in this reporting period and to date; • check the "Completed" box to indicate completion of the Ontario Secondary School Literacy Graduation Requirement; • identify the Specialist High Skills Major a student is working towards, if any, and record the number of credits required for that SHSM under "Total Required", the number of credits earned this reporting period under "Earned This Report", and the cumulative number of credits earned under "Earned to Date". The section headed "For School Use" may be used to record local requirements, specialized programs completed, or certificates earned by the student.

ENGLISH LANGUAGE LEARNERS

For Grades 9 to 12, when a student's achievement is based on expectations modified from the course curriculum expectations to support English language learning needs, teachers will indicate this by checking the "ESL/ELD" box on the provincial report card for the appropriate course. Where a modification is made to course curriculum expectations, the principal will work collaboratively with the classroom teacher to determine the integrity of the credit.

TEACHER, STUDENT, AND PARENT COMMENTS

Teacher Comments Space is provided on all progress report cards and provincial report cards from Grade 1 to Grade 12 for teachers to make anecdotal comments about students' achievement of curriculum expectations or, in the case of the Elementary Progress Report Cards, progress towards achievement of the expectations. In writing anecdotal comments, teachers should focus on what students have learned, describe significant strengths, and identify the next steps for improvement. Teachers should strive to use language that parents will understand and should avoid language that simply repeats the wording of the curriculum expectations or the achievement chart. When appropriate, teachers may refer to particular strands. The comments should describe in overall terms what students know and can do and should provide parents with personalized, clear, precise, and meaningful feedback. Teachers should also strive to help parents understand how they can support their children at home. Teachers must have the opportunity to compose and use personalized comments on report cards as an alternative to selecting from a prepared set of standard comments.

6.7 Reporting on Students' Development of Learning Skills and Work Habits

In the Provincial Report Card, Grades 9–12, there is a space for recording an evaluation for each of the learning skills and work habits for every course, following the spaces allotted for the percentage mark, course median, and credit earned. The learning skills and work habits are demonstrated by students across all subjects and courses. Teachers will use the following letter symbols to report on students' development of the six learning skills and work habits: E – Excellent G – Good S – Satisfactory N – Needs Improvement.

Reporting on students' development of learning skills and work habits and their achievement of the curriculum expectations is an extremely important function of the teaching profession. It is essential for the reported information to be valid, fair, determined, and recorded in a consistent way across the province.

For Grades 9 to 12, individual teachers will report on the student's development of learning skills and work habits for each course, for each reporting period. Teachers may also include comments about the student's learning skills and work habits in the "Comments" section of the report card provided for each course.

6.8 Reporting Period

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. The first report in both semester and non-semester schools reflects student achievement of the overall curriculum expectations during the first reporting period, as well as the development of learning skills and work habits. When the second report is issued in a non-semester school, it will reflect the achievements of overall expectations ions and the development of the learning skills and work habits up to the end of the second term. The final report in both semester and non-semester schools reflects achievement of the overall expectations for the course, as well as the 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, to provide parents with an overview of the student's achievement in each course. EHS offering both semester and non-semester courses will use the report card designed for non-semester schools to report student achievement in both types of courses.

Semester schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents two times a semester. Non-semester schools will use the Provincial Report Card, Grades 9–12, for formal written reports to parents three times a year.

The first report must be issued during the fall. Schools that offer a combination of the semester and non-semester courses should develop a combined reporting schedule that provides for two written reports for semester courses and three written reports for non-semester courses as shown below:

Table 6.1. Combined Semestered/Non-semestered Reporting Schedule

Report Card Issued in:	Reporting Period		Principal's Signature/Report Card Page
	Semestered Courses	Non-semestered Courses	
October/November	first	first	Principal's signature on page 1
January/February	final	–	"Completion of Requirements for Graduation" is page 3 and bears principal's signature
March/April	first	second	Principal's signature on page 1
June	final	final	"Completion of Requirements for Graduation" is page 3 and bears principal's signature

(Growing Success, 2010)

Although there are two formal reporting periods for a semester course and three formal reporting periods for a non-semester course, communication with parents and students about student achievement should be continuous throughout the course, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

7 Student Code of Conduct

7.1 General Guidelines: Respect and Responsible Behavior

All members of the Elite High School community must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times;
- Respect the rights of others and people who are in the position of authority.

No member of the Elite High School community shall be subject to any physical, sexual, psychological, or verbal harassment or abuse.

7.2 Illegal Drugs, Smoking and Alcoholic Beverages

Students must not possess, store, consume or be under the influence of illegal drugs and/or alcoholic beverages in any property under the control of Elite High School. Smoking of any material is prohibited in all facilities of Elite High School.

7.3 Possession of Firearms and Weapons

No firearms, weapons, ammunition or explosive substances are allowed on lands or in premises leased, owned, operated or otherwise controlled by Elite High School. Students must neither cause injury to any person using an object nor use any object to threaten or intimidate another person.

The terms ‘firearms,’ ‘weapons,’ ‘ammunition’ and ‘explosive substances’ have the meanings given to them under the Criminal Code of Canada. Anyone found to have contravened these restrictions shall be disciplined and/or prosecuted, and all offending firearms, weapons, ammunition or explosive substances will be confiscated.

7.4 Racism

At Elite High School, we firmly believe that the racial and ethnocultural diversity of its community is a source of excellence, enrichment and strength. We affirm the principle of human rights that every member of Elite High School has the right to equitable treatment without harassment or discrimination on the grounds prohibited by the Ontario Human Rights Code, including race and ethnicity. Elite High School is committed to fostering fairness and respect, creating and maintaining a positive working and learning environment and to promoting anti-racism.

Anyone in the Elite High School community who infringes a right protected by the Ontario Human Rights Code shall be subject to complain procedures, remedies and sanctions in the institutes, policies, codes and regulations, and to such discipline as may be appropriate under the circumstances.

7.5 Sexual Harassment

Elite High School strives to provide an environment wherein all students, faculty and staff are able to learn, study, teach and work, free from sexual harassment, including harassment on the basis of gender identification, gender expression and sexual orientation.

We define sexual harassment as

- Unwanted sexual attention of a persistent or abusive nature;
- The making of implied or expressed promise of reward for complying with a sexually-oriented request;
- The making of implied or expressed threat of reprisal, in the form of actual reprisal or the denial of opportunity, for refusal to comply with a sexually-oriented request;
- Sexually-oriented remarks or behavior which may reasonably be perceived to create a negative psychological and emotional environment for work and study.

Students, faculty and staff who have sexually harassed another member of the community will be subject to discipline and sanctions as are appropriate to the circumstance.

7.6 Physical Aggression and Bullying

All conflicts should be resolved by non-violent means. Physically or verbally aggressive behaviors are not acceptable. Students who violate this policy may be removed from Elite High School's premises and may face disciplinary action including expulsion and/or criminal prosecution. Any student who has been subjected to or witnessed physical aggression and bullying should promptly notify the instructor or administration.

According to the Education Act from the Ministry of Education, bullying is defined as an aggressive and typically repeated behavior by a pupil where:

- The behavior is intended by the pupil to have an effect of, or the pupil ought to know that the behavior would be likely to have the effect of, (a) causing harm, fear or distress to another individual, including physical, physiological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or (b) creating a negative environment at a school for another individual;
- The behavior occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

All forms of bullying, including the use of any physical, verbal, electronic (including cyber-bullying), written or other means are strictly prohibited.

7.7 Property of Elite High School

Students must demonstrate care for the property of Elite High School and other members of the community. If property is damaged, either intentionally or unintentionally, Elite High School reserves the right to demand compensation for the losses which shall be more than the cost of replacement of the damaged property.

7.8 School Locker Policy

Elite High School will assign lockers and locks on the basis of need at the beginning of every school year. A fee is required to use the locker and it cannot be used by any unauthorized person.

Lockers and locks are the property of Elite High School and are subject to inspection at any time by Elite High School staff throughout the school year.

Students should NOT provide the lock combination to any other student. Elite High School assumes no liability for any items stored in lockers or any damage to student lockers. Any student caught vandalizing lockers will be subject to the current code of conduct (section 7.13) and may be reported to police.

Students are responsible for keeping their lockers clean and free of illegal substances, weapons and offensive material. Neither food nor drinks are allowed inside the locker. If any of these objects are found in the locker, the item will be retained and the student may receive a sanction. You are expected to vacate your locker at the end of your rental period so that it can be cleaned, repaired and reassigned for the next student.

Damage to lockers and loss of locks will be the responsibility of the student and payment must be made for replacement of a lost lock and/or damage to a locker.

7.9 Food Policy

Students are not allowed to eat or drink in the classroom when class is in session except when the food has been provided by Elite High School. During lunch period and between classes, students may eat or drink in the classroom but all containers must be removed from the classroom before the class resumes. Students will learn how to recycle according to Canadian policy.

7.10 Cell Phones/Tablet Policy

The use of cell phones, tablets, etc. is prohibited in class at Elite High School. However, they can be used as learning tools at the teacher's discretion.

7.11 Compliance with Fire Safety Regulations

In the case of a fire, the fire alarm will sound. Upon hearing the alarm, everyone in the building will use the staircase to get to the ground floor and exit through one of the main doors of the building. Staff and students are expected to gather in the grassy area to the north of the building.

7.12 Visitor Policy

In order to assure the safety of all Elite High School students, all visitors must identify themselves and check in at the front desk. All visitors are required to show a piece of identification. Visitors must remain in the reception area.

7.13 Reinforcement of Code of Conduct

Students at Elite High School are responsible for knowing and complying with the regulations of Elite High School. Students who are charged with violations of the regulations shall be subject to disciplinary actions decided by a committee designated for that purpose. The committee has the authority to issue warnings, impose penalties and recommend dismissal.

Visitors, invitees or trespassers who violate the maintenance of order within Elite High School will be asked to leave the premises. Failure to comply will result in Elite High School using all reasonable means including, but not limited to calling for the assistance of the police to effect removal. Students may be held accountable for acts of misconduct of their guests while on Elite High School premises.

7.14 Mandatory Consequences

The police will be involved in the case of serious offences and a student will be immediately suspended and proceed to an expulsion hearing for the following:

- Possession of a weapon including, but not limited to firearms;
- Trafficking of drugs or weapons;
- Theft/Robbery;
- Use of a weapon to cause bodily harm or to threaten serious harm;
- Physical assault causing bodily harm requiring professional medical treatment;
- Sexual Assault
- Providing alcohol to minors.

The immediate suspension will be the minimum penalty faced by a student for

- Uttering a threat to inflict serious bodily harm;
- Possession of illegal drugs;
- Acts of vandalism causing extensive damage to Elite High School property.

A student will be immediately suspended for

- Swearing at a teacher or other person in authority;
- Being in possession of alcohol;
- Being under the influence of alcohol/drugs.

8. Student Service

Elite High School is equipped with qualified and caring faculty and management personnel to provide students with all the necessary domestic services to complete their educational program in Canada, such as airport reception, information orientation, accommodation, visa application and others.

8.1 Airport Reception

An Elite High School representative is available to welcome international students on their arrival at the airport and transfer them to their selected accommodation. This service provides an excellent introduction to Toronto and allows for a smooth transition. Students must provide details of their flight prior to their arrival in order to use this service.

8.2 Orientation

A comprehensive orientation program is provided for all new students prior to the commencement of each semester. The orientation includes the following:

- Campus familiarization (e.g., nearest library);
- Public transit information (e.g., routes from/to residence);
- City of Toronto information (e.g., museums);
- Meeting with school staff;
- Course and program information (e.g., individual consultation);
- Opening a bank account;
- Purchasing textbooks (e.g., Elite High School textbook system);
- Brief Canadian legal information (e.g., rights and responsibility)

- Accommodation and housing service;
- Guardianship.

8.3 Guardians Searching

Elite High School offers help for international student who is under 18 years old and needs to find a guardian when applying to study in Canada. The school will search the guardian's information on the government website and make recommendations to students. In addition, the school faculty will help with the communication between the two sides.

8.4 Accommodation / Housing Services

Finding somewhere to live is always a top priority for new students who are relocating to Toronto. Elite High School staff will help students arrange accommodation before or after their arrival in Toronto. We provide information regarding the different types of accommodation available through the school, but students are free to make their own arrangements as well. As mentioned above, guardianship is only offered to those who make the arrangement through Elite High School.

The main types of accommodation in Toronto are:

- Homestay provides students with the opportunity to live with a Canadian family and is recommended for students who wish to experience Canadian culture and way of life. Canadian host families come from many different cultures. A host family may be from China, India, Hong Kong, Europe or any other part of the world.

This is an excellent way to improve language skills while seeing how Canadian families live. All families are located within commuting distance of Elite High School. Homestay includes daily breakfast and dinner.

- Private house/apartment rentals are a popular option for Canadian students who share a house or apartment with a number of roommates. The cost of these units will depend on the number of people sharing, size of the unit, location and access to the public transportation system. Usually, this type of accommodation is unfurnished so there will be additional set-up costs (e.g. furniture, utility connection charge). This option does not include meals.

- Temporary accommodation is available for students who are unsure of what type of accommodation he/she might need, or if his/her long-term accommodation is not ready when they arrive in Toronto. In this case, Elite High School can refer students to some type of budget hotel or hostel which will include a furnished room and shared facilities. This option does not include meals.

Please note that the duration of stay for students is flexible as long as the minimum of three to six months requirement is met. Please inquire about other accommodation options and Elite High School will try its best to meet different needs.

8.5 Student Visa / Authorization Application Support Services

Students planning to come to Canada to study should apply for their Temporary Resident Visa and Study Permit at the appropriate Canadian embassy, high commission or consulate in their country. The processing time will vary and it is best to apply as soon as possible.

The following are the main requirements for the Temporary Resident Visa and Study Permit:

- Completed *Application for a Study Permit* form;

- Proof of acceptance by Elite High School;

- Proof of identity; a valid passport and two (2) additional passport-sized photos;

- Proof of financial support; students must be able to prove that they are able to support themselves financially during their stay in Canada;

- A medical evaluation as required by regulations for certain countries.

Exact details regarding Temporary Resident Visa and Study Permit can be obtained from the nearest Canadian diplomatic mission.

After the Canadian Embassy has approved a student's documentation, he/she is ready to plan their move to Canada. Elite High School will help students with this transition and is pleased to assist with any details of their move.

When students enter Canada, they must;

- Prove to an immigration officer that they will leave Canada at the end of their studies;

- Have been accepted by Elite High School;

- Prove that they have enough money during their stay in Canada to pay for tuition fees, living expenses for themselves and accompanying family members, and return transportation for themselves and accompanying family members.

8.6 Extra-Curricular Activities

Elite High School regularly arranges activities and excursions within Toronto and in surrounding areas. These activities may include; field trips to museums, galleries, exhibitions, the zoo and various tours and events around the city. It is Elite High School's goal to provide students with special opportunities to participate in Canadian society and culture. School-specific social and athletic activities are organized to promote student recreation and interaction.

8.7 Other Services

- Students Under 18 Years of Age:

Even though Toronto is a safe city, younger students require additional guidance. Students under eighteen (18) must have a legal guardian when they are in Toronto. Homestay is a recommended alternative for students under the age of eighteen (18). Elite High School will communicate regularly with the parents/guardian of the students under eighteen (18) about their general life in Canada.

- English Placement Test:

Elite High School offers a placement test for newly enrolled international students prior to attending courses. The test assesses students' English reading, writing, speaking and listening skills to help the teaching staff place the students in the most appropriate level of courses.

- Facilities:

Elite High School is conveniently located in Toronto, Canada. The school has a reception area, library, classrooms, principal/teachers' offices and a kitchen. We provide a safe learning environment for all our students.

- Food Services:

Students can buy meals at a café in the school building. There are various eateries around Elite High School within walking distance where students can also buy food. Elite High School will provide information on

where students can purchase food upon their arrival/enrolment Textbooks:

Students must purchase textbooks necessary for the courses they take. The cost of the textbooks is not included in the tuition fee. Students have the option of selling their used textbooks to other students or back to the school. When buying used textbooks, Elite High School will thoroughly check the condition they are in; the condition a textbook is in will determine its price.

8.8 Functions of Faculty Advisor

At Elite High School, the Principle and teachers are available to mentor students with their academic life and general social development. The advising service will assist students with many different aspects of their educational life:

- Preparing educational goals to match students' career plans and future aspirations;
- Assisting with course selection and giving additional support in the event of academic difficulties;
- Organizing extra-curricular activities;
- Communicating with parents/guardian and teachers;
- Providing any general assistance to help students improve their study habits and academic performance;

- Offering information about admission requirements to Canadian universities and colleges.

Elite High School offers more intensive counselling for Grade 12 students making final decisions for their academic future.

8.9 School Year Calendar

Ontario — Ministry of Education

School Year Calendar 2022 - 2023

Legend: H - Statutory Holiday; E - Scheduled Examination Day; P - Professional Activity Day; B - Board Designated Holiday; Half Day

ELITE HIGH SCHOOL

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022	23	0	1	1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2022	21	1	1				1	2	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
October 2022	20	1	1	3	4	5	6	7	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
November 2022	22	0	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
December 2022	12	0	1				1	2	5	6	7	8	9	12	13	14	15	16	19 B	20 B	21 B	22 B	23 B	26 B	27 B	28 B	29 B	30 B
January 2023	20	1	2	2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
February 2023	19	0	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20 H	21	22	23	24	27	28			
March 2023	22	1	1			1	3	3	6	7	8	9	10	13 B	14 B	15 B	16 B	17 B	20	21	22	23	24	27	28	29	30	31
April 2023	19	0	1	3	4	5	6	7 H	10 H	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
May 2023	22	1	1	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22 H	23	24	25	26	29	30	31		
June 2023	21	1	1				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
July 2022	21	0	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	242	6	10																									

Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

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Time Table

ELITE HIGH SCHOOL

Sep 2024 - June 2025 Weekly Timetable

Day	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Class 1	**9:00 - 10:20 AM**	SBI3U (Room 112)	MHF4U (Room 112)	CGC1D (Room 108)	CHY4U (Room 110)	AVI2O (Room 104)	BBB4M (Room 107)	**Holiday**
		SCH3U (Room 110)	BAT4M (Room 105)	PPL1O (Room 109)	BOH4M (Room 108)	CHC2D (Room 110)	SPH4U (Room 108)	**Holiday**
Morning Break	**10:20 - 10:35 AM**	**Morning Break**	**Morning Break**	**Morning Break**	**Morning Break**	**Morning Break**	**Morning Break**	
Class 2	**10:35 - 11:55 AM**	SPH3U (Room 108)	MHF4U (Room 107)	ENG3U (Room 106)	ENG4U (Room 106)	GLC2O (Room 105)	AVI4M (Room 112)	**Holiday**
		BAF3M (Room 109)	MCV4U (Room 104)	ICS3U (Room 107)	MCV4U (Room 110)	BAF3M (Room 109)	BBB4M (Room 107)	**Holiday**
Lunch Break	**12:00 - 1:00 PM**	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**	**Lunch Break**	
Class 3	**1:00 - 2:20 PM**	AVI3M (Room 108)	BAT4M (Room 104)	SCH4U (Room 107)	CHY4U (Room 108)	SPH3U (Room 108)	CPW4U (Room 110)	**Holiday**
		ICS4U (Room 112)	BOH4M (Room 108)	ENG4U (Room 106)	AVI3M (Room 108)	AVI4M (Room 112)	HNB4M (Room 107)	**Holiday**

Afternoon Break	**2:20 - 2:35 PM**	**Afternoon Break**	**Afternoon Break**	**Afternoon Break**	**Afternoon Break**	**Afternoon Break**	**Afternoon Break**	
Class 4	**2:35 - 3:55 PM**	ENG4U (Room 106)	CPW4U (Room 110)	MCV4U (Room 104)	BAF3M (Room 109)	SCH3U (Room 110)	SPH3U (Room 108)	**Holiday**
		SBI4U (Room 112)	OLC4O (Room 108)	HNB4M (Room 107)	ICS4U (Room 112)	AVI3M (Room 108)	BOH4M (Room 107)	**Holiday**
Class 5	**4:00 - 5:20 PM**	CHW3M (Room 110)	CPW4U (Room 110)	CHY4U (Room 108)	BAT4M (Room 104)	ENG4U (Room 105)	BBB4M (Room 107)	**Holiday**
		SCH4U (Room 107)	MHF4U (Room 106)	ICS4U (Room 108)	SCH3U (Room 110)	BAF3M (Room 109)	SPH4U (Room 108)	**Holiday**

Weekly Course Overview (Monday - Saturday)

Monday:

1. **9:00 - 10:20 AM**:
   - SBI3U (Room 112)
   - SCH3U (Room 110)
2. **10:35 - 11:55 AM**:
   - SPH3U (Room 108)
   - BAF3M (Room 109)
3. **1:00 - 2:20 PM**:
   - AVI3M (Room 108)
   - ICS4U (Room 112)
4. **2:35 - 3:55 PM**:
   - ENG4U (Room 106)
   - SBI4U (Room 112)
5. **4:00 - 5:00 PM**:
   - CHW3M (Room 110)
   - SCH4U (Room 107)

Tuesday:

1. **9:00 - 10:20 AM**:
   - MHF4U (Room 112)
   - BAT4M (Room 105)
2. **10:35 - 11:55 AM**:
   - MHF4U (Room 107)
   - MCV4U (Room 104)
3. **1:00 - 2:20 PM**:
   - BAT4M (Room 104)
   - BOH4M (Room 108)
4. **2:35 - 3:55 PM**:
   - CPW4U (Room 110)
   - OLC4O (Room 108)
5. **4:00 - 5:00 PM**:
   - CPW4U (Room 110)
   - MHF4U (Room 106)

Wednesday:

1. **9:00 - 10:20 AM**:
   - CGC1D (Room 108)
   - PPL1O (Room 109)
2. **10:35 - 11:55 AM**:
   - ENG3U (Room 106)
   - ICS3U (Room 107)
3. **1:00 - 2:20 PM**:
   - SCH4U (Room 107)
   - ENG4U (Room 106)
4. **2:35 - 3:55 PM**:
   - MCV4U (Room 104)
   - HNB4M (Room 107)
5. **4:00 - 5:00 PM**:
   - CHY4U (Room 108)
   - ICS4U (Room 108)

Thursday:

1. **9:00 - 10:20 AM**:
   - CHY4U (Room 110)
   - BOH4M (Room 108)
2. **10:35 - 11:55 AM**:
   - ENG4U (Room 106)
   - MCV4U (Room 110)
3. **1:00 - 2:20 PM**:
   - CHY4U (Room 108)

- AVI3M (Room 108)

4. **2:35 - 3:55 PM**:
   - BAF3M (Room 109)
   - ICS4U (Room 112)
5. **4:00 - 5:00 PM**:
   - BAT4M (Room 104)
   - SCH3U (Room 110)

Friday:

1. **9:00 - 10:20 AM**:
   - AVI2O (Room 104)
   - CHC2D (Room 110)
2. **10:35 - 11:55 AM**:
   - GLC2O (Room 105)
   - BAF3M (Room 109)
3. **1:00 - 2:20 PM**:
   - SPH3U (Room 108)
   - AVI4M (Room 112)
4. **2:35 - 3:55 PM**:
   - SCH3U (Room 110)
   - AVI3M (Room 108)
5. **4:00 - 5:00 PM**:
   - ENG4U (Room 105)
   - BAF3M (Room 109)

Saturday:

1. **9:00 - 10:20 AM**:
   - BBB4M (Room 107)
   - SPH4U (Room 108)
2. **10:35 - 11:55 AM**:
   - AVI4M (Room 112)
   - BBB4M (Room 107)
3. **1:00 - 2:20 PM**:
   - CPW4U (Room 110)
   - HNB4M (Room 107)
4. **2:35 - 3:55 PM**:
   - SPH3U (Room 108)
   - BOH4M (Room 107)
5. **4:00 - 5:00 PM**:
   - BBB4M (Room 107)
   - SPH4U (Room 108)

Weekly Schedule (Monday to Saturday)

- **Class Duration**: 80 minutes per class
- **Breaks**:
  - **Morning Break**: 10:20 - 10:35 AM
  - **Afternoon Break**: 2:20 - 2:35 PM
  - **Lunch Break**: 12:00 - 1:00 PM
- **Total Classes per Day**: 5 classes from Monday to Saturday
- **Sunday**: **Holiday (No Classes)**

Day	Number of Classes	Breaks	Holiday
Monday	5	Morning Break, Afternoon Break, Lunch Break	No
Tuesday	5	Morning Break, Afternoon Break, Lunch Break	No
Wednesday	5	Morning Break, Afternoon Break, Lunch Break	No
Thursday	5	Morning Break, Afternoon Break, Lunch Break	No
Friday	5	Morning Break, Afternoon Break, Lunch Break	No
Saturday	5	Morning Break, Afternoon Break, Lunch Break	No
Sunday	0	Holiday	Yes

10.0 Sample Report Card

Ontario — Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
Spring 2	Final	June 27, 2021

STUDENT:	OEN:	Grade:	Homeroom:	Principal:
Sun, Vivian	608-599-445	10		Ms. Bin Liu

Address: 2 Wellebourne Crescent, Toronto, ON, M2H 1Y7

School Council Chair:

SCHOOL:	Telephone:	BOARD:	Email/Website:
Elite High School (BSID# 668539)	(416) 900-7606	Private (Inspected)	
Address: 4750 Yonge Street, Suite 332, Toronto, ON Canada M2N 5M6	Fax:	Address:	

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits: Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Comments (Strengths/Next Steps for Improvement)	Attendance: Classes Missed / Total Classes	Times Late
Course Title: Principles of Mathematics, Grade 10, Academic Course Code: MPM2D Teacher: Carrier Li ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	First	88	87	-	E	E	E	G	E	E	Vivian has showed perfect understanding of the course. She has strong ability of solving theoretical and practical problems in mathematics independently. She is initiative in studying. Keep up the good work.	1 / 14	1
	Final	96	89	1.0	E	E	E	E	E	E		1 / 28	1
Course Title: Course Code: Teacher: ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	First												
	Final												
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	Final												
Course Title: Course Code: Teacher: ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	First												
	Final												

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

Principal's Signature: X

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Ontario Ministry of Education

Provincial Report Card, Grades 9–12

Semester	Reporting Period	Date
Spring 2	Final	June 27, 2021

Student: Sun, Vivian	OEN: 608-599-445	Grade: 10	Homeroom:

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

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Ontario Ministry of Education

Semester	Reporting Period	Date
Spring 2	Final	June 27，2021

Provincial Report Card, Grades 9–12

Completion of Requirements for Graduation

Student: Sun, Vivian	OEN: 608-599-445	Grade: 10	Homeroom:

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

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For School Use

1: First 88 Final 96

MPM2D

Principal's Signature X Aimee Liu Date June 27, 2021

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Student: Sun, Vivian	OEN: 608-599-445	Grade: 10	Homeroom:

Learning Skills and Work Habits

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

Responsibility	Organization
• 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.	• 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	**Collaboration**
• Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision.	• 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	**Self-Regulation**
• 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.	• Sets own individual goals and monitors progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges.

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
W	The student has withdrawn from the course.

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.

IEP – Individual Education Plan

FRENCH – The student receives instruction in French for the course.

SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)

Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.

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