

# Goldenlink Academy

## School Course Calendar 2024-2025



This school calendar provides the students and parents/guardians with detailed, accurate and up-to-date information about Goldenlink Academy as a school, its policies, the programs and services offered.

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Goldenlink Academy (GLA) is a Grade 9 through 12, coeducational, private, day school in Markham, Ontario. We are committed to equip all students with the knowledge, skills and attitudes they need for successful outcomes. It is our goal, at Goldenlink Academy, to ensure the academic and personal success of students by addressing different learning styles and different cultural backgrounds. We strive to equip our students with strong skills that will prepare them for a successful future.

## **SCHOOL POLICIES, PRACTICES AND PROCEDURES**

### **Requiring and Completing a Secondary School Education**

#### **Reaching Every Student**

At Goldenlink Academy, through our secondary school program, we are committed to equip all students with the knowledge, skills and attitudes they need for successful outcomes.

#### **Requiring and Completing a Secondary School Education**

Section 21. (1) of Ontario's Education Act requires every person to attend an elementary or secondary school on every school day from 6 years old until attaining 18 years old or obtained an Ontario Secondary School Diploma (OSSD). Section 21. (5) requires the parent or guardian of a person who is required to attend school to cause that person to attend school as required, unless that person is at least 16 years old and has withdrawn from parental control.

Successful completion of secondary education in Ontario is important and a valuable step toward post-secondary opportunities.

To ensure optimal student success, education must be a consistent process, requiring continuous and active participation in the learning environment. Students must learn to work not only as individuals, but also with each other. This process involves the student in listening, cooperating, sharing, interacting, and experiencing mutual evaluations. Students must be able, both individually and in groups, to investigate, analyze, synthesize, generalize, and make intuitive leaps in the pursuit of knowledge.

Regular attendance is, therefore, absolutely critical for the students learning and achievement of course expectations.

### **Overall Goals and Philosophy**

#### **Our Mission & Vision**

Forming learning habits that help shape the leaders of tomorrow.

#### *Mission Statement*

No matter what the age, we believe everyone has enormous potential to do great things. We are committed to partnering with our students to help build strong skills that will prepare them for a successful future in their communities.

It is our goal, at Goldenlink Academy, to ensure the academic and personal success of students by addressing different learning styles and different cultural backgrounds. We strive to equip our students with the skills they need to become successful global citizens in today's complex world.

#### *Vision Statement*

At Goldenlink Academy, our vision is to inspire our students to reach beyond the expected, and prepare them for their world of limitless possibilities.

#### **Values**

##### *Responsibility*

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

##### *Integrity*

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

##### *Empathy*

Promotes healthy social interaction that is crucial to the global community.

##### *Community*

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

##### *Diversity*

We value the unique experiences each student brings to the classroom.

### **School Organization**

#### **September 2024 – June 2025**

First Day of Semester 1:	Tuesday, September 3 <sup>rd</sup> , 2024
First Day of Semester 2:	Tuesday, October 29 <sup>th</sup> , 2024
First Day of Semester 3:	Monday, January 6 <sup>th</sup> , 2025
First Day of Semester 4:	Monday, March 3 <sup>rd</sup> , 2025
First Day of Semester 5:	Tuesday, May 6 <sup>th</sup> , 2025
School Year Ends:	Friday, June 27 <sup>th</sup> , 2025

#### **Report Cards:**

Semester 1	Midterm Report Card:	September 27 <sup>th</sup> , 2024
	Final Report Card:	October 28 <sup>th</sup> , 2024
Semester 2	Midterm Report Card:	November 25 <sup>th</sup> , 2024
	Final Report Card:	December 20 <sup>th</sup> , 2024
Semester 3	Midterm Report Card:	February 5 <sup>th</sup> , 2025
	Final Report Card:	March 3 <sup>rd</sup> , 2025
Semester 4	Midterm Report Card:	April 4 <sup>th</sup> , 2025
	Final Report Card:	May 5 <sup>th</sup> , 2025
Semester 5	Midterm Report Card:	May 30 <sup>th</sup> , 2025
	Final Report Card:	June 27 <sup>th</sup> , 2025

### Examination Days

Semester 1:	October 24 <sup>th</sup> & 25 <sup>th</sup> , 2024
Semester 2:	December 18 <sup>th</sup> & 19 <sup>th</sup> , 2024
Semester 3:	February 26 <sup>th</sup> & 27 <sup>th</sup> , 2025
Semester 4:	May 1 <sup>st</sup> & 2 <sup>nd</sup> , 2025
Semester 5:	June 25 <sup>th</sup> & 26 <sup>th</sup> , 2025

**\*Notes:** No class/assessment during review days. Students will use this period for reviewing and preparing for exams.

### Breaks

Winter Break:	December 23 <sup>rd</sup> , 2024 – January 3 <sup>rd</sup> , 2025
March Break:	March 10 <sup>th</sup> , 2025 – March 14 <sup>th</sup> , 2025

### Last Day of School

June 27<sup>th</sup>, 2025

### **Statutory Holidays**

Labour Day:	September 2 <sup>nd</sup> , 2024
Thanksgiving Day:	October 14 <sup>th</sup> , 2024
Christmas Day:	December 25 <sup>th</sup> , 2024
Boxing Day:	December 26 <sup>th</sup> , 2024
New Year's Day:	January 1 <sup>st</sup> , 2025
Family Day:	February 17 <sup>th</sup> , 2025
Good Friday:	April 18 <sup>th</sup> , 2025
Easter Monday:	April 21 <sup>st</sup> , 2025
Victoria Day:	May 19 <sup>th</sup> , 2025
Canada Day:	July 1 <sup>st</sup> , 2025
Civic Holiday:	August 1 <sup>st</sup> , 2025

### **Daily Timetable**

09:30 – 11:00	Session 1
11:05 – 12:35	Session 2
12:35 – 13:15	Lunch
13:15 – 14:45	Session 3
14:45 – 16:20	Session 4

### **Summer School 2025**

#### July Session

First Day of Session:	Monday, July 2 <sup>nd</sup> , 2025
Last Day of Session:	Monday, July 28 <sup>th</sup> , 2025

#### **Important Dates:**

Final Examination:	July 28 <sup>th</sup> , 2025
Report Card Pick Up:	August 5 <sup>th</sup> , 2025

#### August Session

First Day of Session: Wednesday, August 5<sup>th</sup>, 2025  
Last Day of Session: Thursday, August 29<sup>th</sup>, 2025

**Important Dates:**

Final Examination: August 29<sup>th</sup>, 2025  
Report Card Pick Up: September 2<sup>nd</sup>, 2025

**Daily Timetable**

- Monday to Friday, 90 minutes each session

09:30 – 11:00	Session 1
11:05 – 12:35	Session 2
12:35 – 13:15	Lunch
13:15 – 14:45	Session 3
14:50 – 16:20	Session 4

**Students' Responsibilities, Achievement and Attendance**

Regular attendance is absolutely critical for students' learning and achievement of course expectations. Students who habitually miss class will suffer in the evaluation process, because their participation and achievement cannot be fully assessed. In order to ensure regular attendance, Goldenlink Academy has adopted the following 3 step programme. Students, parents and guardians upon request, are informed by the teacher at the outset of each course of study as to the precise extent to which participation and attendance will be components of the evaluation process.

1. Attendance is required unless the student is **medically unable to attend**, or unless the Principal has, **in advance**, excused attendance on other medical or compassionate grounds. Even if the student is **medically unable to attend**, a doctor's certificate **must** be produced to the Principal where that inability to attend extends to 3 or more consecutive academic days. In any event, where, in the Principal's judgment, irregular attendance is jeopardizing the successful completion of a course of study, then the Principal will meet or, if a meeting is not possible, then otherwise communicate with the student, parents and guardians in order to fully explain the consequences of continued irregular attendance, and to offer alternatives that could be considered to promote a change in behavior that would contribute to a successful program of learning.
2. For the purposes of this step, a student shall only be determined to be **medically unable to attend class** if that student exhibits any one or more of:
  - diarrhea or vomiting within the past 24 hours;
  - ear aches, coupled with some fever;
  - eye drainage, coupled with burning, crust, itching, pain, redness or swelling;
  - fever of 38°C (100°F) or higher within the past 24 hours;
  - sore throat/swollen lymph nodes;
  - COVID-19 symptoms; or
  - any other medical disability (such as a suspected concussion) that will reasonably and likely substantially interfere with that student's ability to learn in a classroom environment.



3. Where
- (a) attendance is an essential component of a course of study; and
  - (b) a student and his or her parents or guardians have been appropriately counselled and provided with support and direction to promote regular attendance in the course; and
  - (c) the student continues to remain unwilling or unable to attend regularly;

**then that student will normally fail to achieve credit for that course of study.**

### **Code of Conduct and Safe School Policy**

As it is critical that the rewards of hard work, initiative and extra effort be made clear, it is also critical that the consequences for poor work and lack of effort be made equally clear. Of paramount importance is that all staff act in a manner consistent with what they have committed to. Nothing can be more harmful than to have a privilege for a certain standard of achievement (academically, athletically or behaviorally), and then to not provide that privilege. Similarly, consequences should never be threatened that either cannot be followed through with, or that are inconsistent with this Code of Conduct and Safe School Policy.

Consequences must be consistently applied as soon as possible, and usually within 1 week of the offence.

### **Standards of Behavior**

All members of the school community must:

- comply with the Code of Conduct and Safe School Policy;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and their opinions;
- treat one another with dignity and respect at all times, especially when there is disagreement;
- respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, marital status, family status or disability;
- ensure that personal mobile devices or electronic devices are stored out of view and powered off or set to silent mode during instructional time unless explicitly permitted by the teacher, with non-compliance resulting in appropriate disciplinary action;
- practice responsible digital citizenship by safeguarding personal information, staying vigilant against online threats, and using technology in a way that reflects respect, responsibility, and integrity;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;

School Offences, which will be dealt with by the staff member most directly involved, consist of one or more of the following:

- (a) a willful and persistent breach of this Code of Conduct, due to other than a genuine lack of ability;
- (b) a willful and persistent disruption of students and/or staff; or
- (c) the causing of harm to a person, or of vandalism to property.

Specific examples of School Offences include, but are not limited to:

- academic dishonesty;
- swearing at a teacher or other person in authority;
- acts of vandalism causing damage to school property or property located on school premises;
- smoking on school property;
- student possession of alcohol or illegal drugs;
- students being under the influence of alcohol or illegal drugs;
- trafficking in weapons or illegal drugs;
- selling alcohol or giving alcohol to a minor;
- harassment of any kind;
- bullying, intimidating or threatening another person;
- fighting;
- gambling;
- possessing weapons, including a firearm;
- using or possessing vaping devices on school property, and any violation of this policy will result in disciplinary action in accordance with school regulations;
- using a weapon to cause or threaten bodily harm to another person;
- physically or sexually assaulting another person;
- committing theft, robbery or extortion;
- distributing hate material;
- hate-motivated violence;
- inappropriate use of electronic communications/media; including accessing inappropriate materials on the Internet; posting offensive comments on personal or commercial websites (e.g. Facebook, [www.ratemyteachers.com](http://www.ratemyteachers.com), and similar sites);
- unexcused absence from school activities;

### **Illegal Drugs, Cannabis, Smoking, Vaping and Alcoholic Beverages**

Possession, use, distribution, or being under the influence of illegal drugs, cannabis, smoking products, vaping devices, and alcoholic beverages is strictly forbidden on school property, during school hours, and at any school-related events. This policy applies to all students, staff, and visitors to ensure a safe and healthy learning environment. Violations of this policy will result in severe disciplinary actions, including immediate notification of parents, confiscation and disposal of vapes, suspension, expulsion, and potential involvement of law enforcement authorities. The school is dedicated to promoting a substance-free environment that supports the well-being and success of every member of our community.

### **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 Goldenlink Academy. 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.

### **Racism**

At Goldenlink Academy, we firmly believe that the racial and ethnic cultural diversity of its community is a source of excellence, enrichment and strength. We affirm the principle of human rights that every member of Goldenlink Academy has the right to equitable treatment without harassment or discrimination on the grounds prohibited by the Ontario Human Rights Code, including race and ethnicity. Goldenlink Academy is committed to fostering fairness and respect, to creating and maintaining a positive working and learning environment and to promoting anti-racism. Anyone in the Goldenlink Academy community who infringes a right protected by the Ontario Human Rights Code shall be subject to complaint procedures, remedies and sanctions in the institutes, policies, codes and regulations, and to such discipline as may be appropriate under the circumstances.

### **Harassment**

Harassment is a form of discrimination and is against the law. Harassment is defined in the Human Rights Code as "engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome."

Harassment may be physical (e.g. pushing or other unwelcome contact), verbal (e.g. threats or insults), written or visual (e.g. graffiti or display of offensive and hurtful materials designed to exclude or marginalize their target) and may include use of the Internet. Harassment does not necessarily need to target a specific student or individual. A single act or expression can constitute harassment, for example, if it is a serious violation.

Harassment can manifest itself in many ways. Types of behavior which constitute harassment include, but are not limited to:

- jokes or hostile comments relating to physical characteristics, ancestry or age;
- physical or verbal teasing;
- display or passing around of sexist, racist or derogatory pictures, materials or graffiti;
- intimidation, offensive remarks, belittling and threatening behaviour;
- leering (suggestive staring), obscene and/or offensive gestures;
- inquiries or comments about a person's sex life or sexual preferences;
- practical jokes which cause awkwardness or embarrassment, endanger safety or negatively affect others;
- hazing
- derogatory nicknames; and/or
- physical or sexual unwelcome contact.

Goldenlink Academy strives to provide an environment wherein all students, faculty and staff are able to learn, study, teach and work, free from harassment. 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.

### **Bullying Prevention and Intervention**

A safe, inclusive and accepting school environment is essential for student achievement and well-being. Our goal is to establish a framework to enable, support and maintain a positive school climate.

Goldenlink Academy prohibits bullying in all circumstances. All conflicts should be resolved by non-violent means. Students who violate this policy may be removed from Goldenlink Academy's premises and may face disciplinary action including expulsion and/or criminal prosecution. Any student who has been subjected to or witnessed bullying should promptly notify the instructor or administration.

According to the Education Act from the Ministry of Education, **bullying is defined as below:**

Bullying (including cyber-bullying - aggressive and typically repeated behavior (physical, verbal, electronic, written or other means) by a pupil where:

- (a) the behavior is intended by the pupil to have the effect of, or the pupil ought to know that the behavior would be likely to have the effect of,
  - (i) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
  - (ii) creating a negative environment at a school for another individual, and
- (b) 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; ("intimidation")

For the purposes of the definition of "bullying" this behavior includes the use of any physical, verbal, electronic, written or other means.

Cyber-bullying - bullying by electronic means, including:

- (a) creating a web page or a blog in which the creator assumes the identity of another person;
- (b) impersonating another person as the author of content or messages posted on the internet; and
- (c) communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

### ***Principles***

The school recognizes the following principles:

- (a) bullying adversely affects a student's ability to learn;
- (b) bullying adversely affects healthy relationships and the school climate;
- (c) bullying adversely affects a school's ability to educate its students;
- (d) bullying will not be tolerated by any members of our schools and school communities;
- (e) bullying prevention will be promoted by all members our schools and school communities.

### ***What can you do?***

If you are a victim, know someone who is a victim or see behaviour which you feel may be discrimination, harassment or bullying:

- if it is safe to do so, tell the person to stop;
- write down what happened; include names, how often it has happened, time, date, location, any witnesses, who else you have told and if you know of anyone else who may have experienced similar conduct; and
- if you are a student, talk with the Principal or a Goldenlink Academy Facilitator to determine the appropriate next step.
- If you are unsure if what you witnessed and/or experienced is considered discrimination, harassment or bullying or if you are not comfortable telling the person to stop, talk with a Goldenlink Academy Facilitator. All reports are taken very seriously and will be handled in a timely and respectful way for everyone involved.
- For any reason, if you do not wish to go to a designated Goldenlink Academy Facilitator, report the incident to an adult you trust, either at home or at the school.

### ***The Role of a Goldenlink Academy Facilitator***

Goldenlink Academy Facilitator will:

- explain the options available to you;
- provide support and help you talk with the person involved, if you wish to do so;
- arrange for a mediated discussion to resolve the issue;
- help you make a formal complaint;
- provide access to counselling and/or other support as needed; and
- advise students of their right to inform parent(s)/guardian and/or legal counsel.

### ***What happens when you talk to a Facilitator?***

The Facilitator will listen to your concerns to determine with you what the appropriate next steps should be. Where necessary, steps can be taken to ensure the safety and protection of yourself and others. You may decide you wish to talk to the individual(s) involved on your own; or if all parties agree, the Facilitator can arrange to mediate a discussion with you and the individual(s) involved in order to find a reasonable resolution. The Facilitator is responsible for keeping confidential documentation of discussions held and of any agreements made. Should informal resolution not be possible, you can make a formal complaint through the Facilitator. In cases of alleged harassment or bullying between an employee and student, a formal investigation will be undertaken.

### ***Consequences***

The intent of discipline is to teach and to guide. Consequences will vary according to the individual and circumstance. Consequences may include, but are not limited to:

- removal from a school activity or program;
- removal from class for a period of time;
- formal suspension from school for one or more days; and / or expulsion from school.

In these instances, conditions to return to school will be discussed with parents and students in accordance with school policy.

### ***Property of Goldenlink Academy***

Students must demonstrate care for the property of Goldenlink Academy and other members of the community. If property is damaged, either intentionally or unintentionally, Goldenlink

Academy reserves the right to demand compensation for the losses, which shall be more than the cost of replacement of the damaged property.

### **School Locker Policy**

Goldenlink Academy 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 Goldenlink Academy and are subject to inspection at any time by Goldenlink Academy staff throughout the school year.

Students should NOT provide the lock combination to any other student. Goldenlink Academy assumes no liability for any items stored in lockers or any damage to student lockers. Any student caught vandalizing lockers will be report to school staff 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.

### **Food Policy**

Students are not allowed to eat or drink in the classroom when class is in session except with the approval of the teacher. 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.

### **Electronic Devices (including cell phones) Policy**

In order to minimize distractions and promote a focused learning environment, electronic devices, including cellphones, are to be kept on silent and out of sight during the school day. Cellphone use during instructional time is only permitted with explicit permission from the teacher. Students are strongly discouraged from accessing social media websites during school hours to promote stronger in-person relationships, communication, and social-emotional skills.

### **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 parking lot in front of the building.

### **Visitor Policy**

In order to assure the safety of all Goldenlink Academy 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.

### **Reinforcement of Code of Conduct**

Students at Goldenlink Academy are responsible for knowing and complying with the regulations of Goldenlink Academy. Students who are charged with violations of the regulations shall be subject to disciplinary actions decided by the principal. The principal and/or personnels delegated by the principal have the authority to issue warnings, impose penalties and recommend dismissal.

Visitors, invitees or trespassers who violate the maintenance of order within Goldenlink Academy will be asked to leave the premises. Failure to comply will result in Goldenlink Academy 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 Goldenlink Academy premises.

### **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.

### **Remedies**

The misbehavior must be clearly identified.

The student will be explained responsibility for the misbehavior.

The student will be explained how future repeated misbehavior can be avoided.

The student must be verbally counselled, and forewarned that more severe consequences will result from repeated misbehavior.

If appropriate, as a result of the misbehavior, the student may be isolated, whether in class, outside the class or building, apart from the group, or after class. The isolated student must be supervised.

### **Student Suspension and Expulsion**

The Ontario Ministry of Education has prioritized the critical need for Ontario schools (including not only the school property, but school vehicles and all school-authorized events and activities) to be places that promote responsibility, respect, civility, and academic excellence, all in a safe learning and teaching environment.

Sections 306 - 310 of the *Education Act* provide for the suspension of a student, by the principal of the school, for a period of time not exceeding 20 school days.

**Suspension** is traditionally a result **either of** persistent opposition to authority, which generally is demonstrated by habitual neglect of duty, **or of** conduct injurious to the moral tone of the school, or to the physical or mental well-being of other persons in the school.

**Expulsion** results only if the student's conduct is so unmanageable that the student's continued presence is injurious to students or other persons.

Examples of specific actions for which suspension or expulsion would be probable include:

- being under the influence of, in possession of, or trafficking in, alcohol or illegal drugs;
- being in possession of, or using a weapon to threaten or cause bodily harm;
- sexual or other physical assault causing bodily harm, or serious emotional or social injury; and
- repeated acts of vandalism causing extensive damage to school property or property located on school premises.

**The Principal** will consider mitigating facts prior to suspending or expelling any student. The mitigating factors include:

- (a) whether racial or other harassment was a factor in the student's behaviour;
- (b) whether the principles of progressive discipline have first been attempted;
- (c) the impact of suspension or expulsion on the student's continued education;
- (d) whether the imposition of suspension or expulsion would likely result in an aggravation or worsening of the student's behaviour or conduct;
- (e) the age of the student;
- (f) in the case of a student with a disability, whether the behaviour was a manifestation of the disability and whether appropriate accommodation, based on the principle of Individualization, has first been provided; and
- (g) the safety of other students.

## **DIPLOMA AND CERTIFICATES**

### **Ontario Secondary School Diploma Requirements and Related Procedures**

All students are required to remain in secondary school until reaching the age of eighteen (18) or obtaining an Ontario Secondary School Diploma (OSSD).

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.

### ***OSSD Requirements***

The OSSD is granted, on the recommendation of the Principal of the secondary school last attended, to a student who has successfully fulfilled the following requirements:

***If students started Grade 9 in 2023 or in prior years, they must:***

- Earn 30 credits, including 18 compulsory credits and 12 optional credits
- Complete a minimum of 40 hours of community involvement activities
- Pass the literacy requirement
- Earn at least two online learning credits



***Compulsory Credits (Total of 18)***

Students must earn the following 18 compulsory credits towards their 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

***Group 1, 2 and 3 compulsory credits***

Of the 18 compulsory credits, students must complete one 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 three groups:

- In groups 1, 2, and 3, a maximum of two credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.
  - Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.
- A maximum of two credits in cooperative education can count as compulsory credits, selected from any of the above three groups.
- The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- The Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.

### **English as a second language (ESL) and English literacy development (ELD)**

Students who are English language learners may count up to three credits in ESL or ELD towards the four compulsory credits in English.

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

### ***Optional Credits (Total of 12)***

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in this school course calendar. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

### ***If students started Grade 9 in Fall 2024 and after, they must:***

Earn 30 credits, including 17 compulsory credits and 13 optional credits

- Complete a minimum of 40 hours of community involvement activities
- Pass the literacy requirement
- Earn at least two online learning credits

### **Compulsory credits**

Students 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.

- Students can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- Students 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, student 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**

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

### **The Provincial Secondary School Literacy Graduation Requirement**

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

All students who enter Grade 9 must successfully complete the provincial secondary school literacy test, in order to earn a secondary school diploma. Students will normally take this test when they are in Grade 10. The test is based upon the Ontario curriculum expectations for language and communication, particularly reading and writing up to and including Grade 9.

The test serves both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. Students who are working towards an Ontario Secondary School Diploma and who do not successfully complete the Ontario Secondary School Literacy Test will have opportunities to retake the test. If a student has successfully completed the literacy test, then he or she may not retake it.

**Accommodations** that will be permitted include the following:

1. adjustments to the environment in which the test is administered;
2. adjustments in the time allowed for the test;
3. changes/adjustments to the format of the test (e.g. alternative forms of print); and/or
4. changes/adjustments to the format of responses (e.g. reading aloud of the questions in the writing component of the test).

**Special Provisions** for English Language Learners, English language learners as defined by English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Permitted Special Provisions include: Setting (adjustments to the environment in which the test is written) - an individual or small-group setting; or an individual study carrel. Timing (adjustments to the time allotted for the test) - additional time, to a maximum of double the allotted time; periodic supervised breaks.

Students who do not take the test in the year following the year in which they enter Grade 9 will require a **deferral**. The writing of the test may be deferred only to the time of the next scheduled test. Deferrals may be granted to students who are unable to write the test at the scheduled time due to illness, injury, or other extenuating circumstances. Documentation must be submitted to the Principal of the school in such cases. Students who are granted a deferral will write the test at the next scheduled sitting as prescribed by the Education Quality and Accountability Office (EQAO). While there is no limit on the number of deferrals that may be granted, the student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate programme and/or supports to prepare them for their next attempt. All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record (OSR).

To be eligible for an **exemption**, a student must have an Individual Education Plan (IEP). The IEP must include documentation to support an exemption from the Ontario Secondary School Literacy Test and clear indication that the student is not working towards an Ontario Secondary School Diploma. Both parental consent and the approval of the Principal are required for an exemption. The request for exemption must be made to the Chief Assessment Officer of the Education Quality and Accountability Office. The decision of the Chief Assessment Officer is final.

The standard method for assessing the literacy skills of students in Ontario for purposes of meeting the literacy requirement for graduation is the Ontario Secondary School Literacy Test (OSSLT), implemented in the 2001–2002 school year. The **Ontario Secondary School Literacy Course** (OSSLC) has been developed to provide students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills. A student may be permitted to take the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student to do so. Under special circumstances, and at the discretion of the principal, a student who has already met the literacy requirement for graduation purposes may be eligible to take the course. Students who successfully complete this course will have met the provincial literacy requirement for graduation, and will earn one credit. The credit earned for

successful completion of the OSSLC may be used to meet either the Grade 12 English compulsory credit requirement or the Group 1 additional compulsory credit requirement.

### ***Online Learning Graduation Requirement***

Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma.

The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year.

### ***Credits earned during COVID-19***

Students can count one secondary school credit that was earned during the province wide school closures (from April 2021 to June 2021) towards the two online learning credits that they need to graduate. This applies to all Grade 9 students who were learning remotely due to the province wide school closures.

### ***Opting out***

Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opting out of e-Learning form. Exemption from the online learning graduation requirements may 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

### ***The Community Involvement Requirements and Procedures***

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community.

Goldenlink Academy will ensure that students are provided with the information and forms needed to complete the community involvement requirement, including information about the activities that are approved by the school and the activities that are ineligible, as well as copies of this information section, which is to be given to the parents and to the person supervising the community involvement activity.

Students can start accumulating their community involvement hours in the summer before entering Grade 9.

Students who are looking for community involvement opportunities should:

- make sure they know which activities qualify for the community involvement requirement
- check the list of eligible and ineligible activities, as well as, resources to help them record hours and find volunteer activities
- visit the Ontario Volunteer Centre Network to find opportunities through a centre in their community
- ask the Principal or guidance counsellor for more information

If approved by the Principal, students may count the following towards their community involvement hours:

- up to 10 hours of paid employment if a student is 14 years or older and completes a reflection exercise demonstrating how their work contributed to their community
- community involvement during school time, for example, walking a younger child to and from school or helping younger siblings with school work
- duties normally performed at home, for example, helping an elderly relative with errands or providing after school care for a sibling

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings.

Students may not fulfill the requirement through activities that are counted towards a credit (co-operative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside students' normal instructional hours. That is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the principal by the student. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgment by the person (or a representative of the organization) involved. The principal will determine whether the student has met the community involvement requirement, will also maintain a Completion of Community Involvement Activities form with the necessary accompanying documentation in each student's Ontario Student Record, and, when appropriate, will indicate on the Ontario Student Transcript that the student has completed the requirement.

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 the community involvement activities.

### **Substitution Policy for Compulsory Credit Requirements**

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a

substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

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

### **Granting of the Ontario Secondary School Diploma (OSSD)**

On the recommendation of the Goldenlink Academy principal, 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.

### **Requirements for the Ontario Secondary School Certificate**

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

#### **Compulsory Credits (total of 7)**

- 2 credits in English
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit in the Arts or Technological Education

#### **Optional Credits (total of 7)**

- 7 credits selected by the student from available courses

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

### **The Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programmes or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript.

## **CURRICULUM**

### **Credit System**

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. A half credit may be granted for each 55-hour part of a



110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

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

### **Types of Courses**

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

#### ***Grade 9 and 10 Courses***

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

- De-streamed courses are designed to support all students in developing an understanding of, and the ability to apply, the range of mathematical knowledge and skills appropriate for the grade level.
- Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

#### ***Grade 11 and 12 Courses***

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

- College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. Open courses, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

### Course Coding System

Courses are identified by a 5-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 are those given in the Ministry of Education's list of common course codes. 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
  - "W" = Destreamed
  - "O" = Open
  - "E" = Workplace Preparation
  - "C" = College Preparation
  - "U" = University Preparation
  - "M" = University/College Preparation
  - "L" = Locally Developed Courses

#### Major Subject Areas:

A = The Arts  
 B = Business Studies  
 C = Canadian & World Studies  
 E = English  
 F = French  
 G = Guidance & Career Education  
 H = Social Studies & the Humanities  
 M = Mathematics  
 P = Physical & Health Education  
 S = Science  
 T = Technological Education

## List of Courses Offered at Goldenlink Academy

<i>GRADE</i>	<i>CODE</i>	<i>COURSE NAME</i>	<i>TYPE</i>	<i>PREREQUISITE</i>
<b>BUSINESS STUDIES</b>				
12	BBB4M	International Business Fundamentals	University/College Preparation	None
<b>CANADIAN AND WORLD STUDIES</b>				
12	CHI4U	Canada: History, Identity and Culture	University	Any University or University / College Preparation course in Canadian and world studies, English or social sciences and humanities
<b>ENGLISH</b>				
11	ENG3U	English	University Preparation	English, G10, Academic
12	ENG4U	English	University Preparation	English, G11, University Preparation
<b>ONTARIO SECONDARY SCHOOL LITERACY COURSE</b>				
12	OLC4O	Ontario Secondary School Literacy Course	Open	<u>Eligibility:</u> 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.)
<b>ENGLISH AS A SECOND LANGUAGE</b>				
	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
<b>MATHEMATICS</b>				
11	MCR3U	Functions	University Preparations	G10 Principles of Mathematics, Academic
12	MDM4U	Mathematics of Data Management	University Preparation	G11 Functions, University Preparations or G11 Functions and Applications, University/College Preparation
12	MHF4U	Advanced Functions	University Preparation	G11 Functions, University Preparation, or Mathematics

				for College Technology, Grade 12, College Preparation
12	MCV4U	Calculus and Vectors	University Preparation	G12 Advanced Functions, University Preparation, must be taken previously or currently with this course
<b>SCIENCE</b>				
11	SPH3U	Physics	University Preparation	Science, Grade 10, Academic
12	SPH4U	Physics	University Preparation	Physics, G11, University Preparation
11	SCH3U	Chemistry	University Preparation	Science, Grade 10, Academic
12	SCH4U	Chemistry	University Preparation	Chemistry, G11, University
<b>CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES</b>				
12	LKBDU	Simplified Chinese	University Preparation	International Languages, Level 2, University Preparation

## COURSE DESCRIPTIONS

### **BUSINESS STUDIES**

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

##### **1.0 Credit**

**Prerequisite:** None

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 post secondary programs in business, including international business, marketing, and management.

### **CANADIAN AND WORLD STUDIES**

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

##### **1.0 Credit**

**Prerequisite:** Any University or University/College Preparation course in Canadian and world studies, English or social sciences and humanities

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the

historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

## **ENGLISH**

### ***English, Grade 11, University Preparation (ENG3U)***

#### ***1.0 Credit***

***Prerequisite:*** English, G10, Academic

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

### ***English, Grade 12, University Preparation (ENG4U)***

#### ***1.0 Credit***

***Prerequisite:*** English, G11, University Preparation

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

## **ONTARIO SECONDARY SCHOOL LITERACY COURSE**

### ***Ontario Secondary School Literacy Course, Grade 12, Open (OLC40)***

#### ***1.0 Credit***

***Eligibility:*** Students who have had two opportunities to take the Ontario Secondary School Literacy Test (OSSLT) and have failed it at least once are eligible to enrol in the OSSLC. In June 2004, the policy was changed to grant principals the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student.

The credit earned for successfully completing the OSSLC may be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English. If used to meet the Grade 11 requirement, the course is coded OLC30. If used to meet the Grade 12 requirement, the course is coded OLC40. The credit may also be used to meet the group 1 compulsory credit requirement for the Ontario Secondary School Diploma. Students should check admission requirements for post secondary institutions, since the OSSLC may not be accepted as the Grade 12 English entrance requirement for college or university programs.

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will

read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

### **ENGLISH AS A SECOND LANGUAGE (ESL)**

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

##### **1.0 Credit**

**Prerequisite:** ESL Level 2 or equivalent

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

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

##### **1.0 Credit**

**Prerequisite:** ESL Level 3 or equivalent

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

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

##### **1.0 Credit**

**Prerequisite:** ESL Level 4 or equivalent

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.

### **MATHEMATICS**

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

##### **1.0 Credit**

**Prerequisite:** G10 Principles of mathematics, Academic

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

expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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

***1.0 Credit***

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

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.

***Advanced Functions, Grade 12, University Preparation (MHF4U)***

***1.0 Credit***

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

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

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

***1.0 Credit***

***Prerequisite:*** Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational and radical functions; and apply these concepts and skills to the modeling 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.

**SCIENCE**

***Physics, Grade 11, University Preparation (SPH3U)***

***1.0 Credit***

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

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

***Physics, Grade 12, University Preparation (SPH4U)***

***1.0 Credit***

***Prerequisite:*** Physics, Grade 11, University Preparation

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

***Chemistry, Grade 11, University Preparation (SCH3U)***

***1.0 Credit***

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

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

***Chemistry, Grade 12, University Preparation (SCH4U)***

***1.0 Credit***

***Prerequisite:*** Chemistry, Grade 11, University Preparation

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

**CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES**

***Simplified Chinese, Grade 12, University Preparation (LKBDU)***

***1.0 Credit***

***Prerequisite:*** International Languages, Level 2, University Preparation

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking



skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

### **How to Gain Access to Outlines of Courses of Study and to Ontario Curriculum Policy Documents**

Goldenlink Academy offers de-streamed, academic, open, college and university preparation courses, all based upon the curriculum expectations set out in Ministry of Education curriculum policy documents.

Up-to-date copies of the outlines of all of the courses of study for courses offered at Goldenlink Academy are retained on file. These outlines of the courses of study are available at the school for parents and students to examine.

Because parents of students under the age of eighteen years need information on course content (since they must approve their child's choice of courses), and adult students need this information (to help them choose their courses), all are urged to carefully examine all relevant courses of study.

Ontario curriculum documents may be accessed on-line by students and families at <https://www.dcp.edu.gov.on.ca/en/>

### **Experiential Learning Programs**

Experiential learning is a method of instruction in which the students acquire and apply knowledge and skills through direct experience in a relevant, real-world context. It can be used by teachers of any subject to help students connect what they are learning in school to how the subject's knowledge and skills are applied in the world outside of school. These opportunities build valuable knowledge, essential skills, work habits, technical literacy and networks in business, industry and the community.

The following opportunities in experiential learning are available to students:

#### **Co-operative Education (Co-op)**

Cooperative education (co-op) is a credit course that provides the opportunity to use what is learned in the classroom and apply it in the workplace. Co-op is an opportunity to "try out" a career and can help with making decisions about the future. Student will also develop work habits, attitudes and job skills necessary for a successful transition to post-secondary education or the workplace.

#### **Job Shadowing and Job Twinning**

Students may accompany a cooperative education student to his/her placement for a half or full day to learn more and observe what someone does in their job, one-on-one. Student can participate in more than one job shadowing or twinning experience and as part of any credit course.

Currently Goldenlink Academy does not offer co-operative education or job-shadowing and job twinning programs.

## **Student Withdrawal from Courses in Grades 11 and 12**

In Grades 9 and 10 only successfully completed courses are recorded on the OST.

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within three instructional days following the issue of the midterm report card, the withdrawal is not recorded on the Ontario Student Transcript. After three instructional days following the issue of the midterm report card, the withdrawal is recorded on the Ontario Student Transcript by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

## **Procedures Relating to Changing Course types**

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal.

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

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

In addition to the requirements listed above, the Principal of Goldenlink Academy must ensure that: a student who has no previous Ontario credits but who has successfully completed more than three years of secondary school is required to earn a minimum of four credits in Grade 11 or Grade 12 courses before being recommended for the OSSD; and a student who has successfully completed more than three years of secondary school education, has previously earned at least three Ontario credits, and has returned to the Ontario educational system may qualify for the OSSD by completing a minimum of one Grade 11 or Grade 12 credit.

## **Prior Learning Assessment and Recognition (PLAR)**

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge 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.

***This process involves two components: challenge and equivalency.***

**Challenge** refers to the process whereby student’s prior learning is assessed for the purpose of granting credit for a course developed from a 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 to the particular course (30% of the final mark). These other assessment strategies may include evaluation of student work, including written assignments and laboratory work, and observation of student performance. For students who are

under the age of eighteen, or are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area.

The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed. Students may challenge for credit only for Grade 10, 11, and 12 courses. Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline. Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process.

Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

**Equivalency** refers to the process whereby credentials from other jurisdictions are assessed for the purpose of granting credit for a course developed from a curriculum policy document. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

**Assessment and Evaluation** through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade, in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations / performances, laboratory work, and quizzes, and observation of student work.

**All credits granted through the PLAR process that is, through either the challenge process or the equivalency process must represent the same standards of achievement as credits granted to students who have taken the courses.**

### **Additional Ways for Students to Complete Courses and Earn Credits**

#### ***GLA Online Course***

Any GLA student may register for GLA online course. GLA online course provides students with instructions, assignments and evaluation through regular email and web-based interaction online learning platform from qualified GLA high school teachers.

#### ***GLA***

##### ***Summer School***

Goldenlink encourage students to take Summer School Programs to earn credits toward OSSD. The terms of admission to a course offered through summer school will be determined by the principal. A summer school program may begin after the last day of in the school year and will end before the first school day of the following school year.

The Summer School Program may allow students:

- To take additional credit courses;
- To retake courses that they have not successfully completed during the school year or course in which they wish to improve their achievement;

##### ***Private Study***

A student may be permitted to take one or more courses through private study in one or the other of two circumstances: 1) if the student is deemed to have a valid reason for not attending classes; or 2) if Goldenlink does not offer the course. Goldenlink will monitor the student's progress and evaluate his or her work. Courses offered through the Independent Learning Centre may form part of a student's private study program.

A student who wishes to apply for private study should submit an application as early in the school year as possible – normally not later than the first school day of the Semester if the student wish to complete the course by end of the Semester. The application will be submitted to the principal for approval. The student's achievements in the course of private study will be recorded on the Ontario Student Transcript.

##### ***Programs in Music Taken outside the School***

A student may be awarded a maximum of 2 credits for music programs taken outside the school. The credits awarded are optional credits, they may not be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2 – for students started Grade 9 in 2023 or in prior years.

The credit will be awarded upon presentation of the official forms or certificate documenting the required achievements. The credits may also be awarded the through PLAR challenging process.

Music Certificate Accepted for Credits are:

- A maximum of one Grade 11 University/College preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- Grade VII Practical and Intermediate Rudiments of the Royal Conservatory of Music, Toronto
- Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade V Practical and Grade III Theory of Trinity College London, England.
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England
- A maximum of one Grade 12 University/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:
  - Grade VIII Practical and Advanced Rudiments of the Royal Conservatory of Music, Toronto
  - Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
  - Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
  - Grade VI Practical and Grade IV Theory of Trinity College London, England.
  - Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

The term practical refers to any musical instrument on which performance is examined. It includes voice (singing), but not speech arts.

The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory, as the case may be.

### ***E-Learning and other Private School***

In a situation where a course of interest is not offered at GLA, the student may take the course for high school credit outside of GLA high school with PRIOR administrative approval. The student must complete an Outside Credit Form, and the approval from school counselor / administration is required for any course at any time or date.

### **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, Goldenlink Academy 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.

## **ASSESSMENT AND EVALUATION**

### **Evaluation and Examination Policies**

As of September 2010, assessment, evaluation, and reporting in Ontario schools is based on the policies and practices described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, 2010. It aims to set high standards of achievement for all students and promotes consistency in teaching and learning.

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify student's difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Assessment is a part of the learning process for both the student and the teacher. Assessment for and as learning occur during the process of learning. Assessment for and as learning are tools designed to keep both students and teachers aware of the objectives to be achieved, and to periodically inform them of intellectual and emotional progress. Assessment of learning (evaluation) takes place at the end of a unit of study, or of a period of time.

The purpose of assessment of learning is to determine the quality of a student's work on the basis of established achievement criteria, and to assign a value to represent that quality.

The final percentage grade for Grade 9 - 12 courses will be derived as follows:

70% of the grade will be based upon evaluations undertaken throughout the course. This portion of the grade should represent the student's most consistent level of achievement, with special consideration given to the more recent evidence of achievement.

30% of the grade will be based upon a final evaluation in the form of one or a combination of the following: an examination, a performance, an essay, or another method of evaluation suitable to the course content and expectations. The final evaluation should be administered at or towards the end of the course. There will be no exemptions from the final evaluation.

Assessment and evaluation will be based upon the provincial curriculum expectations (content standards) and the achievement levels (performance standards).

Assessment and evaluation must be based upon the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart.

Two separate aspects of student achievement must be reported: achievement of curriculum expectations and of learning skills.

Assessment and evaluation methods at Goldenlink Academy 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 Goldenlink Academy 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.

The performance standards are outlined in the achievement chart in the curriculum document for every subject or discipline. The achievement chart is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

The achievement chart also identifies four levels of achievement, defined as follows:

**Level 1                    50 - 59%**

Level 1 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

**Level 2                    60 – 69%**

Level 2 represents achievement that approaches 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 3                70 – 79%**

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

**Level 4                80 – 100%**

Level 4 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.

For Grades 9 to 12, teachers will use percentage marks to indicate achievement below 50 per cent. A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher.

**Reporting Procedures**

Student achievement is communicated formally to students and parents by means of the **Provincial Report Card, Grades 9-12**. The report card documents the student's achievement in every course, at particular points in the school semester, in the form of a percentage grade. It also includes teacher's 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 per cent or higher, reflecting achievement at Level 1 or above. The final grade for each course will be based in part on evaluations conducted throughout the course, and in part on a final evaluation. The relative weights (70% / 30%) assigned to these two components are specified in curriculum policy documents.

A report card will be completed and filed in the **Ontario Student Record (OSR)** for each student who has been enrolled in Goldenlink Academy for more than 6 weeks from the commencement of the reporting period. The report card, or an exact copy of it, will be forwarded to the family, but only with the written consent of the student if that student is 18 years of age or older.

At Goldenlink Academy, as required by law, a student's record of courses and credits gained towards the requirements for the Ontario Secondary School Diploma is maintained on the **Ontario Student Transcript (OST)**, which is the official record of a student's academic achievement in high school. Credits for courses meeting the requirements of current Ministry of Education curriculum guidelines shall be entered on the student's transcript through the use of the common course code designation issued by the Ministry of Education. The Ontario Student Transcript contains a record of the following:

- all courses in all secondary school grades successfully completed before September 1, 1999;
- all Grade 9 and 10 courses begun and successfully completed during or after the 1999-2000 school year;



- all successful and unsuccessful attempts at completing Grade 11 and 12 courses and Ontario Academic Courses (OACs) made during or after the 1999-2000 school year;
- 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; and
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course or an Ontario Academic Course.

In Grades 11 and 12 withdrawal from a course will not be recorded on the OST if it is dropped within three instructional days following the issue of a midterm report card. After three instructional days following the issue of the midterm report card, the student's percentage grade at the time of withdrawal is recorded.

Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the Ontario Student Transcript, and an "R" is entered in the "Credit" column for the course(s) with the lower percentage grade.

The Ontario Student Transcript is a critical component of the Ontario Student Record. The Ontario Student Record is frequently thought of as no more than a compilation of dry, uninteresting statistics. But Ontario schools collect a considerable quantity of information on students relating to their lives as students, their academic progress, their social and emotional characteristics, their involvement in school and community, and their interactions with their families. Furthermore, the lives of members of their families are frequently chronicled in great depth for all who enter the record to see. That being the case, the record becomes a document of significance to the whole family, not just to the student, and its contents and use therefore become an issue of importance to all of those concerned with the privacy of the family and/or individual student rights.

**Questions as to who should have access** to the Ontario Student Record and the purposes for which those school records are compiled have long been a concern. Parents want to know both how their children are actually doing and what schools are recording about their children. Next year's teachers want to know what they can expect from particular students, and want to ascertain if any students have problems of particular concern, including details of any ongoing or past treatment or other counselling. Principals and consultants, particularly in special education programmers, want as detailed and complete of a student record as possible in order to make assessments, decisions, and referrals. Courts want to review student records before making determinations about custody and punishment. Because of all of this, students want to know what is in their Ontario Student Record, so that they are able to understand the impression that others have of them, and so that they can be alerted to any information of concern.

**Subsection 265(1) (d) of the Education Act** requires a principal to collect information for inclusion in a record in respect of each student enrolled in the school, and to establish, maintain, retain, transfer, and dispose of the record. There are detailed regulations concerning what the record may and may not contain. A principal may place in the record any information believed to be conducive to the improvement of the student's instruction, however a careful review of the

Ontario Student Record must be regularly made to ensure the continued accuracy, currency, and relevancy of that information. The legislated phrase, "conducive to the improvement of instruction of the student" requires a subjective determination by the Principal.

The Ontario Student Record cannot contain any information that discloses the commission or alleged commission of an illegal act. (Notwithstanding this prohibition, a principal may include in a student's record information about school infractions and disciplinary actions, which infractions may incidentally also be illegal.)

**Section 266 of the Education Act** requires school staff to preserve the secrecy of the contents of the Ontario Student Record, expressly providing, in Subsection 266(10), that "every person shall preserve secrecy in respect of the content of a record that comes to the person's knowledge in the course of his or her duties or employment, and no such person shall communicate any such knowledge to any other person except,

- (a) as may be required in the performance of his or her duties; or
- (b) with the written consent of the parent or guardian of the pupil where the pupil is a minor; or
- (c) with the written consent of the pupil where the pupil is an adult."

This same section **gives all students the right to examine their Ontario Student Record**. A parent/guardian may examine a student's record without that student's written consent, **but only if that student is under 18 years of age. Unless appropriate written consent is provided**, school staff must refuse any request (whether from a public authority, such as the police, or from a parent/guardian of an adult student, or otherwise) for any access (other than as stated above) to student records. This refusal must include any school staff other than the Principal and the teachers of the school, but is subject to the exceptions below.

**Subsection 266(2) of the Education Act** states that the Ontario Student Record will not be produced in the course of any legal proceedings. There may be occasions, however, when access to the Ontario Student Record of current students or former students will be sought.

A principal may be served with a subpoena requiring that he or she appear in court on a particular date and bring part or all of an Ontario Student Record. If a principal receives a subpoena, he or she must comply with it. As a general rule, the principal should go to court with both the original Ontario Student Record and a complete and exact photocopy of it, and should propose to the judge that the photocopy be submitted instead of the original. The principal should also inform the judge that the subpoena is inconsistent with subsection 266(2) of the *Education Act*. The principal must, however, relinquish the documents if ordered to do so by the judge.

The *Criminal Code* is federal legislation; where there is a conflict between it and provincial legislation, it takes precedence. Therefore, if a principal is served with a search warrant under the *Criminal Code* requiring the surrender of an Ontario Student Record to the police, or is served with a subpoena requiring his or her appearance at court with the Ontario Student Record, he or she is obliged to comply with the search warrant or the subpoena. The principal should inform the relevant authority (i.e., the police or the judge) that the use of any part(s) of the Ontario Student Record as evidence in court proceedings is inconsistent with subsection 266(2) of the *Education Act*. The principal should present the police or the judge with both the original Ontario

Student Record and a complete and exact photocopy of it, and should propose that the photocopy be submitted instead of the original.

Under the *Child, Youth and Family Services Act, 2017*, it is possible for a court to order a principal of a school to produce a student's Ontario Student Record for inspection and copying. A court may make such an order if it is satisfied that (a) a record contains information that may be relevant to a consideration of whether a child is suffering abuse or likely to suffer abuse, and (b) the person in control of the record has refused to permit a Children's Aid Society director to inspect it.

**To clarify the rights of noncustodial parents**, the Ministry of Education, on June 13th, 1983, issued Policy Memorandum No. 76, entitled "Custody and Guardianship of Minors", providing that "a noncustodial parent of a child is entitled to examine the child's pupil record under Subsection 237(3) of the **Education Act**, unless a Court Order or Separation Agreement states that such parent is not entitled to access to the child". This provision is consistent with both the **Children's Law Reform Act** and the **Divorce Act**, which mandate that the legal right of a noncustodial parent to have access to a child **includes the right to make inquiries and to be given information concerning the child's health, education, and welfare**.

#### ***Use, Maintenance, and Transfer of the OSR***

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student.

The purposes for which personal information in a student's OSR is being used must be consistent with the policies in the Ontario Student Record Guideline (2000) and with school policies. Students who are adults and parents of students who are not adults will be informed of the uses of personal information at the time that that information is collected for inclusion in an OSR.

The contents of the OSR will be reviewed annually to ensure that they remain conducive to the improvement of the instruction of the student. If certain information or material in an OSR folder is determined, according to the school's policies, to be no longer conducive to the improvement of the instruction of the student, the principal will have the information or material removed from the OSR folder. Such information will be given to the parent(s) of a student who is not an adult or to the student if the student is an adult, or it will be destroyed under conditions that ensure the complete and confidential disposal of the record.

If the parent(s) or adult student is (are) of the opinion that the information contained in the student's OSR is inaccurately recorded or that it is not conducive to the improvement of the instruction of the student, the parent(s) or adult student may request in writing that the principal correct the alleged inaccuracy or remove the information from the record. If the principal complies with the request, the material will be corrected or will be removed from the file and destroyed or returned to the parent(s) or the adult student, and no record of the request will be retained in the OSR.

Every principal will ensure that no OSR discloses (a) the contravention or alleged contravention by a student of any statute or regulation to which the *Youth Criminal Justice Act* or the *Provincial*

*Offences Act* applies, or (b) the disposition of any proceedings brought under those statutes or regulations. If an entry in an OSR does disclose such information, the principal of the school in which the student is enrolled will ensure that the entry is altered appropriately or deleted from the OSR.

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. The original OSR is transferable only to schools in Ontario.

When a student transfers to another school in Ontario, the receiving school must be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

If the original OSR is being transferred to a school in another board, to a private, federal, or First Nation school, or to a Provincial or Demonstration School, it must be transferred by Priority Post or an equivalent delivery method that is approved by the school and that maintains confidentiality and guarantees prompt delivery.

Before a principal transfers an original OSR to a school operated by another school board in Ontario, or to a Provincial or Demonstration School in Ontario, the principal must receive a written request for the information from the principal of the receiving school.

Before a principal transfers an original OSR to an inspected private school, a non- inspected private school, or a federal or First Nation school in Ontario, the principal must have received:

- a written request for the information from the receiving school, in which the school agrees to accept responsibility for the OSR and to maintain, retain, transfer, and dispose of the OSR in accordance with this guideline; and
- a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

An original OSR may not be transferred outside Ontario. Only an exact copy of the OSR may be sent to the principal of an educational institution outside Ontario after the principal who is responsible for the OSR has received:

- a written request for the information from the principal of the educational institution outside Ontario; and
- a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

#### ***Retention, Storage, and Destruction of Information in the OSR***

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

- report cards
- the documentation file, where applicable
- additional information that is identified by the school as appropriate for retention.

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

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

The destruction of all or any part of the OSR when its retention is no longer required will be effected under conditions that ensure the complete and confidential disposal of the record.

### **Retirement of a Student**

A student retires from school when he or she ceases to be enrolled in school. A student is not considered to have retired if he or she (a) withdraws for a temporary period with the written consent of the principal, or (b) transfers to another school in Ontario.

When a student retires from the school that maintained an OSR for the student, the principal will give the following to the parent(s) of the student if he or she is not an adult, or to the student if he or she is an adult:

- an up-to-date copy of the student's OST, if applicable; and
- the information and materials stored in the OSR folder that are not required to be retained.

If certain information in an OSR folder is determined, according to the school's policies, to be no longer conducive to the improvement of the instruction of the student, the principal will have the information or material removed from the OSR folder. Such information will be given to the student's parent(s) or the student if he or she is an adult, or destroyed. If the parent(s) or the adult student is of the opinion that the information contained in the student's OSR is inaccurately recorded, or is not conducive to the improvement of instruction, they may request, in writing, the inaccuracy or other information be removed from the record. The principal has the responsibility of complying or not with the request. Although a student under 18 years of age has access to his or her Ontario Student Record, he or she does not have the right to request that information be withdrawn, corrected, or placed in the OSR. That right remains with the parent(s)/guardian(s) until the student becomes at least 18 years of age.

## **SUPPORTS AND RESOURCES**

### **Supports Related to Guidance and Education and Career/Life Planning**

*Creating Pathways to Success* sets out the new career development policy for Ontario schools, which involves the implementation of a comprehensive Kindergarten to Grade 12 education and career/life planning program designed to help students achieve their personal goals and become competent, successful, and contributing members of society. This is a whole-school program delivered through classroom instruction linked to the curriculum and through broader school programs and activities.

To promote success in school and life, it is essential for Ontario schools to provide opportunities and support for all students to plan their individual pathways through school and for each to make a successful transition to his or her initial post secondary destination. As reflected in the *School Effectiveness Framework (SEF), 2013*, schools that adopt "pathways thinking" enhance every student's outlook for success by:

- supporting students in identifying their personal interests, strengths, needs, and

aspirations and in using this knowledge of themselves to inform their choices of programs and learning opportunities; and by

- providing a range of diverse and engaging learning opportunities, courses, and programs, both in and outside the classroom, that meet the interests, strengths, needs, and aspirations of the students and honour all post secondary destinations – apprenticeship training, college, community living, university, and the workplace.

For their educational, social, and career success in the twenty-first century, students will require effective work habits and the ability to make sound decisions, solve problems, plan effectively, work independently, communicate well, research, evaluate themselves realistically, and explore new educational and career opportunities. A carefully planned guidance and career education program will help students acquire these skills.

Students must learn and develop skills at school that will help them become more independent and responsible individuals. They must be able to apply what they learn in school to other areas of their lives. They must learn to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, to evaluate their achievement of these goals, and to assume their roles as responsible citizens. A comprehensive guidance and career education program will provide students with an understanding of the concepts in the three areas of learning in the program (student development, interpersonal development, and career development) and with many opportunities to practice new skills in structured and supportive settings. It will allow them to learn from their experiences and accomplishments, and to apply their skills and knowledge in the classroom, in the school with their peers and teachers, and in the community. It will also involve parents, community partners, teachers, guidance counsellors, and community mentors in the program.

The guidance and career education program will help students relate what they learn in school to the community, understand and value education, recognize the learning opportunities available to them, make choices from among those opportunities, and adapt to changing circumstances. It will help them make transitions throughout their lives from family to school, from school to school, from school to work, and from school to lifelong learning. Through learning activities that emphasize managing time, completing tasks, setting goals, resolving conflicts, volunteering, collaborating, and cooperating, students will learn self-discipline, personal and social responsibility, and respect for others from diverse cultures.

**All Pathways, All Secondary Schools** speaks to the strategic choices a student makes based on the direction that they wish to take after graduation. We want each of our students to be able to work toward their goal, at their local school. These strategic choices include the five major pathways: apprenticeship, college, community, university, and work. Each pathway has great value and thus, each route to success is supported in each school. We offer programs that give students unique and innovative learning opportunities in their selected area of interest, such as **Individual Pathways Plan**. At all ages in the Career/Life Planning process, students discover their interests and skills and learn about opportunities in the world in which they live. Using the educational planning tool, Career Cruising, students in Grades 7 and 8 will begin to create an Individual Pathways Plan (IPP) by setting goals, and exploring opportunities and programs that help them to make decisions. In Grades 9 to 12, students continue to refine goals, further explore opportunities for postsecondary education, and create plans for their future in order to graduate in four years.

## **Strategies and Resources for Students and Parents to Support Education Planning and the Course Selection Process**

At Goldenlink Academy, all credit courses are selected in keeping with the student's areas of strength, in order to maximize his or her chances of success.

### ***Course Transfers and Changes***

If it becomes clear, after a reasonable period of time during which a student has been in attendance in a course, that the student is unable to complete that course of study successfully, then the student may be permitted to withdraw from that course and/or transfer to a more appropriate related course, but only after consultation among the Principal, the parents, the guardians, and the student has taken place.

If students are allowed to transfer or change courses during the year, then every effort will be made to retain the coherence both of the student's programmes, and of all of the other characteristics involved in the initial planning of the student's courses of study. As with original course selections, all transfers or changes of course by students under the age of majority must also receive parental approval.

If a student transfers from a French-language secondary school, then he or she must successfully complete at least one compulsory Grade 12 English course.

Where students who do not have Ontario credits are transferring from a non-inspected private school or a school outside Ontario to Goldenlink Academy, then the Principal of Goldenlink Academy 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. In particular, the Principal of Goldenlink Academy will have specific regard to *Secondary Education in Canada: A Student Transfer Guide*, prepared by the Council of Ministers of Education, Canada, which provides detailed information about the meaning of specific terms, systems of course numbering, credit requirements, examinations and grading practices, pattern of school organization, curriculum organization, and requirements for graduation from secondary education in each of the ten provinces and three territories. In any event, students must successfully complete the provincial secondary school test of reading and writing or the Ontario Secondary School Literacy Course. The Principal of Goldenlink Academy will determine the number of hours of community involvement activities that the student will have to complete. The results of these assessments will be noted in the student's Ontario Student Record (OSR).

### **Intervention Strategies, Support Services and Programs for Student Success**

We are committed to provide our students with the highest quality learning experience. We envision a school system in which all students can find what they need here and learning environments that are respectful and collaborative and support students to meet their own needs and the needs of society. To do so, we provide a variety of approaches that best suit the learning styles and needs of our students, such as experiential learning, cooperative education, eLearning, etc.

Goldenlink Academy offers following intervention strategies, supports and programs for student success, to improve high school graduation rates. Our goal is to turn struggling students into successful graduates.

- English language learner and other tutorials, as required
- Student course and study planning
- Learning and instructional technology support
- Student life skills (e.g. housing, banking) and mental health support (e.g. depression, stress, anxiety)
- Physical activity programs (Taekwondo, basketball, volleyball, annual camping trip, etc.)
- Easy access to different technologies including PC computers, printers, video equipment, cameras, and calculators. Students should respect all school technology equipment
- Regular after-hours access to community service hours; and
- University Fair and Open House visits

### **Attendance and Punctuality**

Regular attendance is critical for a student's learning and achievement of course expectations. To ensure academic success, Goldenlink 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;
- Students who are absent from class with advance notice and proof of an acceptable reason will not be penalized but might be required to make up the class time at the teacher's discretion.

### **Student Transfers**

#### ***Procedures for Students Transferring to Goldenlink Academy from another Ontario Secondary School***

Students who transfer from one Ontario secondary school to Goldenlink Academy will have their credits transferred with them. The principal may award credit for work started in the previous school but completed at Goldenlink Academy. Where this work cannot be completed at Goldenlink Academy, the principal may, after consultation with the principal of the sending school, award a partial credit in recognition of the student's achievement of some of the course expectations.

If a student transfers from a school where French is the main language of instruction, he/she must successfully complete at least one compulsory Grade 12 English course.

#### ***Procedures for Students Transferring to Goldenlink Academy from a Non-Inspected Private School or a School Outside Ontario***

Where students who do not have Ontario credits are transferring to Goldenlink Academy 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 requirement. 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).

### **Supports 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 Goldenlink Academy are experienced in meeting the needs of students whose first language is not English.

### **Special Education**

All students require support from teachers, classmates, family, and friends in order to thrive and to gain full benefit from their school experience. Some students have special needs that require supports beyond those ordinarily received in the school setting. Students who have behavioural, communicational, intellectual, physical or multiple exceptionalities, may have educational needs that cannot be met through regular instructional and assessment practices. These needs may be met through accommodations, and/or an educational program that is modified above or below the age-appropriate grade level expectations for a particular subject or course.

## **ACADEMIC POLICIES**

### **Term System**

With the exception of the English as a Second Language courses, Goldenlink Academy is termed/seasonal. The school year is divided into five parts: TERM 1 runs from September to the end of October; TERM 2 runs from November to Christmas; TERM 3 runs from January to February; TERM 4 runs from March to April; and TERM 5 runs from May to June.

In each term, the student has the opportunity to take two courses and obtain two credits for a total of eight to ten credits per year. Final evaluations, which may be one of or a combination of assignments and an examination, is administered occur near the end of each semester.

Parents will receive a formal interim and a final report card on the progress of their children each term. Parents, of course, are invited to contact the school at any time to get an up-date on the progress of their child.

The School Year Calendar and Weekly Timetable are enclosed as separate documents.

### **Course Registration**

Students at Goldenlink Academy are responsible for the completion and accuracy of their registration. The Ontario Student Record can be updated in person at any time. Goldenlink Academy will only record course changes when the student has initiated the process by following the withdrawal and add procedures. Registration consists of completing the registration forms accurately at the required times, having them approved by the principal and paying the required application fee.

By applying for admission at Goldenlink Academy, 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 school in the academic and financial administration

of its affairs. The student agrees that all documentation submitted to the school in support of the application for the admission becomes the property of Goldenlink Academy.

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

### **Homework and Written Assignments**

At Goldenlink Academy, we believe that homework and written assignments are an effective tool to review and consolidate the concepts learned. The intensity of homework assignments will vary over the four years of high school. Students in Grades 9 to 11 are expected to complete roughly two to three hours of homework daily. Students in Grade 12 should expect roughly three to four hours of homework daily. During examination periods or near due dates this load may become heavier.

Teachers will monitor students' workload and communicate with the other staff regularly, and make necessary accommodations wherever possible; however, it is the students' responsibility to keep track of the progress of their own homework assignments and deadlines. Exceptions can be made in the instances of extenuating circumstances and legitimate reasons, such as illness (provided a doctor's note), family emergencies, bereavement, etc. In such cases, the student must make arrangements with the teacher, Principal and/or administration to compensate missed classes, coursework, tests and late assignments. It is also the student's responsibility to express any particular concerns regarding their workload to their teachers prior to any due date.

### **Tests and Quizzes**

All Goldenlink Academy courses include different ways of assessing and evaluating student learning. Tests and quizzes 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.

Students should arrive on time for tests and quizzes. 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 needs to miss a test/quiz, 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 without any notification, he/she will receive zero (0).

### **Evaluations**

Each course offered at Goldenlink Academy will include mid-term and/or final evaluations that **cannot be waived**. Students should refer to their course syllabus for the exact final grade breakdowns. The final evaluation will constitute 30% of the final grade.

Evaluation schedules will be out at least two (2) weeks prior to the evaluation period. It is the student's responsibility to check their own evaluation schedules and avoid any conflicts. All students are responsible for presenting themselves at the place of evaluation 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 evaluation. 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 evaluation on a day and time arranged by the instructor.

### **Retaking of Failed Subjects**

Students may retake subjects they have failed one additional time only. The subject retake fee will be charged as specified in the tuition and refund policies.

Remedial support will be available for any student who fails the OSSLT on the first attempt. At Goldenlink Academy, teachers are available to offer help to those students who may require extra support.

### **Academic Honesty**

Goldenlink Academy values honesty in all aspects of its operations. Students at Goldenlink Academy 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 Goldenlink Academy. Academic dishonesty is considered a serious disciplinary matter in all educational institutions; any offense against academic honesty will compromise a student's grades and good standing. At Goldenlink Academy, cheating, plagiarism and all forms of academic dishonesty are considered serious violations.

### ***Cheating and Plagiarism***

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.

#### **Cheating**

At Goldenlink Academy, cheating is defined as any form of deceit in academic work. It is an offense for a student to knowingly commit any of the following:

- Use unauthorized notes or other aids, or to copy from or be influenced by someone else's work during a quiz, test or an examination;
- Give unauthorized aid to someone else and allow someone else to copy or use one's quiz, test, examination or assignment;
- Use help on homework or take-home tests beyond the limits specified by the teacher;
- Submit the same work for credit to more than one teacher;
- Use translations of texts studied in class without the permission of the teacher;
- Use help or contract someone else to write an essay, term paper or thesis, compile portfolio, or prepare presentations and seminars;
- Contract or retain someone else to write any external test or exam on the student's behalf.

#### **Plagiarism**

Plagiarism is the submission of student work that is not their own original production.

The following includes acts that will lead to plagiarism:

- Using other people's ideas; you must indicate or cite where you are receiving your information from
- Using work produced by unauthorized, stolen or third party and submitting it as your own
- Copying from the internet, book, friend etc.
- Re-submitting someone else's work
- Etc.

Perpetrating this offence will result in a zero on the assessment in question, and will result in parents and the Principal to be informed. Second offence will result in possible withholding of the credit, removal from the course and suspension by the Principal.

### ***Late and Missed Assignments***

The purpose of assessment and evaluation is "to improve student learning" (Growing Success, 2010). Students are responsible not only for their behaviour 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.

Strategies may be used to help prevent and/or address late and missed assignments:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- 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;
- using counselling or peer tutoring to try to deal positively with problems;
- reviewing the need for extra support for English language learners;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;

### **Tests**

1. Students are expected to be present for all test dates.
2. If a student is absent for a test, the student may write an alternate test on the day he or she returns to school at the teacher's discretion.
3. If a student knows prior to the test date that he/she will be absent (i.e. retreat, athletics, etc.), the student is required to notify the teacher as soon as possible and arrangements will be made for an alternate test date at the teacher's discretion.

### **Assignments**

1. Assignments assigned in class, and where time is given for completion during class time, are due at the end of class. Where the assignment is not completed the student will be assigned to study room after school to provide the opportunity for completion. Students will be directed to study room until the assignment(s) are complete at the discretion of the teacher. Participation in co-curricular activities will be suspended until the assignment(s) are completed. Failure to comply will be dealt by administration.
2. If a student is absent on the day an assignment is due, he/she must personally submit the assignment on his/her first day back at school or at the discretion of the teacher.

3. Should there be extenuating circumstances (i.e. long term illness, funeral etc.), the student's parent or guardian must notify the school and/or teacher and alternative arrangements will be made.
4. Vacation: all assignments must be submitted prior to leaving, or other arrangements must be in place with the teacher one week prior to departure.

### **Mid-term and Final Reporting Periods**

If a student has not met the enduring understandings and/or overall curriculum expectations at these times, please leave the mark box blank and type in insufficient evidence for evaluation. Administration, in partnership with the student, teacher and parent(s)/guardian(s), will subsequently determine an appropriate course of action.

### ***Collaboration***

Unless specifically directed or permitted by the teacher, collaboration with another student in any academic work is to be avoided at all times. Goldenlink Academy encourages students to discuss and debate their ideas but in an academic assignment, discussion is a preliminary stage only.

### ***Seeking Guidance in Matters of Academic Honesty***

A student who is in doubt about any aspect of the principles and practices of academic honesty should consult the teacher or principal.

### ***Disciplinary Measures***

A mark of zero (0) will be assigned to any assignments that violate the academic honesty policies of Goldenlink Academy. It is at the principal's discretion whether a student is allowed to repeat the assignment.

### ***Activities and Services***

#### **Homework Club**

Every day from Monday to Thursday, students may stay after school to get help with their homework. Staff is available to help in most subject areas.

#### **Resource Centre**

Goldenlink Academy has a resource centre, where students can read books and access research via electronic services.

#### **Technology**

Goldenlink Academy provides easy access to different technologies including PC computers, printers, video equipment, cameras, and calculators. Students should respect all school technology equipment.

## **STUDENT SERVICES**

Goldenlink Academy is equipped with qualified and caring faculty and management personnel to provide students with all the necessary services to complete their educational program in Canada.

### ***Airport Reception***

A Goldenlink Academy 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.

### **Orientation**

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

- School familiarization (e.g. nearest library, grocery store, hospital);
- Public transit information (e.g. routes from/to residence);
- City of Toronto information (e.g. museums);
- Meeting with school staff;
- School Calendar / Handbook review;
- Course and program information (e.g. individual consultation);
- Opening a bank account;
- Purchasing textbooks (e.g. Goldenlink Academy textbook loan program);
- Brief Canadian legal information (e.g. rights and responsibilities);
- Accommodation and housing service;
- Guardianship.

### **Guardianship**

Goldenlink Academy offers guardianship to students who stay at Goldenlink Academy-designated accommodations or students that make their own accommodation arrangements upon request.

### **Accommodation / Housing Services**

Finding somewhere to live is always a top priority for new students who are relocating to Toronto. Goldenlink Academy 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 Goldenlink Academy.

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 Goldenlink Academy.
- Private house / apartment rentals are a popular option for Canadian students who share the house or apartment with a number of roommates. The cost of these units will depend on the number of people sharing, size of 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, Goldenlink Academy 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 Goldenlink Academy will try its best to meet different needs.

### **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 Goldenlink Academy;
- 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. Goldenlink Academy 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 Goldenlink Academy;
- 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.

### **Extra-Curricular Activities**

Goldenlink Academy 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 Goldenlink Academy'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.

### **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). Goldenlink Academy

will communicate regularly with the parents/guardian of the students under eighteen (18) about their general life in Canada.

- English Placement Test:  
Goldenlink Academy 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:  
Goldenlink Academy is conveniently located in Toronto, Canada. The school has a reception area, classrooms, principal/teachers' offices and a kitchen. We provide a safe learning environment for all our students.
- Food Services:  
There are various eateries around Goldenlink Academy within walking distance where students can buy food. Goldenlink Academy will provide information on where students can purchase food upon their arrival/enrollment.

#### **Functions of Faculty Advisor**

At Goldenlink Academy, staff is 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.

Goldenlink Academy offers more intensive counseling for Grade 12 students making final decisions for their academic future.

#### **Library Services and Computer Lab**

The school has available sets of core text books in each subject area. For research purposes, the students will avail themselves of the resources available at the local community library.

The school laptops when not in use for classes may be used by the students to complete assignments and to do research. Students may use their private notebook on the school's wireless network system. All students must agree to abide by the "Acceptable Use Policy" set down by the school.

#### **Community Resources**

There are a number of community resources available to assist English language learners as well as the school population at large. Such resources include but are not limited to:



- Toronto Public Library
- Markham Public Library
- YMCA of Greater Toronto
- Toronto Foundation for Student Success
- Independent Learning Centre
- Frontier College

## **APPENDICES**

**Appendix 1: Course Substitution Request Form**

**Appendix 2: PLAR Cumulative Tracking Record**

**Appendix 3: Private Study Application Form**

**Appendix 4: Opting Out of e-Learning Graduation Requirement Form**

**Appendix 5: Course Withdrawal Form**