



Course Calendar 2023-2024

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1. Quark West Private School

The vision of Quark West Private School is to empower all learners, through the use of technology to experience scholastic success. We strive to promote students to achieve their highest academic potential at a pace and timing that best supports their personal learning style. Research has demonstrated the tremendous importance and value of completing secondary education, not only for the individual but also for the community and other stakeholders. Quark West Private School is committed to working with students, and parents to enable all learners to accomplish their goals towards completing an Ontario Secondary School Diploma (OSSD).

2. Attendance

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

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

Quark West Private School operates on a continuous entry and exit model where there is no defined start date or end date. Student have one year to complete their course. They are expected to log in regularly.

Even though Quark West Private School is not a brick-and-mortar school, attendance is monitored via login tracking system. It is imperative that students spend time logged into their courses if they want to be successful in them. Teachers through email will contact students that lack a reasonable number of logins or if there is a long period of time without a login. If students expect a long delay in course login, it is best practice to let your teacher know ahead of time. If student attendance issues cannot be resolved, the administration will be informed and possible consequences may include: student and parental/guardian contact, attendance contracts, or even removal from the program.

Students who do not complete their course within 12 months will be removed from the course and will not be reinstated unless there are extenuating circumstances that can be verified by appropriate documentation.

3. Courses

At Quark West Private School, we are offering a variety of courses. These courses will be applied to sufficiently satisfy required and elective components towards the OSSD.

The information for each course can be found in your course outline.

4. Appropriate Computer Use Policy

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

The administration has the right to review all student work to determine the appropriateness of computer use. If the LMS is used inappropriately, the Administration will impose consequences, which may include suspensions and/or removal from the program. Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.

Therefore, students are reminded to

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

5. Safe Schools Policy

Quark West Private School is committed to provide and maintain a safe and supportive educational environment in which learning can occur. Protection of a person's dignity and self-esteem is crucial and not negotiable.

All members of the Quark West Private School community, which includes students, staff and parents, will treat each other with respect in all interactions. Any actions determined to jeopardize the moral tone of the learning community including disrespectful, distasteful, abusive, harassing comments made to any of our community members will not be tolerated and will be dealt with swiftly by the principal. Consequences may include, counselling, parental involvement, suspension, expulsions and/ or the involvement of the authorities. All steps of action shall comply with the laws governed by the Province of Ontario and the Ontario Education Act.

6. Assessment & Evaluation Overview

The Assessment and Evaluation Policy for Quark West Private School is consistent with Ministry policy and reflects the vision that Quark West Private School has which is that the primary purpose of assessment is to improve student learning. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Ongoing per-assessments and formative assessments will be used to provide meaningful feedback about student progress and achievement in order to improve performance. Summative assessments (“assessments of learning”) will be used to arrive at the grade.

Course evaluation will be divided into two parts:

70% of the final grade is based on cumulative evidence of summative evaluations undertaken throughout the semester.

30% of the final grade is based on final evaluations, which will take place in the final third of the course. Final evaluations may or may not include an exam depending on individual course curriculum policy documents.

At the beginning of the course, students will receive course outlines that will include detailed assessment and evaluation information, and that also outline the percentage breakdown for both the 70% and the 30%. All courses will be evaluated according to the following breakdown:

- Knowledge and understanding	17.5%
- Thinking and Investigation	17.5%
- Communication	17.5%
- Application	17.5%
Term Mark	70%
Final Summative	30%
Final Report Card	100%

Although each course will have the same breakdown, individual courses may have subject specific summative tasks that will be used to determine the student’s grade. Please refer to the course outline as it is presented in your courses for more details.

7. Withdrawal From a Course Policy

Withdrawals from Grade 9 courses are not recorded on the Ontario Student Transcript (OST). Only successfully completed courses are recorded on the OST.

Withdrawals from Grade 10 courses are not recorded on the OST. Only successfully completed courses, as well as credits granted through the Prior Learning and Recognition (PLAR) are recorded on the OST.

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five days following the issue of the first provincial report card (Mid-term), this withdrawal is not recorded on the OST.

If a student withdraws from a course after five days following the issue of the first provincial report card (Mid-term), the withdrawal is recorded on the OST 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.

Note: Students will not receive a refund for their withdrawn courses or be permitted to select a replacement course.

8. Truancy

Truancy by definition is the absence of part of, or all of, one or more days from school during which the school attendance officer, principal or teacher has not been notified of the appropriate cause of such absence by the parent or guardian and also means intermittent carried on for the purpose of defeating the intent of compulsory education.

Students are required to attend school until they reach the age of eighteen or graduate. Reaching the age of majority does not imply any specific rights. If a student is eighteen (18) or older and chooses not to follow the rules, regulations, and/or policies of the school, that student can be asked to cease attendance in school. Regular attendance at school is critical for the student’s learning. To encourage regular attendance by students, our school will ensure that students and their parents are informed about the school’s policy on attendance. Where, in the principal’s judgement, a student’s frequent absences from school are jeopardizing his or her success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance. Students of compulsory school age whose absence is reported to the school board attendance counsellor will have the reason for their absence investigated.

In the case of online learning students are expected frequently for the entire duration of their course. If a student fails to login to their course at least once in a single week then an absence will be recorded on their report card. If the student fails to login for two (2) weeks in a row then a message will be sent, either to the parents of a student under 18 years of age or to the student who has reached the age of majority, requiring an explanation and the immediate resumption of online attendance. If the student continues to be truant from their course then phone call(s) will be made to the telephone number provided on the registration forms. If the student fails to attend classes for 59 days then the students’ online account will be suspended. All work will remain intact and resumption of the online course will be determined by the principal in consultation with the student, teacher and parents (if applicable).

9. Program Considerations for English Language Learners Policy

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the subject expectations depending on the level of English proficiency
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages)
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

10. Missed Assignments Policy

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

All Quark West Private School credit courses, with the exception of half credits, are designed to be 110 hours of planned instruction. Each course unit is given an hour value, and all units combined add up to 110 hours. Students are expected to come close to the planned hours of instruction timing within reason. Activity completion time will vary depending on the student's comfort level with that subject matter.

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

MISSED ASSIGNMENTS

The Ministry of Education's policy states that "the primary purpose of assessment and evaluation is to improve student learning". Submitting work late is a learning skills and work habits issue and may impact on the student's grade. The Ministry requires teachers to separate evaluation of achievement of the curriculum expectations from the development of learning skills and work habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation).

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. These can be found on page 44 of *Growing Success*.

Missed Evaluations

Students who do not submit assignments may be given zero. A mark of zero will normally result in a gap in the record of achievement of curriculum expectations because the teacher lacks evidence of the student's knowledge or skills. The student might have missed tests, not handed in assignments, or might have been absent for presentations. Students are responsible for providing the teacher with evidence of their learning.

Community Service Hours

Students are required to complete 40 hours of community service to earn an OSSD, however; students joining from outside of Ontario can be granted equivalent hours in the equivalency process. Students generally complete 10 hours per academic year; for example, a student joining in grade 11 from outside of Ontario would likely be required to complete only 20 hours instead of 40.

11. Instructional Approaches Policy

Teachers in the school are expected to:

- Clarify the purpose for learning
- Help students activate prior knowledge
- Differentiate instruction for individual students and small groups according to need
- Explicitly teach and model learning strategies
- Encourage students to talk through their thinking and learning processes
- Provide many opportunities for students to practice and apply their developing knowledge and skills
- Apply effective teaching approaches involve students in the use of higher-level thinking skill
- Encourage students to look beyond the literal meaning of texts
- Teachers use a variety of instructional and learning strategies best suited to the particular type of learning. Students have opportunities to learn in a variety of ways:
- Individually cooperatively independently with teacher direction through investigation involving hands-on experience through examples followed by practice by using concrete learning tools - manipulatives - in mathematics such as connecting cubes, measurement tools, algebra tiles, and number cubes by encouraging students to gain experience with varied and interesting applications of the new knowledge. Rich contexts for learning open the door for students to see the "big ideas" of mathematics that will enable and encourage them to reason mathematically throughout their lives.

12. Credit Recovery Policy

When you complete a course within a school year or semester, but do not successfully completed the curriculum expectations to a passing level, there are options available. Your Principal and teachers will work with you and your parents to determine how you can best meet the expectations and earn credit for the course. Arrangements should be made so that one or more of the following options is available:

1. Where possible, you should be allowed to repeat only the material relating to the overall curricular expectations not achieved. You may choose to achieve these expectations in summer school, through independent study, through an individualized remediation program, or through distance

education. Your work will be evaluated to determine whether the expectations have been successfully completed.

2. If available, you can enrol in a remedial program designed for a group of students with similar needs.
3. You may decide to repeat the entire course

Through Credit Recovery, you will develop learning skills that will support you in the regular classroom setting. Credit Recovery courses focus on overall curriculum expectations, often within the supportive context of a Learning Strategies course. The goal is to ensure that you are able to meet curriculum expectations and prepare to move forward along your chosen program pathway.

13. Refunds, Credits and Transfers Policy

Course fees are non-refundable under any circumstance. Students who would like to drop an online course must submit the Drop Course Request form found within the online environment. Students who drop the course within 30 days of registration and have not completed any activities in the course may be eligible to transfer into another course at no charge. If students in the scenario listed above do not wish to take another online course, they may be eligible to use the credit toward another program. This must be requested via email to within 30 days of registration; any differences in price must be paid by the student

14. Academic Honesty - Plagiarism Policy

Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. Students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records.

PLAGIARISM POLICY

Growing Success Policy

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.

The school will develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others. The school will also develop policies that address, at a minimum, the following:

- prevention of cheating and plagiarizing
- detection of incidents of cheating and plagiarizing
- consequences for students who cheat or plagiarize

Policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student

To the Student

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

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

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

To the Teacher

Help students avoid plagiarising by:

- Defining the term and reminding them of it when setting out an assignment.
- Giving them examples of what constitutes plagiarism.
- Emphasizing the importance of using process skills to arrive at a product.
- Teaching them research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing.
- Teaching them organizational skills: finding and organizing information to build understanding of a topic.
- Teaching them how to make an outline for a report or research essay.
- Having them keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved.
- Assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- Informing students of the consequences of plagiarism.

Consequences

- When plagiarism has been detected, the teacher should discuss the matter with the student and inform the principal of the details.
- The student receives zero for the assignment because the student has not demonstrated achievement of the expectations for the assignment.
- There might be other opportunities for the student to demonstrate evidence of achievement of the expectations of the assignment (e.g. research, organizational, presentation skills) during the course. If other opportunities arise, the teacher may choose not to factor in zero for the plagiarized assignment in the calculation of the term mark.

Appeal

A student may appeal the teacher's decision to the principal after discussion with the teacher. Based on *Fresh Air: Assessment, Evaluation, and Reporting in Secondary Schools* Toronto District School Board, 2006

15. Teacher Contact Policy

Quark West Private School course teachers are available to students via the online platform. There is a built-in communication tool within the learning environment students must use; students and teachers should not communicate via external email addresses. Any emails sent to teachers externally may not be received and could result in miscommunication.

Students can easily identify their teacher in a few different ways:

- There is a teacher welcome video on the main course page; students can enter the course by clicking on the course title on their dashboard. There is also a page called Teacher's Welcome under the Welcome to Your Course submodule within the course introduction unit with more information about the teacher.
- Once inside the course, students can click on Office Hours in the right-hand corner of the navigation toolbar. There will be office hours, along with teacher contact information.
- Students are welcome to send internal communications to their teacher at any time, however, the teacher will respond within 24 hours (Monday to Friday). During peak times and/or holidays, teachers may take slightly longer to respond. Students experiencing a lack of teacher response should contact **admin** to report the issue.

16. Graduation Requirements

To earn a high school diploma in Ontario, students must:

- earn 18 compulsory credits
- earn 12 optional credits
- pass the literacy requirement
- earn at least two online learning credits
- complete a minimum of 40 hours of community involvement activities

Compulsory credits are:

- 4 credits in English (1 credit per grade)*
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 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

Plus one credit from each of the following groups:

- New 1 additional credit (group 1): additional credit in English, or French as a second language,** or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***
- New 1 additional credit (group 2): additional credit in health and physical education, or the arts, or business studies, or French as a second language,** or cooperative education***
- New 1 additional credit (group 3): additional credit in science (Grade 11 or 12), or technological education, or French as a second language,** or computer studies, or cooperative education***

The successful completion of the Ontario Secondary School Literacy Test

Students must attempt to write the OSSLT at least once. If students are not successful on their first attempt they are now eligible to enroll into The Ontario Secondary School Literacy Course and if successful they will have accomplished the OSSLT requirements.

Students can attempt the OLC40 course in the 2022-2023 school year before attempting the test.

Students need to complete 40 hours of community service (more information in section 18).

17. Prerequisites, Exemptions, And Substitutions

Prerequisites for Grade 11 and 12 courses are specified in the curriculum policy documents for the various disciplines. These can be viewed on the Ministry of Education website: In most cases, students will only be registered into a course once they have submitted documentation supporting their completion of the prerequisite course. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. In unique situations, mature students that do not have the prerequisite can apply for an exemption. This must be requested in writing to the Principal of Quark West Private School. The requesting student will have an opportunity to explain their circumstances.

SUBSTITUTION POLICY FOR COMPULSORY CREDIT REQUIREMENTS

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

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

student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the 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 the adult student and appropriate school staff. In all cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

The following are limitations on substitutions for compulsory credits:

English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits.

No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.

Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet/

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

Waiving Prerequisites

School provides students and parents with information about prerequisites for courses as indicated in the Course Description section of this Course calendar.

The principal will determine whether or not a prerequisite should be waived. The principal will make the following considerations in the decision to waive a prerequisite:

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

18. Community Involvement Policy

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Students who are taking courses only through Quark West Private School and are not enrolled in any other school or program will be required to submit their record of community involvement if they have not yet completed the required 40 hours.

Please see the list below of approved activities:

Activities approved:

Fundraising for non-profit organizations or assisting sports at the community level through religious affiliations such as helping at sales, bazaars, etc, seniors with chores in community

committees, food banks, fairs, etc. in environment projects such as a recycling projects, etc..

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

Ineligible Activities

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

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

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9.

19. Ontario Student Record (OSR) Policy

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information

“for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record”. The act also regulates access to an OSR and states that the OSR is “privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction” of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

If a student is enrolled in one or more Quark West Private School courses and is also in another Ontario secondary school, the school where the student is taking the most courses will hold the OSR. Please note that Quark West Private School is not responsible to hold the OSR for students who have already graduated from another school, the graduating school is obligated to keep those records. If a student has not graduated high school and is exclusively pursuing courses towards their OSSD from Quark West Private School, Quark West Private School will request, establish and manage the OSR as per the Education Act. Items such as copies of report cards, community involvement and results of the Ontario Secondary School Literacy test are examples of records kept in an Ontario Student Record.

20. Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official document issued by all public or private schools in Ontario. The OST contains a list of the courses completed from grades 9 through 12 including those completed successfully or unsuccessfully. The OST is stored in the OSR and kept for many years after the student graduates. Please note, as per the policies outlined in the Ontario Student Transcript Manual 2010 document, the school that maintains the OSR is also responsible for updating and maintaining the OST. Consequently, if a student is enrolled full time or part time through another school, that school will house the OST. Quark West Private School is responsible to assist in this record keeping process by notifying the OST holding school of the course and final achievement of a student taking a course through Quark West Private School. When students complete a course through Quark West Private School, they will be mailed a final report card. In addition, a second copy will be forwarded to the school that secures the students’ OSR so they can add it to the ongoing list of courses on the student’s overall transcript. Students that need a certified copy of their Ontario Student Transcript are directed to contact the guidance department of the school that holds their OSR. Students that require their final marks to be faxed to the Ontario University Application Centre are requested to send an email to **info** clearly authorizing this request including their first and last name, the course and final mark to be submitted, OEN and OUAC reference number.

21. Prior Learning Assessment And Recognition (PLAR)

Students may receive a credit without taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. This must be requested in writing to the Principal of Quark West Private School and transcripts from the other school must be submitted.

Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline. For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning (see section 4.3.2 and Appendix 2). PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students. PPM No. 129 outlines in detail the PLAR policy and requirements that apply to regular day school students.

Prior Learning Assessment and Recognition (PLAR) for Mature Students

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the course. It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in section 10). Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

Mature students working towards the OSSD under OS/OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

22. Elementary Students

Under the OSS Policy, elementary school students are permitted to take “reach ahead” courses through a secondary school organization for credits. The successful completion of the course would be noted on the Ontario Student Transcript once the elementary school student becomes a secondary school student.

23. OSSLT

One of the provincial requirements of all OSSD graduates is the successful completion of the Ontario Secondary School Literacy Test (or equivalent).

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal.

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

Students who are English language learners may be entitled to special provisions. For students with special education needs, accommodations specified in the student’s IEP must be available on the day of the test..

For students who entered Grade 9 in the 1999–2000 school year, successful completion of the test was not required. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12*. Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure

alignment with the requirements of the OSSLT.

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

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

24. Hardware/Software Requirements

Quark West Private School uses Moodle Learning Management System (“LMS”) as our integrated learning platform.

On Quark West Private School’s login site, you can find a link that will analyze your device for platform capability.

[Please click here for a System Check before you login.](#)

Internet Access and Speed

As long as you have High Speed Internet access, you can take courses with Quark West Private School. PC Requirements (minimum requirements)

Students should have the following minimum requirements to participate Quark West Private School programs:

Hardware

- A PC running Windows 8 or higher or
- A Mac running OS
- 2GB of RAM
- High speed internet connection
- A sound card with speakers or headphones
- A functional webcam and microphone
- A laptop is required for final exams written at Blyth campuses

In some cases, a scanner or phone/camera may be required to submit handwritten assignments.

Software

- Adobe Reader
- A typical Office Suite including a word processor application, equation editor and spreadsheets (Google Docs will also suffice)

Browser

- Mozilla Firefox 80 or higher or
- Safari 12 or higher or
- Google Chrome 85 or higher or
- Chromium-based Microsoft Edge