



# **Canada World Education Centre**

## **Canada World Education 2022-23 Course Calendar**



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- <http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descr9e.pdf>

*Ontario Curriculum Grades 9 to 12: English as Second Language and English Literacy Development, 2007*

- <http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>

*Ontario Ministry of Education Policy/Program Memorandum No.124A, Last modified 2011*

*Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools*

- <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>

*Ontario Ministry of Education Policy/Program Memorandum No.128, 2018 Provincial Code of Conduct and School Board Codes of Conduct*

- <http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

*Ontario Ministry of Education Policy/Program Memorandum No.129, 2001 Prior Learning Assessment and Recognition: Implementation in Ontario Secondary Schools*

- <http://www.edu.gov.on.ca/extra/eng/ppm/129.html>

*Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2016*

- <http://www.edugains.ca/resourcesCurrImpl/MinistryStrategies/LinkdlImages/ONSchools.pdf>





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*(same document can be accessed through the link below)*

- [http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2016e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf)

*The Ontario Student Transcript (OST), 2013*

- <http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf>



# **1. School Policies, Practices and Procedures**

## **1.1 Commitment to Student Success**

Student Success is the core of Canada World Education's (CWE) future. It is the success of our students that fuels our passion to serve in education. Students succeed when we devote our energies to continuously improving their experiences in and out of the classroom. We will make data-informed decisions, forge partnerships to provide experiential learning in our ongoing effort to fuel new opportunities for our students.



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At CWE we believe that completing a secondary school education is of utmost necessity in order for students to succeed and gain the essential skills needed to thrive in the workplace.

We will enrich the lives of our students by intensely focusing on: growing, diversifying, and shaping our student body; building skills for success after graduation; enhancing the quality of student life; forging clear career pathways and promoting programs and policies that facilitate student success.

### 1.2 Compulsory Student Attendance

In accordance with the Ontario Education Act, it is compulsory for every person who attains the age of six years on or before the first school day in September in any year, to attend an elementary or secondary school on every school day from the first school day in September in that year until the person attains the age of 18 years.<sup>1</sup>

Additionally, every person who attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years.<sup>2</sup>

A person who is required by law to attend school and who refuses to attend or who is habitually absent from school is, unless the person is 16 years old or older, guilty of an offense and on conviction is liable to penalties stated in Part VI of the Provincial Offenses Act.<sup>3</sup>

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<sup>1</sup> <https://www.ontario.ca/laws/statute/90e02#BK30> - Education Act, Part II, Section 21

<sup>2</sup> Education Act, Part II, School Attendance, Section 21

<sup>3</sup> Education Act, Part II, School Attendance, Section 30



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It is important to note that a person is excused from attendance at school if the person has obtained a secondary school graduation diploma or has completed a course that gives equivalent standing.<sup>4</sup>

In terms of admission to continuing education classes, a person is entitled to enrol in a continuing education course or class that is acceptable for credit towards a secondary school diploma if the principal is satisfied that the person is competent to undertake the work of the course or class.<sup>5</sup>

### 1.3 Overall Goals and Philosophy

Canada World Education Centre is an institution designed to meet advanced educational needs of the future. Our premise is to deliver the most current educational material and training experience possible. All programs will be designed with the institution's BEST practice model and experiential learning. We position ourselves as an educational vehicle with advanced flexibility. One of our key objectives is to develop strategic partnerships that will foster a mutual symbiotic environment where all parties benefit and learn.

Business, Engineering, Science, and Technology (BEST) is a concept to be interwoven into all curriculum along with experiential learning to provide students with well rounded skills and knowledge to become experts and leaders in their fields in a global environment. Communication, problem solving, technical literacy, mathematics, reading and management skills are constants that will permeate all disciplines through pedagogy designed by subject experts in collaboration between educational and industry partners. Curriculum delivery will be provided through advanced learning tools, face to face and practicum assignments with an emphasis on experiential learning.

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<sup>4</sup> Education Act, Part II, Compulsory Attendance, Section 21

<sup>5</sup> Education Act, Part II, School Attendance, Section 41



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### 1.4 School Organization

Canada World Education Centre is a for-profit private school offering courses to meet the requirements of the OSSD.

#### 1.4.1 School Terms

Students complete courses within a five-term format. Students needing a single course can opt to take the course outside the daytime format such as night and or weekend classes or lengthened classes providing suitable arrangements can be made.

Summer courses are scheduled based on a single course load and a summer schedule.

#### 1.4.2 Reporting Periods

Reporting periods are based on the schedule and structure of the course. Typically, an interim, midterm and a final report will be issued to students.

### 1.5 School Expectations for Students

Here at Canada World Education, we believe that students, teachers and parents must work together. Each has responsibilities and a role to play in students' educational successes. Students will be more successful with their learning by being responsible, participating, and having a positive attitude.

Student responsibilities include:

- attending classes on time and regularly.
- being prepared for classes with all necessary supplies.
- taking good care of school property.



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- completing all homework assignments.
- organizing their time well.
- respecting themselves and others.
- reading on a regular basis.

### 1.5.1 Timely Completion and Submission of Assignments for Evaluation

Students are responsible for providing evidence of their achievement of the overall expectations, both within the timeframe and format specified by the teacher. Students must understand that there will be consequences for not completing an Assessment of Learning within the time-frame specified. Where, in the teacher's professional judgement, it is appropriate to do so, a number of progressive strategies will be used to help prevent and/or address late and missed assignments. These strategies may include:

- Setting up a student contract;
- Maintaining ongoing communication with students and/or parents about due dates and late assignments;
- Asking the student to clarify the reason for not completing the assignment;
- Providing alternative assignments or tests where it is reasonable and appropriate to do so;
- Deducting marks for late assignments.
- Missed/ Not submitted assignments may result in a mark of zero

### 1.5.2 Attendance

Regular attendance and punctuality contribute to student success and achievement; therefore, it is expected that students attend classes and be on time for each subject. If a student has an **anticipated absence** (e.g. field trip, sports event, medical appointment), it is expected that he/she speak with the teacher and main office **prior** to the date to discuss alternative assessment arrangements or missed content.



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In the case of **illness or family emergency** on a due date for an Assessment of Learning, it is expected that the parent/guardian or the student (if 18 years or older) notify the classroom teacher and the school.

# 1.6 Code of Conduct and Safe Schools Policy<sup>6</sup>

## 1.6.1 Purposes of the Code of Conduct

Within Subsection 301(1) of Part XIII of the Education Act, it states that “the Minister may establish a code of conduct governing the behaviour of all persons in schools”. Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:

1. To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol, illegal drugs and, except by a medical cannabis user
7. To prevent bullying in schools

## 1.6.2 Standards of Behaviour

### 1.6.2.1 Respect, Civility, and Responsible Citizenship

All members of the school community must:

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<sup>6</sup> <http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

Ontario Ministry of Education Policy/Program Memorandum No. 128

Date of Issue: October 17, 2018

This memorandum replaces Policy/Program Memorandum No. 128, December 5 2012



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- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- 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;
- not swear at a teacher or at another person in a position of authority.

### 1.6.2.2 Safety

All members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;





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- cause injury to any person with an object;
- be in possession of, or be under the influence of alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), and illegal drugs;
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

### 1.6.3 Roles and Responsibilities

#### 1.6.3.1 Principal

Principals take a leadership role in the daily operation of a school. The principal provides this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment;
- holding everyone under their authority accountable for their own behaviour and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community.

#### 1.6.3.2 Teachers and Other School Staff

Under the leadership of their principal, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest



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standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent and fair standards of behaviour for all students;
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community;
- prepare students for the full responsibilities of citizenship.

### 1.6.3.3 Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- come to school prepared, on time, and ready to learn;
- show respect for themselves, and for others, and for those in positions of authority;
- refrain from bringing anything to school that may compromise the safety of others;
- follow the established rules and take responsibility for their own actions.

### 1.6.3.4 Parents

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:

- are engaged in their child's schoolwork and progress;
- communicate regularly with the school;



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- help their child be appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the provincial Code of Conduct, the board's code of conduct, and, if applicable, the school's code of conduct;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

### 1.6.3.5 Community Partners

Through outreach, existing partnerships may be enhanced and new partnerships with community-based service providers and members of the community (e.g., coaches, mentors, partners) may also be created. Community-based service providers are resources that CWE can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between the school and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

### 1.6.3.6 Police

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the school. These protocols are based on the Provincial Model for a Local Police/School Board Protocol, 2015, developed by the Ministry of Community Safety and Correctional Services and the Ministry of Education.



## 2. Diploma and Certificates

### 2.1 OSSD Compulsory Credit Requirements<sup>7</sup>

In order to obtain the Ontario Secondary School Diploma, students must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines, which can be viewed by going to section 2.2 at the link at the bottom of this page. The compulsory credits are to be distributed as shown in the following table.

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<sup>7</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
2011, Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 6, DIPLOMA AND CERTIFICATE REQUIREMENTS & RELATED PROCEDURES, SECTION 6.1.1,  
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<b>COMPULSORY CREDITS (TOTAL OF 18)</b>
<b>4 credits in English (1 credit per grade)</b>
<ul style="list-style-type: none"><li>• The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.</li><li>• The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.</li><li>• For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.</li></ul>
<b>3 credits in mathematics (at least 1 credit in Grade 11 or 12)</b>
<b>2 credits in science</b>
<b>1 credit in the arts</b>
<ul style="list-style-type: none"><li>• The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.</li></ul>
<b>1 credit in Canadian geography (Grade 9)</b>
<b>1 credit in Canadian history (Grade 10)</b>
<b>1 credit in French as a second language</b>
<ul style="list-style-type: none"><li>• 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 language course to meet the compulsory credit requirement for French as a second language.</li></ul>
<b>1 credit in health and physical education</b>
<b>0.5 credit in career studies</b>
<b>0.5 credit in civics</b>
<b>3 additional credits, consisting of 1 credit from each of the following groups:</b>



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**Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

**Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education

**Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

*Note:* The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

## 2.2 OSSD Optional Credit Requirements<sup>8</sup>

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in their school's program and course calendar.

Sample courses from the three groups is shown in the table below.

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<sup>8</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 6, DIPLOMA AND CERTIFICATE REQUIREMENTS & RELATED PROCEDURES, SECTION 6.1.1,  
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**Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

**Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education

**Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

*Note:* The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

## 2.3 OSSD Literacy Requirements<sup>9</sup> (OSSLT)

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with the policies outlined in the Ontario Schools Kindergarten to Grade 12 document which can be accessed at the link at the bottom of this page. Once students have successfully completed the OSSLT, they may not retake it.

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<sup>9</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 6, DIPLOMA AND CERTIFICATE REQUIREMENTS & RELATED PROCEDURES, SECTION 6.1.3,  
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Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test (OSSLT), the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process.

Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLC.

Students who are working towards the OSSD under Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, rev. ed., 1989 (OSIS) and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma, are not required to meet the literacy graduation requirement.

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

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

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.





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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.

A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered. A student who has successfully completed the OSSLT in either English or French at the student's previous board is considered to have met the literacy graduation requirement and will not have to retake the test in the other language after transferring to the receiving board.

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.

### **2.3.2 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.



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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 OCLC.

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.

For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enrol directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. In such cases, the student must have been present to take the test but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

### **Course Description:**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School



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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.

### 2.3.3 The Adjudication Process

The school may establish an adjudication panel at the end of the school year to provide students with an additional opportunity to meet the literacy graduation requirement. The process is designed for students who, through no fault of their own, have not been able to take advantage of the normal opportunities to write the Ontario Secondary School Literacy Test (OSSLT) and/or students who have not been able to enrol in or complete the Ontario Secondary School Literacy Course (OSSLC) because of unforeseen circumstances. Every spring, the ministry sends boards the procedures and timelines for the adjudication process for that school year.

Students who are otherwise eligible to graduate in June of a given school year are eligible for adjudication to obtain their graduation literacy requirement if they meet one or more of the following criteria:

- The student was never able to write the test because of illness, injury, or other extenuating circumstances.
- The student was eligible to enrol in the OSSLC, but the student's school did not offer the OSSLC or make arrangements for the student to take the OSSLC in another school.
- The student was enrolled in the OSSLC but, as a result of illness, injury, or other extenuating circumstances, was not able to complete the OSSLC.
- The student was receiving special education programs and/or services and had an IEP documentation required accommodations when taking the

In that school year or in the previous school year, the student was present to take the test, but, because of unforeseen circumstances, the required accommodations, or a reasonable alternative to them, were not available to the



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student on the day the OSSLT was administered during the whole test or part of the test.

## 2.4 Community Involvement Requirements and Procedures

### 2.4.1 The 40-Hour Community Involvement Requirement

#### Introduction<sup>10</sup>

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the person identified above.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity.

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<sup>10</sup> <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>  
POLICY/PROGRAM MEMORANDUM No. 124A  
Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools



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A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

### **2.4.2 Roles and Responsibilities of the School**

The School is responsible for the implementation of community involvement activities. Included in this document is a list of activities that the Ministry of Education and Training has stated are ineligible. The school will not approve student participation in any activities that are on the ministry's list of ineligible activities. The school must ensure that all participants, including students and community sponsors, are adequately covered by the school's insurance.

### **2.4.5.3 Roles and Responsibilities of Secondary School Principals**

Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including the board's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript. The principal of the school must ensure that all participants, including students and community sponsors, are adequately covered by their insurance.

### **2.4.4 Roles and Responsibilities of Students**

In consultation with their parents, students will select an activity or activities from the board's list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain written approval from the principal before beginning the activity.



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Before beginning any activity, students will provide the principal or other school contact with a completed “Notification of Planned Community Involvement Activities” (PDF, 88 KB) form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A “Completion of Community Involvement Activities” (PDF, 82 KB) form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

### **2.4.5 Roles and Responsibilities of Parents**

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

### **2.4.6 Roles and Responsibilities of Sponsors in the Community**

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person



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overseeing the student's activity must verify the date(s) and the number of hours completed on the “Completion of Community Involvement Activities” form.

### 2.4.7 The Ministry's List of Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore 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;



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- involves a court-ordered program (e.g., community-service program for young offenders, probationary program)

## 2.5 CWE's Substitution Policy for Compulsory Credit Requirements<sup>11</sup>

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) outlined in section 6.1.1. 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

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<sup>11</sup> <http://www.edugains.ca/resourcesCurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 6, DIPLOMA AND CERTIFICATE REQUIREMENTS & RELATED PROCEDURES, SECTION 6.2,  
PAGE 67





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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.

## 2.6 Ontario Secondary School Certificate Requirements<sup>12</sup>

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma.

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<sup>12</sup> <http://www.edugains.ca/resourcesCurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 6, DIPLOMA AND CERTIFICATE REQUIREMENTS & RELATED PROCEDURES, SECTION 6.3,  
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To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits:

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

7 required optional credits

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 2.5 of this document also apply to the Ontario Secondary School Certificate.

## 2.7 Certificate of Accomplishment<sup>13</sup>

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

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<sup>13</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
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Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.



# 3. Curriculum

## 3.1 OSSD Credit Definition<sup>14</sup>

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents. Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of

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<sup>14</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 7, SECONDARY SCHOOL COURSES AND RELATED PROCEDURES,  
SECTION 7.1, PAGE 70



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the learning expectations in the course. Planned learning activities will be delivered through classroom or e-learning instruction and activities and/or through community placements related to work experience and cooperative education.

### **3.2 Definitions of the types of courses available in the Ontario curriculum<sup>15</sup>**

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses).

In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. Depending on the subject and/or discipline, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

All schools will offer both a sufficient number of courses and courses of appropriate types to enable students to meet the diploma requirements. Schools are not expected to offer all courses in all course types, but must provide a range of choices appropriate to the needs and interests of their students.

#### **3.2.1 Grade 9 and 10 Course Definitions**

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<sup>15</sup> Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 7, SECONDARY SCHOOL COURSES AND RELATED PROCEDURES,  
SECTION 7.2, PAGE 71-73



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

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

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take. In order to meet the needs of their student community, school boards must offer both academic and applied courses in the following curriculum areas: English, mathematics, science, history, geography, and French as a second language.

### 3.2.2 Grade 11 and 12 Course Definitions

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



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- 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.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship program. The school will ensure that students in Grades 11 and 12 have access to an appropriate destination-related course in at least English, mathematics, and science, in accordance with the course types included in the curriculum policy documents for these disciplines.



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### 3.2.3 Course Prerequisites

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

### 3.3 CWE's Course Coding System Explanation<sup>16</sup>

Every course in an Ontario Secondary School has a six-character code.

The first three characters identify the subject. The first letter and first character represents the course's department area:

- A = Arts
- B = Business
- C = Canadian and World Studies
- E = English
- F = French
- G = Guidance and Career Education
- H = Humanities and Social Sciences
- L = International Languages

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<sup>16</sup> <http://www.yrdsb.ca/Students/MyCourses/Documents/HowtoReadCourseCodes.pdf>





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M = Mathematics  
P = Physical Education  
S = Sciences  
T = Technology

The fourth character and first number reflects the grade:

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

The fifth character is a letter and it shows the course type:

### Grades 9 and 10

D = Academic  
P = Applied  
L = Locally Developed  
O = Open

### Grade 11 and 12

C = College  
E = Workplace  
M = University/College  
O = Open  
U = University

The last character is a number for school boards to distinguish a course program.

## 3.4 Descriptions of Courses Offered

Canada World Education will not be offering any locally developed courses. The optional courses offered will only be the courses offered in the '2018 Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements' booklet which can be accessed at this website:

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf>

### Exploring Computer Technology (TEJ10)

This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of



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related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field. No prerequisite

### **Communications Technology, Grade 10 Open TGJ2O**

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields. No Prerequisite

### **Computer Technology, Grade 10 Open TEJ2O**

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology. No Prerequisite

### **Technological Design, Grade 10 Open TDJ2O**

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field. No Prerequisite



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### **Communications Technology, Grade 11 University/College Preparation TGJ3M**

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields. Prerequisite: None

### **Communications Technology, Grade 12 University/College Preparation TGJ4M**

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment. Prerequisite: Communications Technology, Grade 11, University/College Preparation

### **Computer Engineering Technology; Robotics and Control System Grade 11 University/College Preparation TER3M**

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks that use computer programs and interfaces to control and/or respond to external devices. Students will build systems using a broad range of tools and equipment including modern manufacturing techniques and processes as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of related environmental and societal issues and will learn about college and University programs leading to careers in computer, mechatronics, automation and robotics technology. Prerequisite none



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### **Computer Engineering Technology; Robotics and Control System Grade 11 University/College Preparation TER4M**

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks that use computer programs and interfaces to control and/or respond to external devices. Students will build systems using a broad range of tools and equipment including modern manufacturing techniques and processes as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of related environmental and societal issues, and will learn about college and University programs leading to careers in computer, mechatronics, automation and robotics technology. Prerequisite none

### **Technological Design, Grade 11 University/College Preparation TDJ3M**

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them. Prerequisite: None

### **Technological Design, Grade 12 University/College Preparation TDJ4M**

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and will explore career opportunities and the postsecondary education and training requirements for them. Prerequisite: Technological Design, Grade 11, University/College Preparation

### **Introduction to Computer Studies, Grade 10 Open ICS2O**



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This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. Prerequisite: None

### **Introduction to Computer Science, Grade 11 University Preparation ICS3U**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. Prerequisite: None

### **Computer Science, Grade 12 University Preparation ICS4U**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

### **Principles of Mathematics, Grade 9, Academic (MPM1D)**

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They



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will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite none.

### **Principles of Mathematics, Grade 10, Academic (MPM2D)**

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

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

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic

### **Advanced Functions, Grade 12 University Preparation MHF4U**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation



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### **Calculus and Vectors, Grade 12 University Preparation 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 threedimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

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

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

### **Science, Grade 9 Academic SNC1D**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. Prerequisite: None

### **Science, Grade 10 Academic SNC2D**





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This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. Prerequisite: Science, Grade 9, Academic or Applied

### **Biology, Grade 11, University Preparation (SBI3U)**

This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic continuity, internal systems and regulation, the diversity of living things, and the anatomy, growth, and functions of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Prerequisite: Science, Grade 10, Academic

### **Biology, Grade 12, University Preparation (SBI4U)**

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Emphasis will be placed on achievement of the detailed knowledge and refined skills needed for further study in various branches of the life sciences and related fields. Prerequisite: Biology, Grade 11, University Preparation

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

This course focuses on the concepts and theories that form the basis of modern chemistry. Students will study the behaviours of solids, liquids, gases, and solutions; investigate changes and relationships in chemical systems; and explore how chemistry is used in developing new products and processes that affect our lives and our environment. Emphasis will also be placed on the importance of chemistry in other branches of science. Prerequisite: Science, Grade 10, Academic





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

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problemsolving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment. Prerequisite: Chemistry, Grade 11, University Preparation

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

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: Science, Grade 10, Academic

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

This course enables students to deepen their understanding of the concepts and theories of physics. Students will explore further the laws of dynamics and energy transformations, and will investigate electrical, gravitational, and magnetic fields; electromagnetic radiation; and the interface between energy and matter. They will further develop inquiry skills, learning, for example, how the interpretation of experimental data can provide indirect evidence to support the development of a scientific model. Students will also consider the impact on society and the environment of technological applications of physics. Prerequisite: Physics, Grade 11, University Preparation

### **English, Grade 9 Academic ENG1D**



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This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12. Prerequisite: None

### **English, Grade 10 Academic ENG2D**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. Prerequisite: English, Grade 9, Academic or Applied

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

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyse challenging texts from various periods; conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language. Prerequisite: English, Grade 10, Academic

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

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument. Prerequisite: English, Grade 11, University Preparation



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### **Introduction to Business, Grade 9 or 10, Open (BBI10, BBI20)**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. Prerequisite none.

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

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting. Prerequisite: None

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

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

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

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



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

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. Prerequisite: None

### **The Individual and the Economy, Grade 11 University/College Preparation CIE3M**

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

### **Understanding Canadian Law, Grade 11 University/College Preparation CLU3M**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them. Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

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

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



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these and other issues in both Canadian and international contexts. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

### English as a Second Language ESL Level 4 Open ESLDO

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

## 3.5 How to Access ‘Outlines of the Courses of Study’ at CWE<sup>17</sup>

Parents, students, and guidance counsellors can access the outlines of the courses of study at CWE through a document that can be accessed at the link below:

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descr9e.pdf>

This document contains the course descriptions for all courses in Grades 9 to 12, along with course lists (including course codes) and prerequisite charts, in the following subjects/disciplines:

<ul style="list-style-type: none"><li>● The Arts</li><li>● Business Studies</li><li>● Canadian and World Studies</li><li>● Computer Studies</li><li>● Cooperative Education</li><li>● Guidance and Career Education</li></ul>	<ul style="list-style-type: none"><li>● English</li><li>● English as a Second Language and</li><li>● English Literacy Development</li><li>● French as a Second Language</li><li>● Mathematics</li><li>● Science</li></ul>
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<sup>17</sup> <http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descr9e.pdf>  
2018 Ontario Curriculum Grades 9 to 12 Course Descriptions and Prerequisites  
Appendices A-D, PAGE 4



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|---|--|
| <ul style="list-style-type: none"><li>● Health and Physical Education</li></ul> | <ul style="list-style-type: none"><li>● Social Sciences and Humanities</li><li>● Technological Education</li></ul> |
|---|--|

The purpose of the ‘Outlines of the Courses of Study’ document is to assist students, with the help of their parents and guidance counsellors, in selecting the courses that will put them on the right path to their postsecondary destination. The course descriptions are standard, one-paragraph descriptions that summarize what students will learn in each course. The descriptions are gathered here in a separate section for each discipline, and each section is introduced by a course list and a prerequisite chart. (A prerequisite is a course deemed essential for the successful understanding and completion of a subsequent course.) The prerequisite charts diagram the relationships among courses.

Additional information can be found at the school website: [cwelearn.com](http://cwelearn.com)

### 3.6 How to Access ‘Ontario Curriculum Policy’<sup>18</sup>

Parents, students, and guidance counsellors can access the Ontario Curriculum Policy Documents through a document that can be accessed at the link below:

[http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2016e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf)

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS) sets out the requirements of the Ministry of Education that govern the policies and programs of all publicly funded elementary and secondary English-language schools in Ontario. OS is intended for school and school board administrators, but will also be of interest within the broader educational community.

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<sup>18</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Preface, Pages 7-8



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OS consolidates in one document the broad range of policies and programs that affect the educational experience of students in Ontario schools from Kindergarten to Grade 12. It reflects the continuity of education policy governing programs for all students, from entry to school to graduation. Part One of the document outlines the policy and program requirements that pertain to both elementary and secondary schools, and Part Two focuses on the policy and program requirements that apply only to secondary schools. Many of the policy and program requirements outlined in OS are described in detail in other, dedicated policy documents. In such cases, OS gives a brief description of the policy or program requirements in question and provides references to the relevant documents (see, for example, section 1.2 within the OS document, “Environmental Education”). Policies that are not represented in separate documents are described fully in the present document (see, for example, section 6.1 in the OS document, “The Ontario Secondary School Diploma (OSSD)”).

Where appropriate, active links to relevant legislation, regulations, policy/program memorandum, and/or policy documents are provided at the end of a text section. Resources identified in policy documents as necessary to support implementation are also included. Where possible, a link is provided to the main page, on the ministry website, for the policy or program area that is the topic of the text section.

## 3.7 Experiential Learning, Cooperative Education and Job Shadowing

### 3.7.1 Experiential Learning<sup>19</sup>

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<sup>19</sup> <http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf>  
2018 Ontario Curriculum Grades 9 to 12 Cooperative Education  
The Importance of Cooperative Education, PAGE 10-11



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Experiential learning is an inquiry-based pedagogical approach that provides opportunities for students to co-construct their learning by participating in rich experiences connected to a community outside school; reflecting on those experiences to derive meaning, and applying their learning to influence their decisions and actions in various aspects of their lives. This learning process, rooted in the “experiential learning cycle”, helps deepen students’ learning and supports them in developing the skills, knowledge, and habits of mind they need to successfully navigate their future.

Cooperative education is a highly immersive form of experiential learning. The curriculum outlined in this document is designed to enable students to apply, refine, and extend their classroom learning in a community context outside the school and, with the experience gained in the community context, to refine and extend their learning in the classroom not only in the cooperative education course but also in subsequent courses.

Experiential learning provides an important vehicle by which diverse communities can collaborate to ensure that the interests, needs, strengths, and aspirations of all students are recognized and reflected in the educational experience. It provides Ontario students with rich learning experiences that develop their capacity to become personally successful and compassionate citizens who meet the challenges of a fast-paced and globally connected world.

Experiential learning builds on a significant body of research and practice that indicate that students are more engaged, more motivated to learn, and more successful when they reflect on their experiences and connect what they are learning to situations they care about in their personal lives, their community, and the world around them. Experiential learning places students’ ideas and observations at the centre of the learning experience.

The process often involves students conducting open-ended investigations that require them to engage in evidence-based reasoning and creative problem-solving. Through this approach, students are supported in becoming





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knowledge builders rather than passive recipients of knowledge. It has also been shown that the experiential learning approach has psycho-social benefits for students, including increased self-esteem and engagement, improved motivation, and improved social and leadership skills.<sup>6</sup> And finally, experiential learning assists students' learning transfer; that is, it helps them to see the connections between the course content and its application in other contexts.

The following are the core beliefs that underpin successful implementation of experiential learning:

- Every student has a unique set of strengths, interests, needs, and aspirations.
- Every student can benefit from active participation in authentic experiential learning opportunities that are age- and developmentally appropriate, culturally responsive, and safe.
- Each experiential learning opportunity prepares the student for success in a future experience of greater intensity, sharper focus, and longer duration.

Central to effective experiential learning are the connections to communities and the relationships that are cultivated between and among students, teachers, and community partners. In experiential learning, students can be physically present (on-site experiences), they can use communication technologies (virtual experiences), or they can be involved in a combination of on-site and virtual experiences (blended experiences). Experiential learning, therefore, has the power and potential to provide increasingly authentic, dynamic, and engaging learning experiences as it opens the door to building teaching and learning relationships at the local, national, and global levels.

Experiential learning opportunities can take many forms, from field trips to job shadowing/ twinning to cooperative education, and they can have varying degrees of formality.



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While the nature and level of involvement by community partners (e.g., community representatives, placement supervisors, mentors) can vary, this document supports diverse community connections in the context of cooperative education, including connections with First Nations, Métis, and Inuit organizations. The relationships with community partners in cooperative education are characterized by meaningful collaboration as well as shared goals and commitments in the pursuit of student success through the curriculum. Schools and their community partners create and sustain authentic and relevant experiences of varying duration that are culturally responsive and appropriate for the age and development of the students.

Students who participate early – as early as Kindergarten and the primary grades – and often in a variety of experiential learning opportunities appreciate the value of these experiences and are well prepared to take part in cooperative education.

### **3.7.2 Job Shadowing and Job Twinning<sup>20</sup>**

Job shadowing allows students to observe a worker in a specific occupation (e.g., Take Our Kids to Work). Job twinning allows students to observe a cooperative education student at the student's placement.

Job shadowing and job twinning are observational experiences lasting up to two consecutive days. They are available to students from Grade 7 to Grade 12 as part of a subject or course or of a school-wide education and career/life planning program. Students may participate in more than one job-shadowing or job-twinning experience, thereby obtaining a broader range of skills and knowledge to support them in their education and career/life planning.

Job-shadowing or job-twinning experiences should be treated as field trips; that is, all the necessary procedures that apply to field trips or excursions that occur off

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<sup>20</sup> <http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf>  
2018 Ontario Curriculum Grades 9 to 12 Cooperative Education  
Appendix B: Job Shadowing and Job Twinning, PAGE 104



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school premises must be followed. (Refer to board policies and procedures that apply to such activities.)

### 3.7.3 Overview of the Cooperative Education Program<sup>21</sup>

The cooperative education program provides opportunities for all students in secondary school, including adult learners, to apply, refine, and extend, in the classroom and in the context of a community outside the school, the skills and knowledge outlined in the cooperative education curriculum.

Two cooperative education courses are included in the Ontario curriculum:

- Cooperative Education Linked to a Related Course (or Courses)
- Creating Opportunities through Co-op

The inclusion of these two courses in the curriculum is intended to ensure that all students have access to cooperative education, to meet the diverse needs of individual students, and to support a broad range of experiential learning opportunities. Schools are encouraged to offer both cooperative education courses.

Cooperative education places additional responsibilities on students; consequently, it is generally offered to students in Grades 11 and 12. However, when it is deemed to be in the best interest of a student in Grade 9 or 10, that student may also participate in cooperative education. In order to participate in cooperative education, students must be at least fourteen years of age.

All secondary school cooperative education courses must be scheduled for a minimum of 110 hours per credit. A cooperative education course may be planned as a single-credit or a multiple-credit course, depending on the student's interests,

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<sup>21</sup> <http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf>  
2018 Ontario Curriculum Grades 9 to 12 Cooperative Education  
The Program in Cooperative Education, PAGE 15-16



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strengths, needs, and aspirations. A multiple-credit course is planned to further extend and enhance the student's learning and refine skills.

All cooperative education courses must include a classroom component and a community component.

Cooperative education courses must adhere to all relevant legislation and ministry and school board policies, including but not limited to legislation and policies relating to protection of privacy and workplace health and safety. Cooperative education and other experiential learning opportunities are not to be used to fulfil the graduation requirement of 40 hours of community involvement.

### 3.7.3.1 The Classroom Component

Student learning in the classroom component of a cooperative education course is based on the cooperative education course expectations. The purpose of the classroom component is to ensure that students are:

- prepared for their community experience, demonstrating the skills and knowledge required before the start of their community component;
- focused on integrating their learning throughout the course.

The duration of the classroom component before students start at their placement depends on a student's readiness to participate in the community component safely and purposefully, according to the professional judgement of the cooperative education teacher. With its differentiated approach, cooperative education respects the individual strengths and needs of each student and allows for staggered points of entry into the community component for individual students.

Learning activities delivered through classroom or e-learning instruction and assignments may extend into the community component, through interactions between the student, the cooperative education teacher, and the placement employer or placement supervisor in the community.



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### 3.7.3.2 The Community Component

The community component of a cooperative education course engages the student in learning opportunities in the context of the community experience or “placement”, where the placement supervisor, collaborating with the cooperative education teacher and, as required, the special education teacher, supports students in achieving the curriculum expectations. The community component must include a variety of experiences of sufficient duration to permit students to meet the expectations as identified in their learning plan.

While participating in the community component students are considered workers in the province of Ontario under the Occupational Health and Safety Act (OHSA). As a condition of their cooperative education placement, they share in the same rights and duties as paid workers and benefit from receiving the same mandatory health and safety awareness training. This training is required in all workplaces and is distinct from any sector-specific, hazard-specific, or competency-specific training that may be offered by particular employers to all or some of their staff.

## 3.8 Policy Regarding Student Withdrawal from Courses in Grades 11 and 12<sup>22</sup>

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

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<sup>22</sup> <http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf>

2013 The Ontario Student Transcript (OST) Manual

B. Academic Information Section: Regulations and procedures pertaining to special cases

Pages 13-14



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If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, 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.

No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student’s learning plan.

Students who transfer from another school after the semester or term has started are allowed an equivalent amount of time to withdraw from a course. The principal of the receiving school will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a “W” is entered in the “Credit” column and the student’s percentage grade at the time of withdrawal is recorded in the “Percentage Grade” column.

No entry will be made on the OST if the student withdrew from the PLAR challenge process for a Grade 11 or 12 course. Students who withdraw from credit courses offered through continuing education (night school or summer school) or through distance education, including the Independent Learning Centre, also are allowed an equivalent amount of time to withdraw from a course. The principal who oversees the continuing education or distance education program will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a “W” is entered in the “Credit” column and the student’s percentage grade at the time of withdrawal is recorded in the “Percentage Grade” column. The principal is also responsible for reporting this information to the school that maintains the student’s OSR and OST. Where there are extraordinary circumstances relating to a student’s withdrawal



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from a Grade 11 or 12 course, a student's poor performance in a successfully completed course, or a student's failure to complete a course successfully, the special indicator "S" may be entered in the "Note" column on the OST.

A student's parents or a student who is an adult (eighteen years of age or over) may request that the principal identify Grade 11 and 12 courses in which the student's performance was affected by extraordinary circumstances by using a special indicator. If the principal agrees with the student's or parents' claim, the special indicator "S" is entered in the "Note" column for these courses. However, the student's percentage grades are also recorded. The special indicator may also be used for courses from which the student has withdrawn because of extraordinary circumstances. If the principal does not agree with the parents' or student's claim that extraordinary circumstances have had a significant effect on the student's achievement, the parents or the student may request that the appropriate supervisory officer review the matter.

### **3.9 PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES**

Some students, after successfully completing a certain type of course, may change their educational goals and, as a consequence, may need to take compulsory and optional credit courses of a different type from those they initially chose.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may:

- take a transfer course that will bridge the gap between course types;
- take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take;
- take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program.



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### 3.10 Prior Learning Assessment and Recognition: Challenge and Equivalency<sup>23</sup>

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The "equivalency" process is the process of assessing credentials from other jurisdictions.

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.

#### 3.10.1 Responsibilities of the School Principal

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<sup>23</sup> <http://www.edu.gov.on.ca/extra/eng/ppm/129.html>  
2001 Policy/Program Memorandum No. 129





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PLAR procedures will be carried out under the direction of the school principal, who grants credits.

The principal will:

- ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and ensure that students who are not adults (i.e., students who are under the age of eighteen) are informed that they need parental approval before applying to challenge for credit for a course;
- ensure that every prospective applicant and his or her parents, if he or she is not an adult, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST)
- ensure that every prospective applicant is provided with an application form (see the form in the appendix to this memorandum), as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate school staff (i.e., guidance counsellor, teacher-adviser, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- develop formal tests and other assessment strategies;
- conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);
- evaluate and report on the student's performance.

Principals will ensure that students who do not have suitable documentation owing to extraordinary circumstances (e.g., students who are refugees) will receive counselling concerning the gathering of evidence.



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### 3.10.2 Policies Governing the Challenging Process<sup>24</sup>

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 in provincial curriculum policy documents.

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, in accordance with criteria established by the ministry in OSS, section 6.6, and Policy/Program Memorandum No.129, and to policies and procedures established by the board. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the decision of the principal about whether or not the student should challenge for credit, the parent or adult student may ask the appropriate supervisory officer to review the matter.

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. Students with music certificates that are accepted for credits in OSS, appendix 4, Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits.

A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

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<sup>24</sup> <http://www.edu.gov.on.ca/extra/eng/ppm/129.html>  
2001 Policy/Program Memorandum No. 129



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The term discipline refers to the subject area covered by any one curriculum policy document. All courses in that document are considered to belong to that discipline

Credit will be granted only for the specific course for which the student has successfully challenged for credit.

Students cannot be granted credits through the challenge process for any of the following courses:

- a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency
- a course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)
- a transfer course
- a locally developed course
- a cooperative education course
- a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12 under OSS (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under OSIS
- a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS



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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.

### **3.10.3 PLAR for Regular Day School Students<sup>25</sup>**

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 and 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 homeschooling, 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.

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.

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<sup>25</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 7, SECONDARY SCHOOL COURSES AND RELATED PROCEDURES,  
SECTION 7.2, PAGES 74-75



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### 3.10.4 PLAR for Mature Students<sup>26</sup>

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
3. they may take the courses. It should be noted that Levels 2 and 3 in both classical languages and 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.

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<sup>26</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
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## Canada World Education Centre

Mature students working towards the OSSD under OS 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.

### 3.11 Alternative Ways to Earn Credits

#### 3.11.1 E-learning<sup>27</sup>

The transformation of learning and teaching in physical and virtual environments that has been enabled by technology provides innovative opportunities that expand what, how, when, and where students learn.

Blended learning refers to the use of digital learning resources in a physical classroom setting where students are face to face with one another and with their teacher. Blended learning can involve the use of either just a few digital resources or a wide range of tools, games, and other digital resources to support learning.

In contrast, in e-learning, credit courses in Grades 9 to 12 are delivered online to students. E-learning includes the use of digital learning resources in a virtual classroom setting, where there is a distance between the e-learning teacher and the students and/or among students. The distance may be related to location (i.e., when students from different locations are enrolled in the same e-learning course)

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<sup>27</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 10, ADDITIONAL WAYS FOR STUDENTS TO COMPLETE COURSES AND PROGRAMS  
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## Canada World Education Centre

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In contrast, in e-learning, credit courses in Grades 9 to 12 are delivered online to students. E-learning includes the use of digital learning resources in a virtual classroom setting, where there is a distance between the e-learning teacher and the students and/or among students. The distance may be related to location (i.e., when students from different locations are enrolled in the same e-learning course)

### 3.11.2 Independent Learning Centre<sup>28</sup>

Secondary school credit courses are available through the Independent Learning Centre (ILC). Courses offered will be courses from the curriculum policy documents and will enable students to fulfil the requirements for an Ontario Secondary School Diploma. ILC courses follow a blended learning model, combining print and online components with support from secondary school teachers certified through the Ontario College of Teachers (OCT). When a student has taken a Grade 11 or 12 ILC course, or successfully completed a Grade 9 or 10 ILC course, the principal of the school that holds the student's Ontario Student Record will record his or her achievement on the Ontario Student Transcript. Information about eligibility, enrolment procedures, and course offerings may be found at the ILC website: <https://ilc.tv.o.org/>

### 3.11.3 Continuing Education Courses<sup>29</sup>

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<sup>28</sup> Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 10, ADDITIONAL WAYS FOR STUDENTS TO COMPLETE COURSES AND PROGRAMS  
SECTION 10.5, PAGE 94

<sup>29</sup> Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 10, ADDITIONAL WAYS FOR STUDENTS TO COMPLETE COURSES AND PROGRAMS  
SECTION 10.2, PAGES 90-91



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Continuing education supports learners of all ages by offering credit and non-credit learning opportunities outside the regular day school program and during the summer. These include:

- credit courses for adolescent and adult learners;
- remedial opportunities for students in Grades 7 and up to improve their literacy and mathematics skills;
- general-interest community programs and workshops for learners of all ages;
- literacy upgrading programs for adults offered by the Ministry of Advanced Education and Skills Development (formerly the Ministry of Training, Colleges and Universities);
- English as a second language / French as a second language programs for adults offered by the Ministry of Citizenship and Immigration.

A statement of the student's achievement in all credit courses delivered through continuing education will be issued to the student by the principal of the continuing education school. The student's achievement will also be reported to the principal of the school that holds the student's Ontario Student Record for recording on the Ontario Student Transcript.

### 3.11.4 Locally Developed Courses<sup>30</sup>

Locally developed courses are courses that may be developed by a board for students in a particular school or region to accommodate educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents. Such courses require the approval of the ministry, with the exception of religious education courses developed by Roman Catholic schools boards. The document Guide to Locally Developed Courses, Grades 9 to

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<sup>30</sup> Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 7, SECONDARY SCHOOL COURSES AND RELATED PROCEDURES,  
SECTION 7.3, PAGE 76-77





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12: Development and Approval Procedures outlines the development and approval requirements and procedures for these courses.

Schools may develop locally and offer one Grade 9 course in English, in mathematics, in science, and in French as a second language, and one Grade 10 course in English, in mathematics, in science, and in Canadian history that can be counted as a compulsory credit in that discipline. A student may count no more than seven such locally developed courses as compulsory credits. Students who successfully complete eight locally developed compulsory credit courses may count the eighth course as an optional credit.

Seven locally developed compulsory credit courses have been approved by the ministry for use by school boards across the province: Grades 9 and 10 English, Grades 9 and 10 mathematics, Grades 9 and 10 science, and Grade 10 Canadian history. These courses are identified in the prerequisite charts of the relevant curriculum policy documents, and the courses to which they might lead are also specified in those charts. Boards wishing to offer these courses must still go through the approval process outlined in the document *Guide to Locally Developed Courses*, but the process will be expedited for these specific courses.

Locally developed compulsory credit courses may be used only to meet the compulsory credit requirements that they have been designed to meet; they may not be used as substitutions for courses that meet any other compulsory credit requirements.

If universities, colleges, and/or employers recognize a board's Grade 11 or 12 locally developed course for admission purposes, this information will be stated clearly in the board's program and course calendar. It will also be made clear to students that some postsecondary institutions or employers may not recognize a locally developed course.

The policy for locally developed courses also applies to inspected private schools.



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### 3.11.5 Cooperative Education<sup>31</sup>

Mentioned in Section 3.7.3 of this document, cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination.

A cooperative education program comprises, at a minimum, one cooperative education course and its related course on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the

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<sup>31</sup> Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part Two, Policy and Program Requirements for Secondary Schools  
CH 8, EXPERIENTIAL LEARNING PROGRAMS  
SECTION 8.1, PAGE 81-82



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requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

### 3.12 Evaluation and Examination Policy

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

For Grades 1 to 12, all curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations.

Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

For students with special education needs and English language learners who may require accommodations but who do not require modified expectations,



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evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels.

For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations rather than the regular subject/grade/course curriculum expectations.

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher. Procedures for students whose final grade is below 50 per cent and who do not receive a credit are outlined in the ministry policy document Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (currently under revision).

### 3.12 Assessment and Evaluation Policy



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Canada World Education endorses a student assessment and evaluation policy that is applied consistently throughout Grades 9-12. This policy supports provincial policies as outlined in the ministry documents “Growing Success, Assessment, Evaluation and reporting in Ontario Schools” for assessment and evaluation based on the provincial curriculum expectations and achievement levels outlined in the secondary curriculum. It is expected that teachers will have a working knowledge of good assessment practices that impact on equity, fairness and higher achievement for all students. Students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement with respect to the four categories of the achievement of the curriculum expectations.

### **Definitions:**

1. Assessment - the process of gathering information from a variety of sources that accurately reflects how well a student is achieving based on the provincial curriculum expectations.
2. Evaluation - the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

- Percentage grade represents the quality of the students overall achievement of course expectations.
- The fundamental principles of Assessment and Evaluation use assignments that are valid and reliable, and lead to improved learning for ALL students.
- The practices and procedures are:
  - fair, transparent, and equitable for all students.
  - planned in relation to the specific course curriculum expectations and learning goals of all students.
  - administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning.



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- Designed to communicate with student, parent and administration to indicate specific, meaningful feedback supporting student achievement.
- Tools to guide in the development of student self-assessment skills that assess their own learning, plan their next steps and set future goals.
- 70 % of the final grade represents the student's most consistent achievement throughout the course.
- 30% of the final grade will be based on final summative evaluation toward the end of the course.

### **TERM MARK = 70 %**

- Final grades are determined by summative marks only. (tests/projects/Tech Reports/assignments)
- Assessment *for* learning is used for students and teachers to determine where students are, where they need to go and how best to get there.
- Assessment *as* learning is used to support summative, and build midterm grades.
- Assessment *of* learning occurs at or near the end of a unit, representing the most recent achievement.

### **Assessment for learning**

occurs before instruction begins so teachers can determine students' readiness to learn new knowledge and skills, as well as obtain information about their interests and learning preferences.

### **Assessment as learning**



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occurs frequently and in an ongoing manner during instruction, while students are still gaining knowledge and practising skills.

The assessment as learning marks are used to:

- Monitor progress
- Provide feedback
- Marks collected to reinforce, consolidate and enrich student learning
- Marks used to support midterm grade.

### **Assessment of learning**

occurs at or near the end of a period of learning, and may be used to inform further instruction.

The assessment of learning marks are used to:

- Evaluate student learning near the end of a unit or course
- Demonstrate student achievement of curriculum expectations and learning skills
- Determine final grade

### **SUMMATIVE MARK = 30 %**

- Based on Performance Problems, Projects, Presentations, or other Culminating Tasks

### **Evaluation Breakdown**



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The evaluation breakdown in the table below represents a typical course evaluation breakdown. Percentages in the four categories of assessment may vary depending on the course.

Knowledge and Understanding	20%
Thinking and Inquiry	15%
Communication	15%
Application	20%
Term mark	70%
Summative	30%
Final report card	100%

### Final Exams and/or summative evaluations

All CWE courses have mandatory final summatives. For blended or Face to Face courses all evaluations will be done at the school or course location. For all online courses, the final summative takes the form of an exam. To maintain academic integrity, all final exams must be written in-person under the supervision of an approved proctor. In keeping with our asynchronous model, the date and time of the final exam are determined upon the duration of the course and the proctoring arrangements possible.

There are two options for the completion of the final online course exam:

- The student writes the exam at the school
- The student writes a proctored exam.

### Writing A Proctored exam

A student-selected or CWE appointed proctor can be any professional adult who is not related to the student (e.g. day school teacher, guidance counselor, coach, librarian, doctor, lawyer, accountant, small business owner, etc.) who has a dedicated professional email address (i.e. first.lastname@business.ca). This





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individual must agree to supervise the student for the duration of the exam, in accordance with CWE procedures. The exam may be written at a time, place, and location that is reasonably accessible to the student. Students will need to provide CWE or their instructor with their proposed proctor's **professional email address** and **contact number** at least 10 days in advance of the scheduled exam date.

Exams will be sent to the proctor directly and remain sealed until the writing begins. Completed exams will be scanned exams and originals will be sent to CWE for marking and recording.

### **Missed Assignments, Tests and Quizzes:**

- Meeting deadlines encourage students to make mature decisions and demonstrate responsibility.
- Students will be given sufficient notice by their teachers for dates of assignments, tests and quizzes.
- Students **MUST** consult with their teacher for known absences in advance to a hand-in deadline. The assignment will be evaluated upon return from a valid absence.
- Early submission of assignments will be formatively assessed for feedback so that students may revise work in time for the deadline.
- An unapproved absence may lead to a deduction of up to 5% per day and possibly up to the full value of the assignment.

### **Cheating and Plagiarism:**

- Plagiarism is the use of someone else's thoughts and ideas as your own original work.
- In writing a Technical report you must document or reference the original source of ALL words and ideas borrowed from other work.
- Plagiarism and cheating is a form of academic dishonesty and will result in disciplinary follow-up by the subject teacher and the School Administration.



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### 3.13 Reporting Procedures<sup>32</sup>

‘The Provincial Report Card, Grades 9-12’ The report card shows a student’s achievement at specific points in the school year or semester.

The version of the report card for CWE includes:

- the first report for a semester;
- the final report for a semester.

The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. The final report reflects achievement of the overall expectations for the course, as well as development of the learning skills and work habits. On the report cards for the final reporting periods, the achievement recorded on the previous report is also shown, in order to provide parents with an overview of the student’s achievement in each course.

The first two pages of all versions of the secondary report card list the student’s courses and his or her percentage marks for each course.

On the last two pages of the first report, information is provided for parents about learning skills and work habits; percentage marks and levels of achievement; ESL/ELD, IEP, FRENCH, and SHSM boxes; and the terms “I”, “W”, and “median”. There is also a tear-off section, to be returned to the student’s teacher, which is to include the student’s comments and the parents’ acknowledgement of receipt of the report card and/or a request to be contacted by the teacher to discuss their child’s report.

In the final report the third page is the “Completion of Requirements for Graduation” page, and information for parents (as described above) appears on the fourth page.

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<sup>32</sup> <http://www2.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>  
2010, Growing Success, Assessment, Evaluation and Reporting in Ontario Schools  
First Edition, Covering Grades 1 to 12  
Ch. 6: Reporting Student Achievement, PAGES 49-56, 59-66



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A space for the principal's signature appears at the bottom of the first page of the first report card. In the final report card, the principal's signature appears only on the third page, "Completion of Requirements for Graduation".

In the Provincial Report Card, Grades 9–12, there is a space for recording an evaluation for each of the learning skills and work habits for every course, following the spaces allotted for the percentage mark, course median, and credit earned.

The learning skills and work habits are demonstrated by students across all subjects and courses. Teachers will use the following letter symbols to report on students' development of learning skills and work habits:

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

Teachers may also include comments about the student's learning skills and work habits in the "Comments" section of the report card provided for each course.

### 3.13.1 Definitions of Key Terms Used on the Report Card<sup>33</sup>

#### 3.13.1.1 Median

The median is the percentage mark at which 50 per cent of the students in the subject/strand/course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.

Students who have an "R", a mark below 50 per cent, or an "I" for a particular subject/strand/course on their report card and students whose report cards have

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<sup>33</sup><http://www2.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>  
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the boxes for IEP and/or ESL/ELD checked are included in the calculation of the median.

For Grades 9 to 12 the course median is reported for each course. All students who are taking the course would be included in the calculation of the median for the course.

### **3.13.1.2 Credits Earned**

In the “Credit Earned” column, the number of credits earned (normally “1” or “0.5”, for full and half-credit courses, respectively) is recorded for each course that the student has completed successfully. If the credit has not been earned, a zero (0) would be entered.

### **3.13.1.3 Withdrawals**

If a student withdraws from a course, a “W” is entered in the “Credit Earned” column of the report card(s) issued subsequent to the withdrawal. For students (including students with an Individual Education Plan) who withdraw from a Grade 11 or 12 course more than five instructional days after the first report card is issued in a semestered school, or more than five instructional days after the second report card is issued in a non-semestered school, the student’s percentage mark at the time of withdrawal is entered in the “Percentage Mark” column.

### **3.13.1.4 “SHSM” Box: Grades 11 and 12**

This box would be checked on the first and final report when a student is taking the course as a credit towards a Specialist High Skills Major.

### **3.13.1.5 Completion of Requirements for Graduation (Grades 9 to 12)**

The “Completion of Requirements for Graduation” page is included with the final secondary report. In the “Earned This Report” column, the number of compulsory credits the student has earned in this reporting period is recorded by subject, as listed in the left-hand column, as well as the number of optional credits and the total number of credits earned. These figures are added to the cumulative totals



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given in the “Earned to Date” column of last year’s or last semester’s final report card, and the results are recorded in the “Earned to Date” column.

### 3.13.2 Individual Education Plan

For students in Grades 9 to 12, if the student has an IEP that identifies modified expectations, teachers will check the “IEP” box for every course to which the plan applies. If some of the student’s learning expectations for a course are modified from the curriculum expectations, but the student is working towards a credit for the course, it will be sufficient simply to check the “IEP” box.

If the student is not working towards a credit in the course, a zero (0) should be entered in the “Credit Earned” column.

In most cases where the expectations in a student’s IEP are alternative learning expectations, it is neither required nor advisable to assign percentage marks to represent the student’s achievement of the expectations. However, in some cases, when evaluation is based on a clearly articulated assessment measure (e.g., a rubric), a percentage mark may be assigned and recorded on the secondary report card. In those cases, teachers will check the “IEP” box for that course and include the following statement:

“This percentage mark is based on achievement of alternative learning expectations specified in the IEP, which are not based on the Ontario curriculum.”

In a very few instances, where none of the student’s learning expectations are derived from the curriculum expectations in the Ontario curriculum for Grades 9 to 12, an alternative format may be used to report the student’s achievement (e.g., the evaluation section of the IEP). When an alternative format is used, it should accompany the Provincial Report Card, Grades 9–12, at the regular reporting times.



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If the student's IEP requires only accommodations to support learning in a course, teachers will not check the "IEP" box. The percentage mark is based on the regular course expectations.

### 3.13.3 English Language Learners (ELL)

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

Note: For an English language learner, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the teacher will check both the "ESL/ELD" box and the "IEP" box. Ministry policy for English language learners states that students can be eligible for both ESL/ELD and special education services.

### 3.13.4 Private Schools<sup>34</sup>

Students who attend a private school in Ontario that offers courses for credit towards the Ontario Secondary School Diploma and that is inspected by the Ministry of Education may be eligible to earn the diploma, provided that they fulfil

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<sup>34</sup> <http://www.edugains.ca/resourcesCurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
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SECTION 10.6, PAGE 94



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all diploma requirements. All credits achieved will be recorded on the Ontario Student Transcript.

In some cases, students registered in a publicly funded school may concurrently obtain credits granted through an inspected private school. In these cases, the principal of the publicly funded school will record the credit with the notation “P” in the “Notes” column on the student’s Ontario Student Transcript.

### **3.13.5 The Ontario Student Transcript<sup>35</sup>**

The Ontario Student Transcript (OST) is a cumulative and continuous record of:

1. A student’s successful completion of Grade 9 and 10 courses;
2. All the student’s attempts, successful and unsuccessful, at completing Grade 11 and 12 courses;
3. The student’s completion of other diploma requirements.

### **3.13.6 Provincial Report Card, Grades 9-12 - First Report Card for a Semestered School<sup>36</sup>**

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<sup>35</sup> <http://www2.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>  
2010, Growing Success, Assessment, Evaluation and Reporting in Ontario Schools  
First Edition, Covering Grades 1 to 12  
Ch. 6: Reporting Student Achievement, PAGES 49-56, 59-66

<sup>36</sup> <http://www2.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>  
2010, Growing Success, Assessment, Evaluation and Reporting in Ontario Schools  
First Edition, Covering Grades 1 to 12  
Appendix 2: Progress Report Card and Provincial Report Card Templates, PAGES 122-137



# Canada World Education Centre

**Ontario**  
Ministry of Education

**Provincial Report Card, Grades 9-12**

Semester: \_\_\_\_\_ Reporting Period: \_\_\_\_\_ Date: \_\_\_\_\_

STUDENT: \_\_\_\_\_ OEN: \_\_\_\_\_ Grade: \_\_\_\_\_ Homeroom: \_\_\_\_\_ Principal: \_\_\_\_\_

Address: \_\_\_\_\_ School Council Chair: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ Telephone: \_\_\_\_\_ Email/Website: \_\_\_\_\_

Address: \_\_\_\_\_ Fax: \_\_\_\_\_ Address: \_\_\_\_\_

Courses	Reporting Period		Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance		
	First	Final				Self-Regulation	Initiative	Collaboration	Independent Work	Organization	Responsibility		Classes Missed	Times Late	
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESLJELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM															
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESLJELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM															
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESLJELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM															
Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESLJELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM															

Principal's Signature: \_\_\_\_\_

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





# Canada World Education Centre

Semester	Reporting Period	Date
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## Provincial Report Card, Grades 9-12

Ministry of Education



Student:	OEN:	Grade:	Homeroom:
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Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits					Comments	Attendance	
					Responsibility	Organization	Independent Work	Collaboration	Initiative		Self-Regulation	Classes Missed
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First									Strengths/Next Steps for Improvement		
	Final											
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First									Teacher requests an interview <input type="checkbox"/>		
	Final											
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First									Teacher requests an interview <input type="checkbox"/>		
	Final											
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First									Teacher requests an interview <input type="checkbox"/>		
	Final											
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First									Teacher requests an interview <input type="checkbox"/>		
	Final											
Course Title: Course Code: Teacher: <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First									Teacher requests an interview <input type="checkbox"/>		
	Final											



## Canada World Education Centre

Learning Skills and Work Habits		E – Excellent   G – Good   S – Satisfactory   N – Needs Improvement	
<b>Responsibility</b> <ul style="list-style-type: none"> <li>Fulfills responsibilities and commitments within the learning environment.</li> <li>Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>Takes responsibility for and manages own behaviour.</li> </ul>	<b>Organization</b> <ul style="list-style-type: none"> <li>Devises and follows a plan and process for completing work and tasks.</li> <li>Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>		
<b>Independent Work</b> <ul style="list-style-type: none"> <li>Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>Uses class time appropriately to complete tasks.</li> <li>Follows instructions with minimal supervision.</li> </ul>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>Accepts various roles and an equitable share of work in a group.</li> <li>Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>		
<b>Initiative</b> <ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities for learning.</li> <li>Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>Demonstrates curiosity and interest in learning.</li> <li>Approaches new tasks with a positive attitude.</li> <li>Recognizes and advocates appropriately for the rights of self and others.</li> </ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Sets own individual goals and monitors progress towards achieving them.</li> <li>Seeks clarification or assistance when needed.</li> <li>Assesses and reflects critically on own strengths, needs, and interests.</li> <li>Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>Perseveres and makes an effort when responding to challenges.</li> </ul>		

✂ (Please complete, sign, and detach the form below, and return it to your child's teacher.) ✂

Student:	OEN:	Grade:	Homeroom:
<p><b>Student's Comments</b></p> <ul style="list-style-type: none"> <li>My best work is:</li>       <li>My goal for improvement is:</li> </ul>			
		Student's Signature: <span style="border: 1px solid black; padding: 2px 20px;">X</span>	
<p><b>Parent's/Guardian's Response</b></p> <p> <input type="checkbox"/> I have received this report card.                <input type="checkbox"/> I would like to discuss this report card. Please contact me.           </p>			
Parent's/Guardian's Name (please print):		Signature: <span style="border: 1px solid black; padding: 2px 20px;">X</span>	Date:
Telephone (day): _____		Telephone (evening): _____	



## Canada World Education Centre

Student:	OEN:	Grade:	Homeroom:
Percentage Mark	Achievement of the Provincial Curriculum Expectations		
<b>80–100</b>	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)		
<b>70–79</b>	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)		
<b>60–69</b>	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)		
<b>50–59</b>	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)		
<b>Below 50</b>	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.		
<b>I</b>	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)		
<b>W</b>	The student has withdrawn from the course.		
<b>ESL/ELD</b> – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.			
<b>IEP</b> – Individual Education Plan			
<b>FRENCH</b> – The student receives instruction in French for the course.			
<b>SHSM</b> – Specialist High Skills Major (for Grade 11 and 12 courses only)			
<b>Course Median</b> – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.			



# Canada World Education Centre

## 3.13.7 Provincial Report Card, Grades 9-12 - Final Report Card for a Semestered School

	<b>Provincial Report Card, Grades 9-12</b>	Semester	Reporting Period	Date
STUDENT:	OEN:	Grade:	Homeroom:	Principal:
Address:	School Council Chair:			
SCHOOL:	Telephone:	BOARD:		
Address:	Fax:	Email/Website:		
Address:	Address:			

  

Courses	Reporting Period		Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Attendance		
	First	Final				Self-Regulation	Initiative	Collaboration	Independent Work	Organization	Responsibility	Classes Missed	Times Late	
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM														

**Comments**  
Strengths/Next Steps for Improvement

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school.

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# Canada World Education Centre

Semester	Reporting Period	Date
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## Provincial Report Card, Grades 9-12



Student:		OEN:	Grade:	Homeroom:	Comments Strengths/Next Steps for Improvement		Attendance	Classes Missed	Total Classes	Times Late
Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation
	First									
Course Title: Course Code: Teacher: <input type="checkbox"/> ESJ/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SH-SM	Final									
Course Title: Course Code: Teacher: <input type="checkbox"/> ESJ/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SH-SM	First									
Course Title: Course Code: Teacher: <input type="checkbox"/> ESJ/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SH-SM	Final									
Course Title: Course Code: Teacher: <input type="checkbox"/> ESJ/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SH-SM	First									
Course Title: Course Code: Teacher: <input type="checkbox"/> ESJ/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SH-SM	Final									
Course Title: Course Code: Teacher: <input type="checkbox"/> ESJ/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SH-SM	First									
Course Title: Course Code: Teacher: <input type="checkbox"/> ESJ/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SH-SM	Final									



# Canada World Education Centre



## Provincial Report Card, Grades 9–12 Completion of Requirements for Graduation

Semester	Reporting Period	Date
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Student:	OEN:	Grade:	Homeroom:
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Diploma Requirements	Total Required	Earned This Report	Earned to Date
<b>Compulsory Credits</b>	<b>18</b>		
English (1 credit per grade)	4		
French as a second language	1		
Mathematics (1 credit in Grade 11 or 12)	3		
Science	2		
Canadian history	1		
Canadian geography	1		
The arts	1		
Health and physical education	1		
Civics	0.5		
Career studies	0.5		
<b>Group 1</b>			
English	1		
French as a second language			
Classical or international language			
Guidance and career education			
Canadian and world studies			
Native language			
Social sciences and humanities			
Cooperative education			
<b>Group 2</b>			
Health and physical education	1		
The arts			
French as a second language			
Business studies			
Cooperative education			
<b>Group 3</b>			
Science (Grade 11 or 12)	1		
Technological education			
French as a second language			
Computer studies			
Cooperative education			
<b>Optional Credits</b>	<b>12</b>		
<b>Total Credits Required for Graduation</b>	<b>30</b>		
<b>Community Involvement</b>	<b>40 hours</b>		
<b>Specialist High Skills Major</b>			
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>			
<b>Ontario Secondary School Literacy Graduation Requirement</b>		Completed <input type="checkbox"/>	
<b>For School Use</b>			

Principal's Signature	X	Date	
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## Canada World Education Centre

Student:	OEN:	Grade:	Homeroom:
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Learning Skills and Work Habits		E – Excellent   G – Good   S – Satisfactory   N – Needs Improvement
<b>Responsibility</b> <ul style="list-style-type: none"> <li>Fulfills responsibilities and commitments within the learning environment.</li> <li>Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>Takes responsibility for and manages own behaviour.</li> </ul>	<b>Organization</b> <ul style="list-style-type: none"> <li>Devises and follows a plan and process for completing work and tasks.</li> <li>Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>	
<b>Independent Work</b> <ul style="list-style-type: none"> <li>Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>Uses class time appropriately to complete tasks.</li> <li>Follows instructions with minimal supervision.</li> </ul>	<b>Collaboration</b> <ul style="list-style-type: none"> <li>Accepts various roles and an equitable share of work in a group.</li> <li>Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>	
<b>Initiative</b> <ul style="list-style-type: none"> <li>Looks for and acts on new ideas and opportunities for learning.</li> <li>Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>Demonstrates curiosity and interest in learning.</li> <li>Approaches new tasks with a positive attitude.</li> <li>Recognizes and advocates appropriately for the rights of self and others.</li> </ul>	<b>Self-Regulation</b> <ul style="list-style-type: none"> <li>Sets own individual goals and monitors progress towards achieving them.</li> <li>Seeks clarification or assistance when needed.</li> <li>Assesses and reflects critically on own strengths, needs, and interests.</li> <li>Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>Perseveres and makes an effort when responding to challenges.</li> </ul>	

Percentage Mark	Achievement of the Provincial Curriculum Expectations
<b>80–100</b>	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
<b>70–79</b>	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
<b>60–69</b>	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
<b>50–59</b>	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
<b>Below 50</b>	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
<b>I</b>	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)
<b>W</b>	The student has withdrawn from the course.
<b>ESL/ELD</b> – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.	
<b>IEP</b> – Individual Education Plan	
<b>FRENCH</b> – The student receives instruction in French for the course.	
<b>SHSM</b> – Specialist High Skills Major (for Grade 11 and 12 courses only)	
<b>Course Median</b> – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.	



## 4. Supports and Resources

### 4.1 Guidance, Education and Career/Life Planning Supports

#### 4.1.1 Education and Career/Life Planning Program<sup>37</sup>

From Kindergarten to Grade 12, students develop knowledge and skills related to education and career/life planning through an inquiry process built on four areas of learning – Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, and Achieving Goals and Making Transitions. Students develop competencies in these areas by participating in learning opportunities related to the curriculum, through school-wide activities, and through activities in the community.

As part of the education and career/life planning program, a process is in place to support students in documenting and reflecting on their learning in education and career/life planning through the use of the “All About Me” portfolio (for

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<sup>37</sup> <http://www.edugains.ca/resourcesCurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part One, Policy and Program Requirements for Elementary and Secondary Schools  
CH 2, Learning Programs  
SECTION 2.4, PAGES 30-32, 26





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students in Kindergarten to Grade 6) and a web-based Individual Pathways Plan (IPP – for students in Grades 7 to 12).

In secondary school, students are supported by classroom teachers in developing their knowledge and skills in education and career/life planning as part of every course they take in the various disciplines of the Ontario curriculum. Secondary school students additionally receive support in building and reflecting on their Individual Pathways Plan from the school guidance staff and, as required, from the Student Success team (which consists of the Student Success teacher, a school administrator, a guidance teacher/counsellor, and, where applicable, a special education teacher).

Courses with a particular focus on education and career/life planning – in particular, the compulsory half-credit Grade 10 Career Studies course – are available to students through the guidance and career education curriculum. In addition, various programs are offered in Ontario secondary schools that enable students to apply their particular interests and skills outside the classroom, and to explore and gain experience related to their planned initial postsecondary destination. These programs include various forms of experiential learning and programs such as the cooperative education, dual credit, Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship (OYAP), and school-work transition programs. Finally, students' activities and experiences in the community, including their required community involvement activities, volunteering activities, and part-time work experiences, can provide important information for students as they apply the four-step inquiry process.

The comprehensive education and career/life planning program can be implemented in a variety of ways, to ensure that all students in Kindergarten to Grade 12 have multiple and varied opportunities to develop their knowledge and skills, to demonstrate the full range of their learning, to gather evidence of that learning in their Individual Pathways Plan, and to share their learning with teachers and parents as they plan their next steps for learning, work, and life.



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### 4.1.2 Individual Pathways Plan (IPP)<sup>38</sup>

The Individual Pathways Plan is a web-based plan that documents their learning in education and career/life planning. The IPP becomes the primary planning tool for students as they move through the grades towards their initial postsecondary destination. Ongoing development of the IPP also provides students with a valuable archive of their learning and a record of the resources that can assist them in planning.

By developing their Individual Pathways Plan, students take responsibility for their learning and for planning their future. Developing their IPP increases students' awareness of their strengths and interests and of the related opportunities for learning and work. It also enables them, in collaboration with their teachers and parents, to make decisions, set goals, and develop and implement the steps needed to successfully complete elementary and secondary school and proceed to their initial postsecondary destination.

Students are given the opportunity to review evidence of their learning in education and career/life planning, based on their IPP, at least twice a year in collaboration with a teacher and/or guidance teacher/counsellor and, where possible, their parents. The review process gives parents and teachers an opportunity to actively support the student and to contribute ideas about learning opportunities that are available (or could be made available) to the student.

In Grades 10 to 12, the IPP process will emphasize planning for the student's initial postsecondary destination. One of the two required IPP reviews is made part of the annual course selection process and, hence, part of the students' planning for the transition to his or her initial postsecondary destination.

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<sup>38</sup> <http://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf>  
Creating Pathways to Success, Kindergarten to Grade 12  
CH 3, Program Components and Processes  
SECTION 3.4, PAGES 18-19



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Web-based IPP programs allow schools to electronically track certain minimum requirements, identified by the board, with respect to the activities students are to record in every grade (e.g., in Grade 10, students might be required to identify two possible postsecondary opportunities and identify the courses that might be required for each). Such tracking helps to ensure that students will experience the core activities that enable them to achieve the knowledge and skills they need in the four learning areas of education and career/life planning. It also offers schools a way to evaluate program implementation.

The IPP serves as a record of student learning and an effective resource for facilitating parent interviews and student-led conferences, illustrating where students have been and where they are going. In addition, the IPP helps students develop a fuller understanding of the education and career/life planning inquiry process and the value the process will have for them in their postsecondary planning and throughout their lives.

### **4.1.2.1 Parental Involvement<sup>39</sup>**

Parents play a vital role in education. When parents are engaged and involved, everyone – students, parents and families, teachers, schools, and communities – benefits, and our schools become increasingly rich and positive places to teach,

## **4.2 Strategies and Resources for Students and Parents to Support Education Planning and the Course Selection Process<sup>40</sup>**

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<sup>39</sup> <http://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf>  
Creating Pathways to Success, Kindergarten to Grade 12  
CH 6, Program Development, Implementation, and Evaluation  
SECTION 6.3, PAGE 38

<sup>40</sup> <http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>  
Creating Pathways to Success  
Policy and Program Requirements, Kindergarten to Grade 12



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A variety of strategies and practices can be employed by schools and school boards to enable students to provide authentic input into the development, implementation, and assessment of the school's comprehensive education and career/life planning program.

CWE under the direction of the principal and with the assistance of key staff and students, will establish an Education and Career/ Life Planning Program Advisory Committee to coordinate the development, implementation, and evaluation of the school's education and career/life planning program. The advisory committee would ensure that cross-panel and other school linkages are established, where possible, in order to support students who are making a transition from one school to another or from one grade to the next.

Parental engagement is also extremely important to a student's educational success as mentioned in section 4.1.2.1 of this document. Like parent engagement, "student voice" is an essential component of Ontario's Equity and Inclusive Education Strategy. Student representation on the advisory committee is important, but there are other ways of incorporating student input as well.

Information relevant to the assessment and design of the program can be gleaned from students' reviews, with teachers and parents, of their "All About Me" portfolios and Individual Pathways Plans. During these discussions, students may provide feedback on the effectiveness of program components. This is one way of accessing the voice of all students, and it should be incorporated formally into the process of evaluating the program's effectiveness. Exit surveys could also be used.

### 4.3 Intervention Strategies, Supports and Programs for Student Success

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CH 6, Program Development, Implementation, and Evaluation  
Section 6.4, PAGES 39-41



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### 4.3.1 Students At Risk of Not Graduating<sup>41</sup>

The guidance counselor will have as part of their portfolio the role of Student Success teacher and work in collaboration with school staff to support students who are struggling with their secondary school program and are at risk of not graduating. The Student Success team includes, at a minimum, the Student Success teacher and representation from administration, guidance, and special education. The inclusion of other members such as classroom teachers, child and youth workers, social workers, and attendance counsellors will be determined by individual needs.

The responsibilities of the Student Success team for students considered to be at risk in secondary school include:

- monitoring and tracking individual students' progress;
- providing direct support for differentiated instruction to meet the learning needs of students and to improve their achievement, promote their retention, and support significant transitions;
- ensuring that students have opportunities to engage meaningfully in their own learning;
- supporting students in their education and career/life planning;
- supporting school-wide efforts to improve outcomes for students struggling with their secondary school program;
- re-engaging early school leavers;
- working with parents and the community to support student success.

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<sup>41</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part One, Policy and Program Requirements for Elementary & Secondary Schools  
CH 3, SUPPORTING DIVERSE LEARNERS  
SECTION 3.2 PAGES 37-45



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- ensuring ongoing tracking and monitoring of student progress by the Student Success team.
- To the extent possible, timetabling strategies address the particular needs of students' Individual Pathways Plans would also be communicated to students and parents and, as appropriate, would be put in place for students who may have difficulty with their Grade 9 program. Some examples of such timetabling strategies include the following:
  - delaying some compulsory courses until the second semester or until Grade 10;
  - considering substitutions for compulsory credit requirements;
  - scheduling mathematics and/or English and/or science over the full school year and/or for 220 hours in order to allow the student more time to achieve the expectations of the one-credit course;
  - ensuring that the student's timetable includes a range of courses that the student finds interesting and engaging and that are appropriate to the student's learning needs.

## 4.4 Supports for English Language Learners

### 4.4.1 English Language Learners (ELL)<sup>42</sup>

English language learners are students whose first language is a language other than English, who may require focused educational support to assist them in attaining proficiency in English. Learning opportunities to enable English language learners to develop proficiency in English are to be integrated into the curriculum

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<sup>42</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part One, Policy and Program Requirements for Elementary and Secondary Schools  
CH 3, Supporting Diverse Learners  
SECTION 3.1, PAGES 35-36



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in all subject areas. Appropriate adaptations include both modifications and accommodations such as specific teaching strategies. English language learners may also need to take English as a second language (ESL) and/or English literacy development (ELD) courses.

The school will implement programs and services that will enable English language learners to continue their education while learning English.

A student's level of proficiency in English will not influence the choice of grade placement. Placement in a grade or in specific subjects will depend upon the student's prior education, background in specific subject areas, and aspirations. English language learners could be placed in a grade-level or subject-specific classroom for at least part of each day.

Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents.

### **4.4.1.1 Modified Curriculum Expectations**

Modification of some or all of the curriculum expectations may be required to support English language learners, especially those who are in the early stages of learning English or those who have had limited prior schooling. When modifications are made to support English language needs, the principal will consult with the classroom teacher to determine the integrity of the credit for credit-granting purposes.

### **4.4.2 Types of Supports for ELL Students<sup>43</sup>**

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<sup>43</sup> <http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>  
2007, The Ontario Curriculum Grades 9 to 12  
English as a Second Language and English Literacy Development  
Assessment and Evaluation of Student Achievement, PAGES 29-30



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Depending on the needs of individual students, one or more of the following types of support may be provided.

### **4.4.2.1 Intensive Support**

Intensive support is suitable for English language learners who are in the early stages of learning English and/or who have had limited education. The timetable of each of these students includes an ESL or ELD course, supplemented, where numbers permit, with special sections of other subjects adapted to meet the needs of English language learners.

In addition, these students must be integrated into at least one mainstream course to provide balance in the program and opportunities for interaction with English-speaking peers.

Students who arrive with little or no previous schooling need extra support to acquire basic literacy skills and academic concepts. In addition to ELD support, first-language assistance may also be provided, where resources are available, by teachers, trained and supervised tutors, or volunteers. In such situations, skills and knowledge acquired through the first language can be transferred into English and can help promote the acquisition of English.

### **4.4.2.2 Partial Support**

Partial support is suitable for English language learners who have acquired some basic skills in using English and a foundation level of literacy. Such students take ESL or ELD courses at the appropriate level and, at the same time, take an increasing number of mainstream courses in other compulsory or optional subjects, at the appropriate grade levels that best suit their language needs and educational and career goals.

### **4.4.2.3 Tutorial Support**

English language learners who are enrolled in a full program of mainstream courses may receive tutorial support from an ESL and ELD resource teacher,





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subject teachers, and peer tutors. This type of support is suitable for English language learners at all levels of English language proficiency.

Note: English language learners should “graduate” from ESL or ELD programs when they have attained the level of proficiency required to learn effectively in English.

Although a student may leave formal ESL or ELD classes and become completely integrated into the mainstream program within two or three years, the student’s progress should continue to be monitored until he or she has attained a level of proficiency in English similar to that of English-speaking peers.

### 4.4.3 Programs to Support English Language Learners<sup>44</sup>

Secondary school ESL and ELD programs are generally intended to support newcomers. A student entering the Ontario secondary school system at any grade level may be given credit for a maximum of 3 ESL/ELD credits towards the 4 compulsory English credits required for graduation. The remaining compulsory English credit(s) will be earned at the Grade 12 level.<sup>45</sup>

English as a Second Language (ESL) programs are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have age-appropriate first-language literacy skills and educational backgrounds.

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<sup>44</sup> <http://www.edu.gov.on.ca/eng/curriculum/secondary/esl912currb.pdf>  
2007, The Ontario Curriculum Grades 9 to 12  
English as a Second Language and English Literacy Development  
Assessment and Evaluation of Student Achievement, PAGE 6

<sup>45</sup> <http://www.edugains.ca/resourcesCurrlmpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part One, Policy and Program Requirements for Elementary and Secondary Schools  
CH 3, Supporting Diverse Learners  
SECTION 3.1, PAGES 35-36



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English Literacy Development (ELD) programs are intended for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools.

### 4.5 Computer Labs and Resource Centre/Library

Canada World Education will provide computers and internet for students in programs that require licensed software. For all other courses, students will bring their own computers for their personal use.

The main Resource Centre and Library that Canada World Education will use will be the **Toronto Public Steeles Library** located at the address below:

**375 Bamburgh Cir C107, Scarborough, ON M1W 3Y1**

The website for the Toronto Public Steeles Library is [torontopubliclibrary.ca](http://torontopubliclibrary.ca).

The library phone number is (416) 396-8975.

#### 4.5.1 The school's Acceptable Use Policy for Internet and School Equipment

Use of any material. Equipment or online information must first be confirmed with an instructor or Principal of the school.

Any and all equipment used should be signed out and be returned in working condition, cleaned and as it was before use.

#### Net – Etiquette Guidelines

CWE has specified the following guidelines for participation in the threaded discussion/forum area and chat rooms. Remember that in the absence of face-to-face communication, it's easy to misunderstand what is being said.



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- Carefully review and read materials that you receive electronically to ensure that you fully understand the message;
- Be sure to carefully re-read and understand what you will be sending in order to ensure that you are not misunderstood by anyone;
- Avoid cluttering your messages with excessive emphasis (stars, arrows, exclamations);  
If you are responding to a message, either include the relevant part of the original message in your message or make sure to refer to the original's contents so as to avoid confusion;
- Be specific and clear, especially when asking questions;
- If your messages can be typed in UPPER and lower case, please use the two appropriately instead of all UPPERCASE characters. This gives the appearance of shouting and makes the message less readable;
- Remember that not all readers have English as their native language, so make allowance for possible misunderstandings and unintended discourtesies;
- Do not abuse new users of computer networks for their lack of knowledge;
- Follow the same standards of politeness as you do in any other aspect of your life.

## 4.6 Community Resources

Community resources found at Canada World Education's location is the Toronto Public Steeles Library and the Nellie Langford Rowell Library.

Additional information about the Toronto Public Steeles Library can be found in section "4.5 Computer Labs and Resource Centre/Library" of this document.

The Nellie Langford Rowell Library is dedicated to Nellie Langford Rowell (1874-1968), an active volunteer in the women's community and mother of the library's main benefactor, Mary Coyne Rowell Jackman (1904-1994).<sup>46</sup> It offers resources to students, faculty, and staff at the university, as well as the wider community represented by the library's founders. The library is administered by a

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<sup>46</sup> <http://www.yorku.ca/nlrowell/index.htm>



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volunteer board from the various sectors of women's studies at York as well as members from external community groups.

York University houses some 50 small libraries that are unaffiliated with the main library system but exist alongside it to supply special needs for collections of material in specific areas. The Nellie Langford Rowell library is one of the largest of these. Over time, the library has become an efficiently organized resource for women at York and in the larger community.

The **Nellie Langford Rowell Library** located in York University at the address below:

**4700 Keele St, Toronto, ON M4J 1P3**

The website for the Nellie Langford Rowell Library is <http://www.yorku.ca/nlrowell/>.

The library phone number is (416) 736-2100 ext. 33219.

# 5. Special Education



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### 5.1 Students with Special Education Needs<sup>47</sup>

The term students with special education needs includes all students who are receiving special education programs and services, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC).

Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities may require a special education program and/or services to benefit fully from their school experience.

#### 5.1.1 Accommodations, Modifications, and Alternative Expectations

Students with special education needs should be given every opportunity to achieve the curriculum expectations set out in the Ontario curriculum policy documents. This may require that the student be provided with accommodations, and/or modifications to the curriculum expectations, and/or alternative expectations developed as part of an alternative program or course.

Accommodations (such as specific teaching strategies and assistive technology) allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate .

Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student’s learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations

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<sup>47</sup> <http://www.edugains.ca/resources/CurrImpl/MinistryStrategies/LinkedImages/ONSchools.pdf>  
Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements  
Part One, Policy and Program Requirements for Elementary & Secondary Schools  
CH 3, SUPPORTING DIVERSE LEARNERS  
SECTION 3.2 PAGES 37-45



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for the regular grade level. At the secondary level, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate his or her decision to the parents and the student.

Alternative expectations are developed to help students with special education needs acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses. At the secondary level, the student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

### 5.1.2 The Individual Education Plan (IEP)

An Individual Education Plan (IEP) identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations, modifications, and/or alternative programs/courses, as well as specific instructional and assessment strategies. The IEP is updated on a regular basis as the student's strengths and needs change.

An IEP must include at least the following:

- a specific outline of the student's strengths and needs and educational expectations;
- an outline of the special education programs and services that the student is to receive; and
- a statement of the methods by which the student's progress will be assessed.