Online SS Ontario
School Course Calendar

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Course Calendar

1. Our Mission

At the Online SS Ontario, our foremost commitment is to provide you, the student, with a high-quality online education tailored to your needs. Our primary focus is to equip you with the essential skills for the future workplace. To achieve this, all our courses are engaging and stimulating, leveraging the latest software aligned with the Ontario Secondary School Diploma (OSSD) requirements. Upholding principles of respect, equity, and equality, we are dedicated to assisting you in both short-term goals, such as earning credits, and the broader objective of obtaining your OSSD. With our team of experienced educators, we are here to support you in achieving success in your education and future endeavours. In today's evolving world, obtaining an OSSD is vital for realizing your aspirations within the global economy.

2. Objectives

Delivering a streamlined and easily understandable educational experience to facilitate the attainment of the OSSD for students.

- Offering students the chance to not only excel academically but also to evolve personally as contributors to society.
- Providing abundant opportunities for student success.
- Ensuring fairness and equity for all students.
- Maintaining transparency with parents and engaging openly with the community.
- Recognizing and accommodating the diverse dynamics of student life.
- Serving as a genuine platform for learning for students, parents, and stakeholders considering Online SS Ontario as their choice for online schooling.

3. Philosophy

At Online SS Ontario, the core objectives revolve around intellectual growth and attainment. The institution holds a firm belief in the significance of a comprehensive education that extends beyond the classroom. Online SS Ontario acknowledges the crucial role of parental involvement in their children's educational journey, considering it indispensable in fulfilling its mission. The school actively

communicates its objectives and aspirations to parents, counting on their unwavering support in realizing these goals.

4. Online SS Ontario Overall

Online SS Ontario presents students with the opportunity to earn Ontario High School credits through an online platform utilizing a blend of online video instruction, assessments, teacher support, and interactive student-student engagements. Emphasizing flexibility, our institution leverages cutting-edge learning technology while ensuring full compliance with Ontario Ministry of Education standards. Students can enroll in courses at any time, progressing at their own pace within Online SS Ontario guidelines. Course instructors guide students through well-crafted online instructional materials. Completion of a course within 12 months is required, with extensions available upon request and subject to approval. Instructors provide feedback through various channels, fostering collaborative learning among students. All course material is online, with assignments submitted electronically and subject to plagiarism checks. Unit tests are conducted offline under proctor supervision, culminating in a final exam administered by an Online SS Ontario approved proctor. Students must meet Ministry of Education learning expectations and engage regularly with course content and peers. Continuous absence may prompt communication with parents and result in an "Absent" status on reports. Students have a window to decide on course continuation before grades are reported on their Ontario Student Transcript. Online SS Ontario online courses demand planning, self-discipline, and strong organizational skills, providing students with valuable attributes for future academic and professional endeavors.

5. Student Registration

Enrollment at Online SS Ontario is open and ongoing, with registration accessible 24/7 through www.onlinessontario.com. To complete registration, proof of Ontario residency, such as an OEN number, birth certificate, passport, transcript, or report card from an Ontario School, is required along with the domestic course fee. Please submit this documentation via email to guidance@onlinessontario.com along with your registration.

For out-of-province and international students, the equivalency process outlined below will specify the necessary documentation. This may include an English competency assessment, a PLAR assessment, academic records from their previous school, personal identification, and any other relevant information to ensure accurate placement in the appropriate grade/course.

6. Prior to Enrolling with Online SS Ontario: Important Information!

Before registering, it's crucial for students to thoroughly review and accept this Handbook and Course Calendar. Parents, guardians, and advisors of students under 18 years old should also take note of the following details:

- Online SS Ontario operates as an official school, with expectations and a Code of Conduct applicable to students, parents, and teachers.
- We adhere to the jurisdiction and mandates of the Ministry of Education, Province of Ontario, and have undergone MOE inspection.
- Students must provide appropriate credentials demonstrating the necessary qualifications and/or prerequisites to register for courses with Online SS Ontario. This includes proof of age via a Birth Certificate, Driver's License, or current Passport.
- Registration and course commencement require unofficial credentials along with a valid photo ID.
- While report cards and course planning charts serve as evidence of prerequisites, they do not suffice as Official Transcripts.
- Online SS Ontario does not offer General Education Development (GED) as an alternative to high school graduation.
- Proficiency in English is essential for all students, including online learners. Inform us if you are an English Language Learner (ELL) for tailored support.
- Online SS Ontario does not provide bilingual services or instruction in French.
- As an asynchronous online school, Online SS Ontario does not operate on official terms or semesters. Report cards (Midterm: 55 Hours & Final: 110 Hours) are issued to the student's home school accordingly. While students are expected to log in twice weekly, there's flexibility compared to a traditional daily timetable. Failure to respond to emails for 6 months will result in removal from the class and withdrawal from the school without a refund.

Sample Timetable for any given week:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sign in and complete lessons and assessments		Sign in and complete lessons and assessments			Sign in and complete lessons and assessments	

7. Refund Policy

It is the student's responsibility to ensure they are aware of the courses they are purchasing through Online SS Ontario and how these courses contribute to their OSSD credit requirements. Online SS Ontario will offer guidance and support whenever possible. Please note that refunds will not be issued 24 hours after purchase.

8. Course Prerequisites

To enroll in any course, students must furnish evidence of having fulfilled its prerequisite. This can be done by submitting a report card, transcript, or credit summary to guidance@onlinessontario after completing registration. Alternatively, students without the prerequisite may seek exemption by providing credible proof of comparable prior study or work experience. This exemption request form is available from Online SS Ontario and should be submitted for consideration. Before a decision is made, students must present their academic records and relevant work or school experience, subject to review, and potentially the Prior Learning Assessment and Recognition (PLAR) process as outlined in the related section below.

9. Waiver of Prerequisites

Students who haven't fulfilled the exact prerequisites may qualify for a prerequisite waiver. Such cases might involve mature students, those educated through homeschooling, individuals who have completed similar courses in another province or country, or those with relevant education or life experience beyond secondary school.

Students interested in seeking a prerequisite waiver must fill out a Prerequisite Waiver Application available in the forms section of the website. This application, along with all necessary supporting documents, should be submitted to guidance@onlinessontario.com. It's essential to complete the Prerequisite Waiver Application before registering for a course, as the office will need to determine the appropriate next steps.

10. Assessment and Evaluation: Knowledge and Skills Categories

The Ministry of Education's Growing Success Document (2010) outlines four categories of knowledge and skills applicable to both elementary and secondary education across all subjects and disciplines. These categories, defined by specific

criteria, encompass broad areas of knowledge and skills that serve as the foundation for organizing expectations in any given subject or course. They are considered interconnected, reflecting the holistic nature of learning. These categories aid teachers in focusing not only on students' acquisition of knowledge but also on the development of critical thinking, communication, and application skills.

Evaluation in the course is divided into two main components: 70% for ongoing assessment and 30% for the Final Exam and/or Culminating Activity. Within the 70%, Online SS Ontario courses strive to maintain a balanced distribution of the following categories (within reasonable limits) to optimize student success. For instance, a course might allocate 17.5% to each category.

The categories of knowledge and skills, also referred to as KICA, are as follows:

- Knowledge and Understanding: This pertains to subject-specific content acquired in each grade/course (knowledge) and the comprehension of its meaning and significance (understanding).
- Thinking: This involves the application of critical and creative thinking skills and processes.
- Communication: This encompasses conveying meaning through various forms of expression.
- Application: This refers to the utilization of knowledge and skills to establish connections within and between different contexts.

Accommodations at Online SS Ontario: As an online high school, Online SS Ontario offers various accommodations to assist students in successfully completing their courses while ensuring that none of the specific or overall expectations are altered:

- Extended time for completing assignments
- Supplementary handouts
- Formula sheets for reference
- Access to audio, video, and virtual meetings

11. Tests and Assignments

The number of tests and assignments within each course may vary, but collectively, coursework always contributes 70% to a student's final grade. Assessments may include a range of formats such as labs, projects, participation in discussion boards, short answer questions, essays, audio recordings, and video presentations. Assignments are to be submitted online through designated submission channels.

Video presentations made by students will be recorded with their consent and stored securely.

Students are provided with recommended timelines for completing their courses to ensure they can earn credit within a reasonable timeframe. However, they have the flexibility to establish their own schedules for regularly submitting assignments and completing tests within the 12-month duration of the course. Course instructors assess assignments and provide feedback in accordance with the assessment and evaluation policies outlined by the Ontario Ministry of Education.

12.   Final Exam

Every course will conclude with a final examination or assessment contributing 30% to a student's overall grade, constituting 100% of their final evaluation, unless otherwise authorized by the Principal.

To sit for the final exam, students must complete and submit a proctor approval form, available within the course materials. The chosen proctor must be endorsed by Online SS Ontario before the exam date can be confirmed. Examinations must be conducted in a professional setting and cannot take place at a private residence, except under extraordinary circumstances such as during the COVID pandemic. Approved proctors must possess a professional email address and may be required to provide proof of their educational qualifications or professional credentials.

Acceptable proctors include Ontario Certified Teachers, lawyers, registered family physicians, registered nurses, government social workers, registered psychologists, and professional registered counselors. Relatives, individuals lacking a professional email address, and hired tutors are not eligible to proctor student exams.

For further information, visit https://onlinessontario.com

13.   Proctor Guidelines

If the student is currently enrolled in a public or private school, they should explore the possibility of taking the exam with a staff member from their home institution (such as a teacher, librarian, or counselor) where feasible. In cases where this isn't an option, or if the student is not currently affiliated with another school, we suggest reaching out to local public libraries, colleges/universities, or testing centres to inquire about proctoring services.

The student must comply with the policies and procedures of these locations, in addition to adhering to Online SS Ontario final exam policies and procedures. If these options are not available, the student may seek assistance from individuals who meet the aforementioned requirements. Potential proctors could include professionals like engineers, registered nurses, lawyers, or Chartered Accountants.

14. Additional Proctor Guidelines

Appointed proctors must have no conflict of interest, meaning they cannot be relatives or friends of the students.

- The recommended ratio is one proctor for every thirty students.
- Where feasible, it's advisable to have one male and one female proctor present.
- Proctors should be of the age of majority.
- They must not have any conflict of interest, such as familial or business relationships with the students.
- Proctors should not be employed or intend to work for an organization affiliated with the educational profession, nor should they be enrolled or intend to enroll at the organization.
- Proctors must be fluent in English or bilingual.

15. Duties

- Collect papers securely, either physically or electronically.
- Distribute exam materials to desks before the exam begins.
- Start the exam on time, make all necessary announcements, and conclude at the designated time.
- Verify student identity by comparing names on attendance rosters with photo IDs.
- Complete the Proctor Assessment Information Form.
- Document any incidents or circumstances that may affect the exam.
- Ensure any unused exam papers are properly discarded.
- Determine whether emergency evaluation procedures are necessary.
- Contact the exam team lead/director in case of suspected breaches of regulations.
- Maintain the security of the exam room and all materials, and ensure the safe return of all exams.

16. Student Code of Conduct

The Online SS Ontario Code of Conduct applies to all members of the school community, including students, parents, guardians, and teachers. Everyone is expected to uphold the code, demonstrating honesty, integrity, and age-appropriate social behaviour, while taking responsibility for their actions.

All members of the community are expected to:

- Act with honesty and integrity.
- Treat others with respect, regardless of differences.
- Offer assistance to those in need and seek constructive conflict resolution.
- Respect school property and the belongings of others.

Responsibilities of parents and guardians involve:

- Actively participating in their child's education by ensuring readiness for learning, which includes promoting punctuality and consistent attendance, promptly informing the school of authorized absences and tardiness, and maintaining regular communication with the school.
- Going over the school's Code of Conduct with their child and assisting them in adhering to school regulations.
- Guiding their child to understand the importance of treating others with respect and refraining from engaging in teasing or bullying behavior.
- Supervising their child's internet activities and assuming accountability for their conduct while using electronic resources at home.

Student responsibilities entail:

- Displaying a dedication to learning by maintaining punctual and consistent attendance, and arriving prepared and eager to engage in learning.
- Upholding honesty and integrity by refraining from participating in or promoting plagiarism, misrepresentation of original work, unauthorized aid usage, theft of evaluation materials, or falsification of identity.
- Adhering to school regulations and accepting accountability for one's own conduct.
- Avoiding bringing or using items at school in a manner that jeopardizes the safety of oneself or others.

- Demonstrating proper care and respect for school and community property, and limiting visits to other schools to activities sanctioned by the school and relevant authorities.

School-Wide Attendance Policy:

- The Ministry of Education requires precise attendance records for all students within a school. At Online SS Ontario, attendance is recorded based on a student's active participation and completion of virtual lessons.

Attendance and Course Drop-Deadlines:

- Upon course enrollment, students are encouraged, though not obligated, to log in 2-3 times weekly and fulfill their coursework requirements.
- First Warning: Issued when a student fails to log in or complete any coursework within 25-30 days.
- Secondary Warning: Given when a student hasn't logged in or completed any coursework for over 90 days.
- Final Warning: A drop deadline is set after 180 days if there's been no communication from the student and no progress in the course.
- If dropped before the midterm point, there's no academic penalty. If dropped after 5 business days from midterm report card issuance, a 'W' (Withdrawal) will be noted on the transcript for Grade 11 and 12 students only.

Staff responsibilities encompass:

- Facilitating students' attainment of their highest potential, fostering self-esteem, and nurturing responsible citizenship.
- Upholding discipline within the school community and ensuring adherence to the utmost standards of respectful and responsible conduct.
- Maintaining open and constructive communication with parents and guardians on a regular basis.
- Implementing a variety of clear, equitable, and developmentally appropriate interventions, supports, direct instruction on skills, and consequences for unacceptable conduct, including but not limited to instances of homophobia, gender-based violence, sexual harassment, and inappropriate sexual behavior.
- Addressing and reporting behaviors that could adversely affect the school environment.

17. Privacy and Content Ownership

SAFE SCHOOLS

Online SS Ontario is committed to fostering a safe and supportive educational environment conducive to learning. Preserving individuals' dignity and self-esteem is paramount and non-negotiable.

All members of the Online SS Ontario community, comprising students, staff, and parents, are expected to treat each other with respect in all interactions. Any behaviors deemed to compromise the moral integrity of the learning community, including making disrespectful, offensive, abusive, or harassing comments toward any community member, will not be tolerated. Such actions will be promptly addressed by the Online SS Ontario Principal. Consequences may entail counseling, parental involvement, suspension, expulsion, and/or involvement of the authorities.

Reports

Students receive a midterm report upon completion of 50% of the course material. At Online SS Ontario, teachers employ criterion-referenced assessment and evaluation methods. Student work is assessed and evaluated against established criteria for the four levels of achievement standardized across Ontario. This approach focuses on individual progress rather than comparing students' work or ranking their performance against peers'.

Assessment Rubrics for Online Collaboration, Discourse, and Knowledge Building

Effective communication and discussion play a crucial role in facilitating learning in diverse subjects. Online SS Ontario courses incorporate a range of assessment strategies throughout the course, including:

- Active participation in online discussion groups
- Completion of various online assignments
- Submission of portfolios showcasing student work
- Completion of projects and delivery of video presentations
- Peer evaluation of fellow students' submissions or presentations

Instructors utilize the provided Assessment Rubric for Online Collaboration as a guide to facilitate student learning, assessment, and evaluation.

Parental Involvement

Parents are urged to actively oversee and bolster their children's learning by assisting them in crafting a study schedule and verifying the completion and submission of

assignments. Parents are welcome to reach out to the school with any feedback or concerns they may have.

18. Hardware and Software Requirements

To effectively participate in courses, students should have access to a reliable, high-speed internet connection and an updated laptop or desktop computer equipped with a microphone and video camera. Recommended software includes Adobe Acrobat Reader for document viewing, as well as word processing and spreadsheet applications like Google Docs, Google sheets etc..

For students enrolled in Mathematics courses, access to a scanner or camera may be necessary for submitting assignments containing complex mathematical notation.

19. Guidance Support

For any inquiries regarding course selection, general support, grades, or guidance-related matters, Online SS Ontario students are encouraged to reach out to guidance@onlinessontario.com.

Considering the online nature of the school, local assistance might not always be readily available. However, students are advised to explore resources at their local community support centres.

Additionally, students have the option to schedule a Guidance Appointment through our website's Contact page, providing them with a 15-minute session with a counsellor.

For assistance with educational planning and course selection, students can refer to the following website:

www.onlinessontario.com

20. Student Support from Guidance

At Online SS Ontario, student support is an integral aspect of our program, facilitated through our Guidance department. Here are some examples of the ways in which we assist students at Online SS Ontario:

- We offer strategies and resources accessible via www.careercruising.com.
- Assistance with course selections is provided.
- Referrals to programs like OASAR (www.oasar.org) are made to offer support to at-risk students.
- We utilize the Ministry website EDUGAINS to enhance our support for English Language Learners (ELL) and English as a Second Language (ESL) students: http://www.edugains.ca/newsite/ell/.

21. Appropriate Use of Technology

If a student is found to be using technology inappropriately, both the student and their parent (if the student is under 18) will be notified. Consequences for such actions may include removal from the course without refund. Unacceptable behaviours may include, but are not limited to:

- Creating and sharing offensive, obscene, or indecent documents or images.
- Generating and circulating material intended to cause annoyance, inconvenience, or anxiety.
- Creating defamatory content.
- Sharing material that infringes on another person's copyright.
- Sending unsolicited commercial or advertising material and intentionally accessing other services without authorization.
- Prompting technical staff to troubleshoot problems caused by the user or damaging other users' data.
- Violating the online privacy of others.
- Using the network in a manner that denies service to others.
- Persisting in using software or systems after receiving warnings.
- Engaging in any other misuse of the network, such as introducing viruses.

Program and Planning

In Ontario, students are mandated to remain in secondary school until they either reach the age of eighteen or acquire an Ontario Secondary School Diploma (OSSD). Recognizing the significance of completing secondary education, Online SS Ontario is dedicated to reaching each student and assisting them in attaining a successful outcome from their secondary school journey.

Outlined below is a summary and exploration of the pertinent policies detailed in "Ontario Schools, Kindergarten to Grade 12: Policies and Program Requirements, 2011 (OS)" by the Ministry of Education.

This information is accessible online at:

http://www.edu.gov.on.ca/eng/document/policy/os/onschools.pdf

22. Types of Secondary School Courses

The curriculum is structured to offer various types of courses, allowing students to select those aligning with their strengths, interests, and aspirations. In Grades 9 and 10, three course categories are available: academic, applied, and open. Grades 11 and 12 courses are tailored to prepare students for their chosen postsecondary path, which could include university, college, apprenticeship training, or entry into the workforce. Upon successful completion of the expectations outlined in a 110-hour course developed or approved by the Ministry of Education, the Principal grants a credit on behalf of the Ministry.

All courses share a common course code, comprising a five-character code and a designated course title component established by the Ministry of Education and Training in Ontario.

For example: MTH1W, Mathematics (Destreamed)

MTH	1	W
Course Descriptor	Grade of Course	Course Type
	1. Grade 9 2. Grade 10 3. Grade 11 4. Grade 12	W - Destreamed D - Academic P - Applied O- Open U - University C- College M- University or College

GRADES 9 AND 10 COURSES

Academic Courses: Academic courses aim to enhance students' knowledge base and skills by delving into theoretical concepts and abstract problems. These courses

emphasize the fundamental principles of a subject while exploring related ideas. Practical applications are incorporated where applicable.

Applied Courses: Applied courses concentrate on the fundamental concepts of a subject, fostering students' understanding and skills through practical applications and real-world examples. These courses use familiar scenarios to illustrate concepts, providing ample opportunities for hands-on learning experiences.

De-streamed courses: De-streaming is an educational strategy aimed at promoting equitable outcomes for all students. In Grade 9, students will no longer choose between Academic or Applied streams when selecting their courses. Instead, most students will take courses designed for all learners, giving them greater opportunities to pursue a wide range of post-secondary paths, including apprenticeship, college, university, and the workforce. This approach empowers students to follow the futures they desire.

Open Courses: Open courses are the predominant course type offered in most subjects not covered by academic or applied courses. They are designed to prepare students for further study in a subject area and to broaden their overall education. Open courses encompass a set of expectations suitable for all students.

Students will select between academic, applied, de-streamed, university, college, and open courses primarily based on their strengths, interests, and requirements. With guidance from their parents or guardians, the Principal, and teachers, students will make their choices, which will be documented in their Annual Education Plan. Grade 10 academic courses prepare students for Grade 11 University or College preparation courses, while Grade 10 applied courses ready students for Grade 11 College or Workplace preparation courses.

GRADES 11 AND 12 COURSES

In Grades 11 and 12, students will select from various course types tailored to their post-secondary aspirations: university preparation, university/college preparation, college preparation, workplace preparation, and open courses. Students will base their decisions on their interests, academic performance, and career objectives. Prerequisites are stipulated for many of the courses offered in Grades 11 and 12, which are outlined in the Course of Study document for each course.

University Preparation Courses: Designed to furnish students with the necessary knowledge and skills to meet the admission requirements for university programs.

University/College Preparation Courses: Designed to equip students with the essential knowledge and skills needed for admission to specific programs offered at universities and colleges.

College Preparation Courses: Geared towards providing students with the requisite knowledge and skills for admission to most college programs or entry into apprenticeship or other training programs.

Workplace Preparation Courses: Aimed at equipping students with the knowledge and skills required to meet employer expectations if they intend to enter the workforce directly after graduation, or for admission to certain apprenticeship or training programs.

Open Courses: Designed to expand students' knowledge and skills in areas aligned with their interests, fostering active and fulfilling participation in society. These courses do not adhere to specific requirements set by universities, colleges, or the workplace.

Changing Course Types: Transitioning between course types in Grades 11 and 12 necessitates fulfilling the appropriate prerequisite. In instances where a student seeks to waive the prerequisite, the decision rests with the Principal, made in consultation with the student and parents.

23. Cooperative Education and Other Workplace Experiences

Cooperative education initiatives offer students the chance to earn secondary school credits while engaging in work placements within the community. These programs complement students' academic pursuits and hold value for all, regardless of their postsecondary plans. A cooperative education program typically includes one cooperative education course along with a related course, upon which the cooperative education course is structured. Any course outlined in an Ontario curriculum policy document or approved by the Ministry of Education may serve as the related course for a cooperative education program.

During their cooperative education program, students can earn one to two cooperative education credits for each related course, whether it's a full- or half-credit course. If the related course is multi-credited, students can earn a maximum of two co-op credits per credit earned in the related course.

The cooperative education course comprises both a classroom component and a placement component. Pre-placement sessions within the classroom prepare

students for the workplace, covering essential topics such as health and safety. Classroom integration sessions allow students to reflect on and reinforce their workplace learning as the program unfolds. A personalized placement learning plan (PPLP) is developed for all students in a cooperative education program. Teachers assess and evaluate students' progress in achieving curriculum expectations and meeting PPLP requirements through regular workplace monitoring meetings with both the student and the workplace supervisor.

24. Online SS Ontario does not operate a Cooperative Education Program at this time.

All Courses Offered at Online SS Ontario & Course outlines of study can be found by visiting in the course description section: www.onlinessontario.com.

Grade 12

MHF4U - Advanced 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.

MHF4U 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.

MCV 4U - Calculus and Vectors

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

MDM 4U - Data Managment

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.

ENG 4U- English

Grade 12 University English seeks to consolidate the literacy and communication skills, as well as the critical and creative thinking skills, necessary for success in both academic and daily life. Throughout this course, students will analyse a range of challenging literary, informational, and graphic texts from various periods, countries, and cultures. They will also create oral, written, and media texts in a variety of forms. The three key focuses of this course will be: #1) using academic language with confidence and clarity, #2) selecting the reading strategies best suited to particular texts and particular purposes for reading and #3) developing greater control in one's writing.

Understanding Credits

A credit denotes successful completion of a course with a grade of 50% or higher, which typically entails a minimum of 110 hours of scheduled instruction. Credits are granted by the Principal acting on behalf of the Minister of Education and Training, particularly for courses sanctioned or developed by the ministry. For each 55-hour segment of a 110-hour ministry-developed course, a half-credit may be awarded. Half-credit courses must adhere to ministry requirements delineated in curriculum policy documents.

At Online SS Ontario, students take charge of their learning journey. Therefore, the number of hours allocated for a course is determined by tracking the student's time logged into the learning platform and the duration spent on coursework, discussions, assignments, tests, projects, and presentations.

25. Mandatory Course Requirements (18 Credits)

To fulfill the criteria for receiving the Ontario Secondary School Diploma, students are obligated to acquire a total of 18 mandatory credits. These mandatory credit requirements are outlined in the curriculum policy documents pertaining to different subject areas. The distribution of compulsory credits is detailed as follows:

Compulsory Credits (Courses you must take)

● 4 credits in English (1 credit per grade)*

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

● 2 credits in science

● 1 credit in Canadian history

● 1 credit in Canadian geography

● 1 credit in the arts**

● 1 credit in health and physical education

● 1 credit in French as a second language***

● 1/2 credit in civics

● 1/2 credit in career studies

Plus one credit from each of the following groups:

● Group 1: one additional credit in English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, 38 international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

● Group 2: one additional credit in French as a second language, the arts, business studies, health and physical education, cooperative education

● Group 3: one additional credit in 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:

26. If you started Grade 9 in or before Fall 2023

● 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.

The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement. The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. 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.
The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts
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.

Optional Credits (Courses you get to choose)

In addition to the 18 compulsory credits described above, students must also complete to following requirements for their Ontario Secondary School Diploma:

● 12 Optional Credits: The 12 optional credits may include up to 4 credits earned through approved dual credit courses.
● 40 hours of community involvement activities: Students who began secondary school during or after the 1999-2000 school year must complete a minimum of 40 hours community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility, the role he or she can play, and the contribution he or she can make in supporting and strengthening communities. The Online SS Ontario Principal will determine

the number of hours of community service the mature student is required to complete, based on the grade level in which the student enrols into.

- The provincial literacy requirement: If you entered Grade 9 in the 1999 - 2000 school year or in subsequent years, the student must successfully complete the Provincial Secondary School Literacy Requirement. This test, administered by EQAO, determines whether the student has acquired the reading and writing skills considered essential for literacy. It is based on the Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9. Note: See subsection 11.1.4 below for more information.
- Online learning graduation requirement – Memorandum 167. This requirement is designed to support students footnote 2[2] to enroll in online learning courses as part of their secondary school program, in order to support the development of digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives. It is guided by a vision of an Ontario where every student has equitable access to high-quality online learning within a modernized education system that prepares them to succeed in a digital and ever-changing world. Refer to the "Eligible credits" section for a detailed definition of "online learning"

27. If you started Grade 9 in the Fall of 2024 or after: In order to obtain the OSSD, students must earn 17 compulsory credits.

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

28. Stem-Related course group

- business studies
- computer studies
- cooperative education

- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

29. Optional Credits

You are required to earn 13 optional credits by successfully completing courses listed in the school's program and course calendar. These optional credits may include up to 4 credits earned through approved dual credit programs.

30. Substitution for Compulsory Courses

To provide flexibility in designing a student's program and ensure that all students can meet the requirements for the Ontario Secondary School Diploma (OSSD), substitutions may be made for a limited number of compulsory credit courses. The school principal has the authority to replace up to three compulsory courses (or the equivalent in half courses) with other courses that fulfill the compulsory credit requirements. However, in all cases, the total number of compulsory and optional credits must be at least thirty for students working toward the OSSD, and at least fourteen for those aiming for the Ontario Secondary School Certificate. Substitutions will be made to support and enhance student learning, as well as to address individual needs and interests.

A substitution for a student will only be made if it best serves the student's educational needs. If a parent or adult student requests a substitution, the principal will assess whether it should be granted. The principal may also initiate the consideration of a substitution. The decision will be made in consultation with the parent or adult student and relevant school staff. Each substitution will be recorded on the student's Ontario Student Transcript. However, the total number of compulsory and optional credits will not be less than thirty for students working toward the Ontario Secondary School Diploma.

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 in accordance with section OS 6.1.1.)

● 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 (see section 7.3.1).

● If a student wishes to proceed with a substitution a form will be provided for completion.

31. Other ways to earn credits

● Independent Learning Centre The Independent Learning Centre is run through TVOntario and provides distance education. For more information, visit their website.

● Secondary Credit Program Evening Classes (various high school locations) Classes are available to secondary day school students and adults. Call 905-366-8799, or email conted.info@peelsb.com, or visit the Continuing Education website

32. Community Involvement Requirement

All students must complete at least 40 hours of unpaid community involvement activities before graduating from high school. This requirement is in addition to the 30 credits needed for the diploma. Students enrolled exclusively at Ontario eSecondary School will have the flexibility to choose their own community involvement activities, within guidelines provided by the school. Students are responsible for fulfilling this requirement during their own time and for keeping track of their activities using a tracking booklet provided by the school. The booklet must be submitted annually, with the data recorded on the Ontario Student Transcript (OST) and kept in the student's Ontario Student Record (OSR). Students must also provide documentation of their completed volunteer hours to the principal of the school where their OSR is maintained.

To encourage community involvement and foster positive contributions, students are required to complete 40 hours of community activities outside of scheduled class time. Students should choose activities that are suitable for their age, maturity, and abilities. The student must avoid any activity that could compromise their safety. Any

activity not listed on the approved list must receive written approval from the Principal of Online SS Ontario before the student begins.

33. Community Involvement Activities not approved

● Any paid activity (i.e. babysitting);
● Cooperative education;
● Any activities or programs organized by the school (i.e. cadets);
● Playing on sport teams;
● Any involving the operation of a motor vehicle or power tools or scaffolding;
● Any involving in the administration of medications or medical procedures to another person;
● Any occurring in an unsafe or unsupervised environment;
● Any displacing a paid worker;
● Any in a logging or mining environment if the student is under 16 years old;
● Any in a factory, if the student is under 15 years of age;
● Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
● Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
● Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
● Any involving banking or the handling of securities, or the handling of jewelery, works of art, antiques, or other valuables;
● Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
● Any involving activities for a court-ordered program (i.e. communityservice program for young offenders, probationary program). Community Involvement

34. Activities approved

● Fundraising for non-profit organizations
● Coaching or assisting sports at the community level
● Church activities such as helping teach Sunday school, bazaars, etc.
● Assisting seniors with chores ● Involvement in community committees, food banks, fairs, etc.
● Participation in environment projects such as a recycling projects, etc.

35. Stakeholder Roles and Responsibilities

The Principal is tasked with informing parents, students, and community sponsors about the community involvement criteria. Additionally, the Principal must furnish students with necessary information and forms for fulfilling the community involvement obligation, along with the school's catalog of endorsed activities. Upon a student's completion of the 40-hour community involvement mandate and submission of all requisite documentation to the school, the Principal will assess whether the requirement has been satisfied. If confirmed, the Principal will officially document the completion on the student's transcript.

In collaboration with their parents, students will choose an activity from the list of endorsed activities, or opt for one not listed, ensuring it's not among those deemed ineligible by the Ministry of Education or the school. If selecting an activity outside the approved list, students must seek written approval from the principal prior to commencement.

Prior to commencing any activity, students will submit a "Notification of Planned Community Involvement Activities" form to the principal or another designated school contact. This form will outline the intended activity or activities. If the student is under eighteen years of age, the form must be signed by both the student and their parent. Additional forms may be submitted if planning additional activities not previously included.

The "Completion of Community Involvement Activities" form necessitates completion by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (i.e., the individual or organization offering the community involvement opportunity). Upon fulfillment of the 40-hour requirement or as per intervals determined by the principal, the student must submit the form to the principal or another designated school contact.

Parents or guardians are advised to assist their child in selecting their community involvement activities. They are encouraged to communicate with both the community sponsor and the school principal should any questions or concerns arise. If the student is under eighteen years of age, a parent must sign both the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form. Additionally, parents are responsible for ensuring the student has appropriate insurance coverage to address unforeseen circumstances during their participation in these community activities.

One objective of the community involvement requirement is to cultivate strong connections between students and their community, nurturing enduring and

meaningful relationships. Students may seek sponsorship from individuals or organizations within the community for their community involvement activities. Any necessary training, equipment, or special preparations for the activities should be provided by the sponsoring party. It is imperative that students carry out their community involvement in a safe environment. The individual overseeing the student's activity must verify the dates and hours completed on the "Completion of Community Involvement Activities" form. Community sponsors are accountable for ensuring their liability insurance covers their involvement in the program. They should be aware that students are not covered by accident insurance or Workplace Safety Insurance through the Online SS Ontario School. Community sponsors should provide adequate safety instructions, proper training, and supervision to ensure a secure volunteer experience for students.

36. Grade 10 Literacy Requirements (OSSLT) Provincial Secondary School Literacy Requirement

Students who began Grade 9 in September 1999 or later and are pursuing an Ontario Secondary School Diploma (OSSD) are required to complete the Ontario Secondary School Literacy Test (OSSLT). Those enrolled in the Online SS Ontario working towards an Ontario Secondary School Diploma will sit for the Secondary School Literacy Test in Grade 10. Passing this test is a graduation requirement, and the results are documented on the student's Ontario School Transcript.

The Ontario Secondary School Literacy Test (OSSLT) serves as the primary assessment tool for evaluating students' literacy proficiency in Ontario, determining their eligibility for meeting the provincial secondary school literacy graduation requirement. It distinguishes between students who have successfully demonstrated the necessary literacy skills and those who require additional support. For students needing further assistance, the test pinpoints specific areas requiring remediation. Administered annually by the Education Quality and Accountability Office (EQAO), typically in the spring, the test plays a crucial role in assessing and improving students' literacy competencies.

Typically, students will sit for the OSSLT in the academic year following their enrollment in Grade 9. Those who do not pass the test initially will have the chance to retake it in the following years, with dates set by the EQAO

Accommodations:

Students enrolled in Special Education programs and services with an Individual Education Plan (IEP) may receive the accommodations specified in their plan.

Test Deferrals:

Students identified as exceptional or enrolled in English as a Second Language (ESL)/English Literacy Development courses may be eligible for deferring the test if they haven't reached the required English proficiency level for successful completion. The principal holds the authority to decide on granting a deferral and determining its duration.

Exemptions:

Students whose Individual Education Plan (IEP) states they are not pursuing a Secondary School Graduation Diploma or Ontario Secondary School Diploma may, upon parental consent and approval from the principal, be excused from taking the OSSLT.

NOTE: While students are encouraged to attempt the OSSLT once, those who do not pass may take it a second time. However, prior to the second attempt, the Principal of OES, in consultation with the School Administration, will assess whether it is advisable for the student to retake the OSSLT or proceed directly to the OLC4O (Literacy Course).

37. The Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) is available, upon request, to students departing secondary school at age eighteen without fulfilling the criteria for the Ontario Secondary School Diploma. To obtain an OSSC, a student must have accumulated 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 also apply to the Ontario Secondary School Certificate

38. Certificate of Accomplishment

Students who depart secondary school at the age of eighteen without fulfilling the criteria for either the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may receive a Certificate of Accomplishment. This certificate can serve as a valuable acknowledgment of their achievements, particularly for students intending to pursue specific forms of further education or enter the workforce immediately after graduation.

39. Prior Learning Assessment and Recognition(PLAR)−MEMORANDUM 132

Prior learning encompasses the knowledge and skills students have gained through formal and informal means beyond the confines of Ontario secondary school classrooms. Through a structured evaluation and accreditation process called Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools opting to adopt PLAR, can have their competencies assessed against the overarching expectations outlined in provincial curriculum policies. This assessment enables students to earn credits towards their secondary school diploma. PLAR procedures are overseen by the school principal, who has the authority to award credits.

The PLAR process, established by a school board in accordance with ministry guidelines, comprises two main components: challenge and equivalency. The challenge process entails evaluating students' prior learning to determine credit eligibility for a course aligned with provincial curriculum policies. On the other hand, the equivalency process involves assessing credentials obtained from other jurisdictions.

40. PLAR for Regular Day School Students:

Given the myriad benefits young people derive from secondary school learning experiences, PLAR serves a specific, delimited role within the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be earned through the challenge process for Grade 10, 11, and 12 courses, or equivalent

levels in classical, international, and Native languages courses. However, no more than 2 of these credits may be obtained within a single discipline.

Students transferring from homeschooling, non-inspected private schools, or schools outside Ontario will have equivalency credits granted by principals for placement purposes. These credits will be determined based on the principal's assessment of the student's prior learning (refer to section 4.3.2 and Appendix 2 in the OS).

PLAR procedures should be accessible to exceptional students as well. Assessment methods need to be tailored to accommodate their special needs, such as allowing extra time for task completion or providing a quiet workspace for activities. Although PLAR may offer advantages to some gifted students, it should not serve as a substitute for enriched or other specialized programs designed for this group. Detailed guidelines regarding PLAR policy and requirements for regular day school students are outlined in PPM No. 132.

41. PLAR for Mature Students

The Prior Learning Assessment and Recognition (PLAR) process for mature students is a formal evaluation and credit-awarding procedure enabling them to earn credits for prior learning. This encompasses knowledge and skills acquired through formal and informal means outside of secondary school. Students can have their competencies assessed against provincial curriculum standards to accrue credits towards the OSSD.

All credits awarded via the PLAR process must reflect equivalent standards of achievement as those granted to students who completed the courses traditionally.

Following an examination of students' current documentation and evidence of prior learning, principals will ascertain the requisite number of credits, encompassing compulsory ones, for mature students to fulfill diploma prerequisites. Subsequently, they will strategize the most effective application of the PLAR process.

The PLAR process for mature students comprises two main components: "equivalency" and "challenge."

42. Grade 9 and 10 credits

For Grade 9 or 10 credits, the equivalency process operates as follows:

- Students undergo individual assessments, comprising up to four subject-based evaluations as required, to determine the eligibility for Grade 9 or 10 credits.
- The principal may grant up to 16 Grade 9 and 10 credits through the Grade 9 or 10 equivalency process, based on individual assessments.
- There is no challenge process available for Grade 9 and 10 credits.

43. Grade 11 and 12 credits

For Grade 11 or 12 credits, both the equivalency process and the challenge process are outlined as follows:

- Through the equivalency process, students undergo an evaluation of their credentials, along with other relevant documentation and evidence obtained from jurisdictions within and outside Ontario. This evaluation aims to grant credits for Grade 11 or 12 courses aligned with the most recent Ontario curriculum.
- Conversely, the challenge process involves assessing students' prior learning through appropriate assessments to determine credit eligibility for Grade 11 or 12 courses, also based on the latest Ontario curriculum.
- A maximum of 10 out of 14 Grade 11 and 12 credits may be obtained through either the equivalency or challenge process
- However, a minimum of four Grade 11 and 12 credits must be earned by completing the requisite courses, with a notable exception: mature students may, at the principal's discretion, qualify for the OSSD under Ontario Schools by presenting evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution, and completing a minimum of one Grade 11 or Grade 12 credit.

After completing the equivalency or challenge process, any remaining necessary credits can be obtained by enrolling in the requisite courses.

Note: Online SS Ontario does not offer the Challenge Process

- Mature students who have already acquired 26 or more credits towards the diploma (excluding those with postsecondary credentials, as mentioned

earlier) must satisfactorily fulfill the necessary number of courses to reach a total of 30 credits before becoming eligible to receive the OSSD.

PPM No. 132 comprehensively delineates the PLAR policy and its corresponding requirements for mature students.

https://www.ontario.ca/document/education-ontario-policy-and-program-direction/p oli cyprogram-memorandum-132

44. Diploma requirements for mature students

OSSD under Ontario Schools diploma requirements

If a mature student, pursuing the OSSD under Ontario Schools, hasn't already fulfilled the four compulsory credit requirements for Grade 11 and 12, they must attain credits satisfying these compulsory requirements under Ontario Schools for each of the following:

● English, Grade 11 – only the following substitution is permitted: students may count a maximum of three credits in ESL or ELD towards the four compulsory credits in English the fourth credit must be for a Grade 12 compulsory English course
● English, Grade 12 - no substitution is permitted
● Mathematics, Grade 11 or 12 - no substitution is permitted
● Computer Studies, Science, Technological Education, or Math, Grade 11 or 12
● The secondary school literacy graduation requirement

According to Ontario Schools guidelines, fulfilling the secondary school literacy graduation requirement is mandatory for all students to obtain an OSSD. Mature students are advised to fulfill this requirement by passing the Ontario Secondary School Literacy Test (OSSLT). Alternatively, mature students have the choice to directly enroll in the Ontario Secondary School Literacy Course (OSSLC) without attempting the OSSLT.

PLAR for Regular Day School Students:

Since young people gain valuable learning experiences through secondary school, PLAR serves a specific and limited role within the Ontario secondary school program. For students attending regular day school, a maximum of 4 credits may be awarded through the challenge process for Grade 10, 11, and 12 courses, or for Levels 1, 2, and 3 in classical language courses, Levels 2, 3, and 4 in international

language courses, and Levels 3, 4, and 5 in Native language courses. However, no more than 2 credits may be granted within a single discipline.

PLAR procedures must also be accessible to exceptional students. Assessment strategies should be adjusted to accommodate their unique needs; for instance, additional time may be given for completing tasks, or a quiet environment may be provided for certain activities. While PLAR can benefit some gifted students, it is not meant to replace or serve as an alternative to enriched programs or other specialized programs designed for gifted students.

Community involvement requirement

Principals will have the discretion to determine the number of hours of community involvement activities that a mature student, pursuing the OSSD under Ontario Schools, may need to fulfill, ranging from 0 to 40 hours.

Regular day school students transferring from schools outside Ontario or non-inspected private schools may receive equivalent credits through the PLAR equivalency process. These credits are determined by the principal's assessment of their previous learning. The total equivalent credits and corresponding compulsory credits are documented on the OST. Equivalent credits should be recorded as a cumulative total, with specific details as follows: "Equivalent Credits" in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; total credits in the "Credit" column; and total compulsory credits in the "Compulsory" column.

Equivalent Credit Assessment

For regular day school students transitioning from home schooling, a non-inspected private school, or a school outside Ontario, the Online SS Ontario Principal will allocate equivalency credits for placement purposes through the Prior Learning Assessment and Recognition (PLAR) process. Evaluating equivalency entails assessing student credentials from other jurisdictions, as evidenced on their transcripts and/or report cards. The Online SS Ontario Principal will ascertain the total credit equivalency, along with the number of compulsory and optional credits yet to be fulfilled in line with Ontario Schools guidelines, as detailed in Appendix 2, Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary Schools.

Should a student choose to proceed, the fee for an equivalent credit assessment will amount to $350.

The Principal or staff members of Online SS Ontario, responsible for determining the granting of equivalency (EQV) under the Prior Learning Assessment and Recognition (PLAR) procedures, will examine the academic documents submitted for admission. PLAR constitutes a formal evaluation and credit-granting process allowing students to earn credits for prior learning, which encompasses knowledge and skills acquired through formal and informal means, both within and outside of secondary school. This encompasses experiences from college, apprenticeships, and workplaces. PLAR details can be found in the document located at: http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf, pages 36-41, section 6.

- The PLAR process involves two components: challenge and equivalency. Online SS Ontario offers the Equivalency portion. Online SS Ontario does not offer the Challenge opportunities for credit.
- The Equivalency (EQV) portion of PLAR is the process and procedure the Principal uses to grant credits based on credentials from other non-Ontario jurisdictions for the process of awarding EQV credits. All EQV credits granted through the PLAR process must represent the same standards of achievement as have been established for students who have taken the comparative Ontario Secondary school courses/credits. Submissions should therefore not only include a transcript but also an English description and/or sometimes the Course Outline of each course of study. This may be requested prior to making an assessed decision

Assessment and Evaluation

At Online SS Ontario, assessment and evaluation of student learning align with the Ontario Ministry of Education's (2010) "Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools," adhering to its seven fundamental principles:
- Are fair, transparent, and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles, preferences, needs, and experiences of all students;
- Are communicated clearly to students at the beginning of each course;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

ASSESSMENT

Assessment involves gathering information from various sources (such as assignments, demonstrations, projects, performances, and tests) to accurately gauge a student's progress in meeting the curriculum expectations of a subject or course. The primary goal of assessment is to enhance student learning. This type of assessment, aimed at improving student learning, encompasses both "assessment for learning" and "assessment as learning." The information obtained through assessment enables teachers to identify students' strengths and weaknesses in fulfilling the overall curriculum expectations for each course. Additionally, it assists teachers in adapting curriculum and instructional methods to meet students' needs and in evaluating the overall effectiveness of programs and classroom practices. In assessment for learning, teachers offer students descriptive feedback aimed at guiding their progress. This type of feedback aids students in their learning journey by offering specific insights into their strengths, areas needing improvement, and actionable steps for enhancement. Throughout the course, students are afforded numerous opportunities for feedback and subsequent action to facilitate learning improvements before formal evaluation occurs.

EVALUATION

Evaluation involves assessing the quality of student work against predetermined criteria and assigning a value to indicate that quality. In Ontario secondary schools, this value is typically represented as a percentage grade. While all curriculum expectations are addressed during instruction, student evaluations specifically assess their achievement of the overall curriculum expectations in their course. Evidence for evaluation is gathered throughout the course duration, incorporating observations, discussions, and student assignments. Evaluation relies on assessments of learning, which offer evidence of student achievement at key intervals during each course, typically at the conclusion of a study module.

The Achievement Chart

The curriculum policy document for each subject area contains the achievement chart for the respective course. This chart serves as a guide for assessment

practices and establishes a framework for evaluating student achievement. It consists of four main categories: Knowledge/Understanding, Thinking, Communication, and Application, each outlining various knowledge and skills.

The Achievement Chart outlines the levels of achievement for the curriculum expectations in each category. These descriptions help in collecting assessment data and enable teachers to make uniform judgments regarding the quality of student work. They also facilitate the provision of clear and detailed feedback to students and parents. By offering a standardized approach, the achievement chart allows teachers across the province to assess and evaluate student achievement consistently.

Please consult the curriculum document for any subject area to access a detailed example of the achievement chart. Below is a summary table illustrating achievement descriptions for each percentage grade range and its corresponding level of accomplishment:

Achievement Chart		
Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

Students performing at level 3 are adequately equipped for progression to the next grade or course. Attaining level 4 does not imply surpassing course expectations, but rather signifies a remarkably high to exceptional achievement level, showcasing a comprehensive grasp of the stipulated requirements and a superior command of necessary knowledge and skills. However, a student who achieves below 50% by the course's conclusion will not receive credit for the course.

Reporting on Student Achievement

Formal communication of student achievement to students and parents will be facilitated through the issuance of a report card. This report card emphasizes two separate yet interconnected facets of student performance:

1. The achievement of curriculum expectations and
2. The development of learning skills

To better delineate these two dimensions of student achievement, the report card comprises distinct sections for assessing curriculum expectations and for evaluating demonstrated skills essential for effective learning. Additionally, it features teachers' comments highlighting the student's strengths, areas necessitating improvement, and strategies for enhancement. Midterm report cards are issued upon completion of the initial 50% of the course, while a final report card is provided following the conclusion of the final exam.

ACHIEVEMENT OF CURRICULUM EXPECTATIONS

The report card provides a thorough assessment of the student's fulfillment of the curriculum expectations in all courses, presented as a percentage grade. This grade represents the overall standard of the student's performance in meeting course requirements and corresponds to the achievement level specified in the discipline's achievement chart. Each course is assigned a final grade, and credit is awarded and recorded for any course where the student achieves 50% or higher.

The final grade for each course in Grades 9-12 will be determined as follows:

- 70% of the grade will be based on evaluations 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.

- 30% of the grade will be based on a final evaluation in the form of an examination and or performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Although all curriculum expectations are addressed in instruction and assessment, evaluation primarily centres on students' achievement of the overarching expectations. This evaluation is based on their attainment of relevant specific expectations. Teachers exercise their professional discretion to select specific expectations for assessing the overall expectations. Evidence of student achievement is gathered over time from three distinct sources: observations, conversations, and student products. Evaluation is solely the responsibility of the teacher and does not involve peer judgment.

DEMONSTRATED LEARNING SKILLS

The report card documents the learning skills exhibited by the student in each course across five categories: Independent Work, Collaboration, Organization, Work Ethic, and Initiative. These skills are assessed using a four-point scale:

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

45. Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) serves as a comprehensive documentation of all coursework completed and diploma requirements fulfilled by a student. An OST is essential for each student enrolled in an Online SS Ontario, regardless of whether the course is taken for credit. It is imperative to maintain up-to-date information on the transcript, either in printed or electronic format, and to transfer this data onto an official OST form whenever a printed copy is needed. Upon a student's graduation or departure, a current and precise copy of their OST must be retained in the OSR folder. The transcript will encompass the following details:

- The student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- A list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
- Confirmation that the student has completed the community involvement requirement;
- Confirmation that the student has completed the provincial secondary school literacy requirement;

- Confirmation that a student in a Specialist High Skills Major has completed all the requirements;
- The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 courses.

46. Course Withdrawal

Withdrawals within five days of the issuance of the first report card from the Online SS Ontario course will result in the mark not being documented on the OST. If a withdrawal occurs from a Grade 11 or 12 course after the initial five days following the first report card issuance, a "W" will be recorded in the "Credit" column of the OST, alongside the mark at the time of withdrawal. Withdrawals from Grade 9 or 10 courses at any time are not logged on the OST. In cases of extraordinary circumstances surrounding a student's withdrawal from a course, an "S" may be noted in the "Note" column on the OST. If a course is repeated, only one credit is earned. For Grades 11 and 12, an "R" is indicated on the student's OST for the course with the lower mark.

47. Ontario Student Record (OSR)

Note: Online SS Ontario does not hold OSRs of students

The Ontario Student Record (OSR) serves as the formal educational dossier for students enrolled in Ontario schools. Each school maintains an OSR for every student registered therein. Within the OSR are documented achievement outcomes, earned credits, completed diploma requirements, and other pertinent educational details. These records are safeguarded under the jurisdiction of the Education Act and Freedom of Information legislation.

If a student is presently enrolled in another school, whether public or private, and is solely undertaking a single course through Online SS Ontario, their OSR will remain at their current school. In cases where students enrolled in a publicly funded secondary school earn credits through Online SS Ontario, it is the responsibility of the principal of the publicly funded secondary school to ensure that these credits are documented on the student's OST.

48. The OSR contains

● An OSR folder in Form 1A or Form 1
● Report cards
● An Ontario Student Transcript, where applicable
● A documentation file, where applicable
● An office index card
● Additional information identified as being conducive to the improvement of the
● Instruction of the student

Personal information within the OSR is retained for a minimum of one year following its utilization. Report cards and documentation files are retained for a period of five years after their utilization. The OSR folder, which includes the OST and the Office Index Card, will be retained for fifty-five years following a student's retirement.

49. Access to OSR

Every student is entitled to access their Ontario Student Record (OSR). Until the student reaches adulthood (age eighteen), parents retain the right to access their child's OSR. As per the Children's Law Reform Act and the Divorce Act, 1985, non-custodial parents possess the legal entitlement to inquire about and receive information regarding their child's health, education, and welfare. To view the student's OSR, a written request should be submitted to the home school by the student or an authorized parent. Identification will be required on the scheduled viewing date.