

Oakville Schooling Systems

Course Calendar
2026 - 2027

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I. Introduction

This course calendar provides essential information for students, parents, and guardians about Oakville Schooling Systems. It covers the significance of secondary education, the school's goals and philosophy, academic terms, reporting periods, expectations, attendance policy, and assessment and evaluation criteria. Additionally, it outlines the requirements for diplomas and certificates, details on the Ontario curriculum, and available support and resources for students.

II. School Policies, Practices and Procedures

1. The Importance and Value of Secondary Education

Education is the vehicle that drives societies and communities to prosper and succeed. In our knowledge-based society, continuously collecting and understanding information is essential for success in the ever-changing global landscape. One must constantly update their skills and abilities to interpret and understand information. Secondary education provides individuals with the fundamental skills and analytical abilities necessary to pursue a wide range of career objectives.

At Oakville Schooling Systems, we emphasize individualized learning. Each student receives assistance during classroom hours and one-on-one tutoring after school and on weekends. Our goal is to ensure that each student has a strong understanding of the fundamental concepts learned in each class. Our teachers are committed to not leaving a single student behind in their academic studies. We do our utmost to ensure students succeed in school. However, parents and guardians also play a crucial role in ensuring that their child completes the assigned homework for each course.

2. Requirement to Remain in Secondary School Until Age 18 or Obtain OSSD

According to Bill 52, *The Education Amendment Act, Learning to Age 18 (2006)*, students must remain in secondary education until they turn 18 or have graduated with an Ontario Secondary School Diploma[1]). This mandate aims to encourage more students to graduate and reduce the number of those leaving school without adequate preparation for work or further studies.

[1] Ontario Secondary School Diploma = OSSD

3. The School's Overall Goals and Philosophy

Overview

The Student Success Strategy at Oakville Schooling Systems offers tailored educational assistance to students in grades nine through twelve, catering to their individual needs. Ontario's secondary schools promote the cultivation of students' unique interests and aptitudes by offering a wide range of elective courses. Our institution is proud to have created an inclusive and diverse learning and work environment to ensure that all students' diverse requirements, inclinations, and proficiencies are met, actively involving them in their academic progression and equipping them for future endeavors beyond secondary education.

Oakville Schooling Systems is founded on a strong belief in accessible education for everyone. Our journey to create this school started with one ultimate goal: to give every student the opportunity to study in a Canadian high school where they can grow to become global citizens. Regardless of location, our students are given equal opportunities to succeed according to their abilities, interests, and goals. We have designed an engaging online learning environment on Moodle for students to benefit from quality Canadian education with the help of enthusiastic and experienced teachers.

Vision and Mission

Since its establishment, Oakville Schooling Systems has been dedicated to nurturing exceptionally gifted Canadian students. Our mission is to provide an educational program that fosters students' cognitive, ethical, and emotional growth. With a team of committed staff and supportive teachers, we offer a range of services and resources to help students achieve their maximum potential. Our goal is to empower students with the skills and knowledge they need to succeed academically and beyond. We offer a diverse array of courses for secondary, postsecondary, and tertiary students, ensuring each student's unique talents and abilities are cultivated.

Our mission is to create a vibrant learning environment where students, educators, and parents collaborate to enhance academic achievement. While we strive to ensure student success, parents and guardians play a crucial role by ensuring their children complete assigned homework. Together, we support every student in reaching their full potential.

4. School Organization, School's Terms and Reporting Periods

Oakville Schooling Systems offers continuous intake[2] and students can start their course/s at any time and have up to 6 months to complete their course/s once they officially start.

Each lesson includes teacher talk time, student time and work period. Course contents including lessons, assignments and instructions for assignments are all offered online on Moodle. Each course consists of 110 hours of instruction and students have 24/7 access to course materials. Teachers are available from 9:00 am to 4:00 pm Monday to Friday and on weekends from 9:00 am to 4:00 pm. They will schedule online meetings/conferences with students at least 5 times throughout the course. Report cards[3] will be distributed to students and parents/guardians two times during the course: one after midterm (once 55 hours of course is completed), and the other after the Final Culminating Evaluations (once the student has completed 110 hours of instruction). The report card documents the student's

achievement in every course, at particular points in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and how it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course. At the end of each course, a final grade is recorded, and a credit is granted for every course in which the student's grade is 50 percent or higher. Parents/Guardians are also notified of students' grades and academic progress through emails and/or phone calls and they can monitor students' work on Moodle[4].

Students at Oakville Schooling Systems may register for courses for September - January term; February to June term, and for summer courses from July - August. Therefore, student registration occurs at the beginning of these three terms. We have the required resources to offer flexible schedules for registration (for our domestic and international students) especially since our courses for the Ontario Secondary School Diploma are conducted using an asynchronous learning model.

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[2] There are no official start and end dates for the courses, meaning that students can start at any time.
[3] See Appendix A for a sample
[4] More information on how to contact the school and teachers can be found in the school's Welcome Package.

4.1 School Timetable Organization

Since we conduct courses using the above-described delivery methods, we conduct classes on weekdays from 9:00 am to 4:00 pm and on weekends from 9:00 am to 4:00 pm. We do not conduct classes on statutory holidays. (Although students have access to their courses 365 days per year, Oakville Schooling Systems's teachers and administrative staff will be unavailable on these days.)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
09:00 – 10:00	ENL1W G9 ENG3U G11	MHF4U G12	SNC1W G9 SPH3U G11	ENG2D G10 ENG3U G11	SBI3U G11	SNC1W G9 SBI3U G11	SPH3U G11
10:10 – 11:20	ENG4U G12	MHF4U G12	SNC2D G10 SPH4U G12	SCH3U G11	SBI3U G11	SNC2D G10 SBI4U G12	SPH3U G11
11:30 – 12:30	MTH1W G9 MCR3U G11	MCV4U G12	MTH1W G9 MCR3U G11	SCH4U G12	SPH4U G12	SBI4U G12	MCV4U G12
12:40 – 13:50	MPM2D G10 MPM2D G10	MCV4U G12	MPM2D G10 MCR3U G11	MCV4U G12	SPH4U G12	SCH3U G11	MCV4U G12
14:00 – 15:00	SCH3U G11	SBI3U G11	MHF4U G12	MCV4U G12	ENG4U G12	SCH3U G11	SCH3U G11 SCH4U G11
15:10 – 16:10	SCH4U G12	SBI3U G11	MHF4U G12	SBI3U G11	ENG4U G12	SPH3U G11	SCH3U G11 SCH4U G11

4.2 2026 – 2027 School Calendar

Since Oakville Schooling Systems offers continuous intake of students, there is no start date and end date for courses. Students will receive their report cards twice during the course: once after 55 hours of instruction is completed (mid-term report card) and a final report card upon course completion, which is 110 hours of instruction. However, in order for students and parents/guardians to be able to create a structured timeline to complete courses, Oakville Schooling Systems recommends the following school year calendar:

School Semesters[5]		
Fall Term	September 2	January 30
Winter Term	February 2	June 30
Summer Term	July 2	August 30

2026 – 2027 Statutory Holidays	
Labour Day	September 7
Thanksgiving Day	October 12
Christmas Day	December 25
Boxing Day	December 26
New Year's Day	January 1
Family Day	February 15
March Break	March 15 to March 19
Easter Friday	March 26
Easter Monday	March 29
Victoria Day	May 24
Canada Day	July 1

[5] Oakville Schooling Systems offers continuous intake and students can begin their courses any time they like, regardless of the school's semesters' start/end dates. This calendar is a recommendation for students, parents, and/or guardians to follow a structured timeline.

4.3 Reporting Student Achievement to Parents

A report card will be provided to the student and parent twice per course, one mid-way through the course and one at the end of the course. A report card will be sent to the student's parent(s) and/or guardian by mail after the completion of every course. The original copy will be mailed to the parent/guardian and the student shall receive a

photocopy of their grade report. The report card will be issued within 5 business days of the completion of the course in question. The parents/guardian may request a copy of the student's OST. The OST will require up to 3 business days to process.

5. School's Expectations: Attendance Policy, Students' Responsibilities, Academic Honesty, Late and Missed Assignments, and Evidence for Achievement

Student achievements will be periodically reviewed by the student, teacher, and principal. If necessary, an action plan will be developed with the student's participation to enhance their success. If the student is under 18, the action plan will also be reviewed with and signed by the parent.

Students have the right to access a fair and equitable education and related services. They must be clearly informed about the course content, duration, due dates for classwork and assignments, test dates, and the date of the final summative exam. At the beginning of the course, teachers should clearly explain to students how to express their own voice in their work while recognizing and crediting the voices of other writers who provide insights and inspiration.

5.1 Earning Course Credits

The accelerated and enriched nature of our program highlights the importance of consistent engagement and regular participation. For all students, active involvement in course activities is essential for meeting learning expectations and successfully earning credits.

Regular attendance is critical, particularly for performance-based assessments and evaluations of learning. Missing significant portions of instruction or falling behind in coursework may jeopardize a student's ability to earn credits. Chronic absenteeism or lack of academic activity may result in discontinuation of a student's enrollment in one or more courses.

5.1.1 Credit Completion for Online Students

For online students, attendance is determined by consistent engagement and completion of required instructional hours. Each course requires a minimum of 110 hours of instruction, as established by the Ontario Ministry of Education.

The Moodle platform automatically tracks student logins, time spent on activities, and completion status. These records are used to verify attendance and instructional hours. To remain in good academic standing, students must complete all course requirements within six (6) months of enrollment. In exceptional cases, students may take up to twelve (12) months to complete a course, pending administrative approval. Failure to meet these timelines may result in account suspension and academic dismissal.

Our school ensures that students and their parents/guardians are fully informed of attendance and participation expectations to encourage consistent engagement and the successful earning of course credits.

5.1.2 Credit Recovery and Course Extension Policy

To support student success and uphold the integrity of the Ontario Secondary School Diploma (OSSD), Oakville Schooling Systems offers clear guidelines for course extensions, reactivation, and credit recovery options in accordance with Ministry expectations.

5.1.3 Standard Course Completion Timeline

All courses are designed to be completed within six (6) months from the date of enrollment. This timeline ensures alignment with course pacing, Ministry-mandated instructional hours, and opportunities for meaningful assessment.

5.1.4 Course Extension

Students who are unable to complete their course within the 6-month period may request an extension of up to twelve (12) months in total from the original enrollment date.

Eligibility and Conditions:

- The extension request must be submitted before the original 6-month expiry date.
- Approval is at the discretion of the principal and/or administration, based on demonstrated academic activity or extenuating circumstances.
- Students must provide a rationale and updated study plan.
- No additional instructional support is guaranteed unless otherwise arranged.

Note: Extensions beyond 12 months are not permitted. Students who do not complete the course within 12 months will have their course status changed to inactive, and access to the platform will be suspended.

5.1.5 Course Reactivation

If a course has been deactivated due to inactivity or expiry beyond the 12-month limit, students may request reactivation under the following conditions:

- A new registration fee may apply.
- The student may be required to restart the course from the beginning, depending on how much content had been completed.
- The student will receive a new 6-month timeline to complete the course from the reactivation date.

5.1.6 Credit Recovery

Credit recovery may be considered for students who have previously attempted but did not earn the credit. To qualify for credit recovery:

- A student must have completed a significant portion of the course but failed to meet overall expectations.
- The principal will review the student's previous performance, assessment records, and readiness for recovery.
- A modified or accelerated plan may be created to target missed expectations.

5.1.7 Communication with Families/Guardians

Oakville Schooling Systems ensures that parents/guardians are notified of course progress and risk of course expiry through regular communications. Students and families are encouraged to maintain open communication with instructors and school administrators throughout the course timeline.

5.2 Attendance and Participation Policy

Regular attendance and meaningful participation are essential for academic success. Attendance is based on active engagement in learning, not simply logging into Moodle. Students are expected to complete course activities, communicate with teachers, participate in scheduled learning opportunities, and demonstrate steady progress throughout each course.

Each credit course requires 110 hours of planned learning. Upon enrolment, students receive a Moodle calendar outlining the recommended pace, instructional hours, and expected completion dates for each unit.

Student progress is monitored through Moodle activity, course completion, submissions, participation, and communication with teachers. When a student falls significantly behind the recommended schedule, the teacher will first contact the student by email or online meeting. If concerns continue, administration will notify the student and, where applicable, the parent or guardian, and may provide an attendance summary.

When insufficient or inconsistent attendance or participation places successful course completion at risk, the teacher or principal will arrange a meeting with the student and/or parent or guardian to explain the possible consequences, including failure to earn the credit, and to establish steps for improvement.

Assessment Criteria for Attendance and Participation

Student Responsibilities

Students are expected to:

- Complete a minimum of four (4) meaningful learning engagements per enrolled course each week.
- Attend the scheduled weekly teacher-led online video conference for each enrolled course unless excused by the school.
- Complete assigned online and offline learning activities.
- Submit assignments, quizzes, projects, and assessments by the established deadlines.
- Maintain regular communication with their teachers.
- Follow the school's Academic Integrity and Artificial Intelligence (AI) policies.
- Together, the four meaningful learning engagements and the weekly teacher-led online video conference provide five (5) attendance and participation opportunities per course each week.

Meaningful Learning Engagement

Examples of meaningful learning engagement include:

- Completing lessons and learning activities.
- Attending teacher-led Google Meet conferences.
- Submitting assignments, quizzes, projects, and assessments.
- Participating in discussion forums and collaborative activities.
- Communicating with teachers through Moodle or approved school communication platforms.
- Completing learning logs, reflections, or other assigned activities.

Attendance & Participation Weight

Grade	Weight
Grades 9 – 10	15%
Grades 11 – 12	10%

Progressive Attendance and Participation Intervention

The Attendance and Participation component is evaluated separately from achievement of the curriculum expectations. The student's achievement is determined using the Ministry's Attendance and Participation criteria, which consider both the student's unexcused absence rate and the quality and consistency of participation.

Achievement Level	Percentage Mark	Unexcused Absence Rate	Participation
Level 4	80–100%	0–2.5%	**Consistently** participates in class discussions and contributes ideas; asks relevant questions; respects the contributions of others and demonstrates positive leadership; and contributes to fostering a positive classroom culture.
Level 3	70–79%	2.5–5%	**Generally** participates in class discussions and contributes ideas; asks relevant questions; respects the contributions of others; and contributes to fostering a positive classroom culture.
Level 2	60–69%	5–7.5%	**Occasionally** participates in class discussions and sometimes contributes ideas; occasionally asks relevant questions; generally respects the contributions of others; and occasionally contributes to fostering a positive classroom culture.
Level 1	50–59%	7.5–10%	**Infrequently** participates in class discussions and rarely contributes ideas; infrequently asks relevant questions; inconsistently respects the contributions of others; and infrequently contributes to fostering a positive classroom culture.
Below Level 1	Below 50%	More than 10%	**Does not** participate in class discussions or contribute ideas; does not ask relevant questions; does not consistently respect the contributions of others; and does not contribute to fostering a positive classroom culture.

Teachers use attendance records, evidence of participation, the Ministry's Attendance and Participation criteria, and professional judgment to determine the student's Attendance and Participation mark.

For this online learning model, attendance and participation are demonstrated through the school's established weekly attendance expectations, including the four (4) meaningful learning engagements and one (1) teacher-led online video conference per course each week. Simply logging into Moodle does not, by itself, constitute meaningful attendance or participation.

Excused Absences

Excused absences supported by appropriate documentation will not result in a deduction of the Attendance & Participation mark. Students are expected to complete missed learning activities within timelines established by the teacher.

To demonstrate achievement of the Ontario curriculum expectations and earn a course credit, students are expected to:

- Complete the required **110 hours** of planned learning for each course.
- Maintain and submit their Student Learning Log, documenting completed activities and learning hours.
- Log in to Moodle regularly and participate consistently in course activities.
- Engage actively in learning through lessons, assignments, assessments, and communication with teachers.
- Maintain steady progress by following the recommended course timeline.

5.3 Attendance Tracking

Attendance is monitored through students' meaningful engagement in Moodle, including lesson completion, submissions, assessments, communication with teachers, and the Student Learning Log. Attendance records are based on completed learning activities and progress toward the required **110 hours** of planned learning for each course.

Students are expected to begin their courses promptly after enrolment and maintain consistent progress throughout the enrolment period. Although students have up to **12 months** to complete a course, prolonged inactivity may jeopardize successful course completion and timely reporting of final grades.

When a student is inactive for more than one week, the following progressive intervention process will apply:

- **Week 1:** The course teacher contacts the student.
- **Continued inactivity:** The teacher informs the principal.
- **Ongoing inactivity:** The principal contacts the parent/guardian (or adult student) to determine any extenuating circumstances and develop a plan for re-engagement.

Parents or guardians should notify the school of any anticipated extended absences. If a student does not re-engage after repeated intervention, the principal may withdraw the student from the course without credit or refund, in accordance with school policy.

5.3.1 Extended Inactivity

A student will be considered **at risk** after **two (2) consecutive months** without meaningful academic engagement, including:

- No Moodle logins;
- No submitted coursework;
- No participation in conferences or communication with school staff.

At this stage:

- An official warning will be sent to the student and parent/guardian.
- The student will be given **7 calendar days** to re-engage with the course and contact the teacher.
- Extensions will only be considered in exceptional circumstances with written approval from the principal.

5.3.2 Course Withdrawal Due to Inactivity

If no academic activity or communication is received after the warning period:

- The principal may withdraw the student from the course.
- The course will be recorded as **Incomplete**, with no credit granted.
- Tuition fees are non-refundable.
- Re-enrollment may require administrative approval and additional fees.

Students wishing to withdraw voluntarily before completing a course must notify the principal **in writing**.

5.3.3 Exceptional Circumstances

Students experiencing illness, family emergencies, or other exceptional circumstances should notify the school as soon as possible. Supporting documentation may be requested, and appropriate accommodations or extensions may be granted at the principal's discretion.

5.4 Academic Honesty and Responsible Use of Artificial Intelligence

Our school is committed to ensuring that every OSSD credit accurately reflects each student's own knowledge, skills, and achievement. Students must complete all coursework honestly and independently, acknowledge the ideas and work of others, and follow the school's requirements for academic integrity and responsible technology use.

5.4.1 Academic Misconduct

Academic misconduct includes, but is not limited to:

- **Plagiarism**
    - Presenting another person's words, ideas, images, research, or work as one's own.

- Copying from websites, books, classmates, tutors, paid services, or other sources without proper acknowledgement.
- Paraphrasing or using quotations without appropriate citations.
- Submitting work completed or substantially rewritten by another person.

- **Cheating**
  - Using unauthorized materials, devices, assistance, or services during tests, examinations, or other evaluations.
  - Unauthorized collaboration on work intended to be completed independently.
  - Copying, sharing, purchasing, or distributing assignments or assessments.
  - Falsifying research, information, data, sources, or learning records.
  - Impersonating another student or allowing someone else to complete an assessment.
  - Recording or distributing school assessments or course materials without permission.
  - Using Artificial Intelligence in a manner not authorized by the school.

Plagiarism may be intentional or unintentional. Students remain responsible for learning how to quote, paraphrase, summarize, and cite sources correctly.

5.4.2 Artificial Intelligence

Students may not use generative AI tools to create, rewrite, solve, paraphrase, translate, or substantially complete coursework, discussions, assignments, projects, presentations, quizzes, tests, or examinations.

This includes tools capable of generating or modifying text, images, code, audio, video, calculations, or other academic content. Students may not submit AI-generated material as their own work.

When AI use has been authorized, students must:

- Follow the specific limits established by the teacher or Principal.
- Clearly disclose how the tool was used.
- Acknowledge or cite AI-generated content where required.
- Remain able to explain and defend all submitted work.

5.4.3 Prevention and Verification

Teachers will help students understand academic honesty by:

- Clearly explaining plagiarism, cheating, unauthorized AI use, and their consequences.
- Teaching research, note-taking, paraphrasing, summarizing, citation, and organizational skills.
- Providing clear instructions about permitted collaboration, resources, and technology.
- Reviewing stages of the learning process, including notes, outlines, drafts, research, and references.

When the authenticity of a submission is uncertain, the school may require the student to:

- Participate in an oral verification interview.
- Explain or defend the submitted work.
- Provide drafts, notes, sources, or research records.
- Complete a supervised assessment.
- Rewrite or resubmit the work.
- Complete an additional assessment demonstrating the same curriculum expectations.

Teachers may use plagiarism-detection software, assessment evidence, student work patterns, and professional judgment. AI-detection tools may be considered as one source of information, but will **not be used as the sole basis** for determining misconduct.

5.4.4 Responsibilities

Students are responsible for:

- Submitting work that reflects their own learning.
- Properly acknowledging all sources.
- Asking for clarification when unsure about citation, collaboration, or AI use.
- Keeping drafts, notes, and research materials when requested.
- Protecting their Moodle account and not sharing work or assessment information.

Teachers are responsible for:

- Communicating expectations before each assessment.
- Teaching appropriate research and citation practices.
- Reviewing available evidence before making a finding of misconduct.
- Consulting the Principal and documenting confirmed incidents.
- Applying consequences fairly and consistently.

5.4.5 Progressive Consequences

Consequences will consider the student's grade level, maturity, individual circumstances, the severity of the incident, and the number and frequency of previous violations.

Offence	Possible Consequences
First offence	The assessment may receive a mark of zero; the student meets with the teacher; the Principal is informed; the incident is documented; and the parent/guardian is notified when the student is under 18. At the Principal's discretion, an alternative assessment may be permitted. A Grade 9 or 10 student may be limited to a maximum mark of 75%, while a Grade 11 or 12 student may be limited to a maximum mark of 60%.
Second offence	The assessment receives a mark of zero; a mandatory meeting is held with the Principal; the parent/guardian is notified when applicable; a written warning is issued; and the incident is documented. A Grade 9 or 10 student may be permitted one final reassessment opportunity to a maximum of 60%. Grade 11 and 12 students will normally not be permitted to redo the assessment.

Third offence	The assessment receives a mark of zero; no reassessment is permitted; a parent/guardian conference is held when applicable; a final written warning is issued; and the student undergoes an academic review. The student may also become ineligible for school-based awards.
Fourth or repeated offence	The Principal reviews the student's continued enrolment. Consequences may include removal from the course, withdrawal from the school, suspension, expulsion, or another appropriate disciplinary response.

Cheating or impersonation during a test or examination will normally result in a mark of zero. Serious incidents may proceed directly to a higher level of consequence, regardless of whether they are a first offence.

The purpose of these procedures is to protect the integrity of student achievement while helping students develop responsibility, ethical judgment, and the skills necessary to produce authentic academic work.

5.4.6 Grades Appeal

A student may appeal to the teacher's decision to the principal after a discussion with the teacher. The appeal process involves submitting a *Grading Appeal Process Form* (See Appendix B) to the relevant teacher or department, outlining the reasons for the appeal and providing any supporting evidence.

5.5 Late and Missed Assignments (As per *Growing Success*)

The primary purpose of assessment and evaluation is to improve student learning. Late or missed work may reflect concerns with Learning Skills and Work Habits, such as Responsibility, Organization, Independent Work, and Self-Regulation. These skills must be considered separately from achievement of the curriculum expectations.

Students are responsible for submitting evidence of their learning within the deadlines and formats established by the teacher. When work is late or missing, teachers will consider the student's circumstances, which may include illness, a legitimate explanation,

time-management difficulties, academic skill gaps, or misunderstanding of the assignment.

5.5.1 Responsibilities, Communication, and Support

Teachers will communicate deadlines, requirements, and possible consequences clearly. Students must contact their teacher promptly when they anticipate missing a deadline and arrange to complete missed assignments, tests, or examinations. Supporting documentation, such as a medical note, may be required for a missed examination.

To prevent or address late and missed work, teachers may:

- Clarify expectations and review the course calendar.
- Break major assignments into manageable stages.
- Provide time-management or academic support.
- Arrange student, parent, or guardian conferences.
- Consider supports for English language learners or students with special education needs.
- Develop an assignment-completion plan with the student and school team.

Teachers will maintain ongoing communication and, where possible, coordinate major deadlines to avoid conflicting workloads.

5.5.2 Progressive Consequences

A **late assignment** is submitted after the deadline but within the permitted late-submission period. A **missed assignment** is not submitted within that period or is not submitted at all.

Instance	Late Assignment	Missed Assignment
First	May be accepted up to 24 hours after the deadline, with a 15% deduction from the maximum attainable mark.	May be completed within a revised timeframe, with a deduction of up to 15%. The student must provide a valid explanation.

Second	May be accepted up to 12 hours after the deadline, with a 35% deduction. The student must notify the teacher and provide a valid reason.	A one-time make-up opportunity may be granted, with a deduction of up to 35%. A meeting with the teacher is required.
Third	The assignment will not be accepted and may receive a mark of zero. A meeting with the teacher is required.	The assignment will receive a mark of zero, with no further make-up opportunity. The student must participate in an improvement-planning meeting.

Consequences will be applied consistently while considering the student's individual circumstances and the teacher's professional judgment.

5.5.3 Exceptional Circumstances

Illness, family emergencies, accessibility needs, technical difficulties, or other unforeseen circumstances will be considered individually. Students must contact the teacher as soon as possible and provide supporting information or documentation when requested.

Teachers may approve an extension, revised deadline, alternative assessment, or make-up opportunity while maintaining fairness and course integrity.

5.5.4 Appeal Process

Students may appeal a consequence if they believe relevant circumstances were not adequately considered or the decision was unfair. The student must submit the *Grading Appeal Process Form* in Appendix B, explaining the reason for the appeal and providing supporting evidence. The appeal will be reviewed by the appropriate school authority and may be referred to the principal for a final decision. Parents or guardians will be contacted when applicable.

5.5 Evidence for Students' Achievements: Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify

students' difficulties. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices. Students' assessments and evaluation are based on the following works:

- Assessment *of* Learning recorded through products, observations, conversations such as conversation tests, presentations, essays, creative and research writing projects, unit tests, and final exams.
- Assessment *for* Learning such as information gathered through daily assignments such as questions, group discussions or debates, exercises based on daily lessons, etc.[5]
- Assessment *as* Learning such as peer assessment and self-assessment[6].

Evidence of student achievement is collected over time from three sources: **observations, conversations, and student products**.

Beginning in the 2026–2027 school year, final grades will be calculated as follows:

- **Grades 9–10:** 65% classroom work, 20% mandatory final evaluation(s), and 15% attendance and participation.
- **Grades 11–12:** 65% classroom work, 25% mandatory final evaluation(s), and 10% attendance and participation.

The mandatory final evaluation may include a written examination, culminating task, or a combination of both, according to the subject and grade level. It allows students to demonstrate comprehensive achievement of the course's overall expectations. Excused absences will not negatively affect the attendance and participation mark.

All assignments must be submitted through Moodle for teacher feedback and record keeping. Upon course completion, student work will be archived.

Where reasonable and appropriate, teachers may provide alternative assignments, tests, or

examinations. Consequences for late or missed assignments may include mark deductions, up to a mark of zero, in accordance with school policy and teacher professional judgment.

The school's goal is to support every student in successfully completing their assignments and courses. When assignments are repeatedly missed, parents or guardians will be contacted so the concern can be addressed collaboratively.

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[5] The purpose of Assessment *for* Learning is to consolidate students' knowledge and skills or to prepare for the next class. Assessments *for* Learning are not graded assignments.
[6] The purpose of Assessment *as* Learning is to evaluate and reflect on oneself achievements throughout the course. Assessments as Learning are not graded assignments.

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6. School's Expectations: School's Code of Conduct and Safe School Policy

6.1 Guiding principles

All members of the school community must be treated with respect and dignity, especially those in positions of authority. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, and more importantly, they accept the responsibility to protect their own rights and the rights of others. Members of the school community are expected to use non-violent means to resolve conflicts, as physical and verbal aggressive behaviour is not an appropriate way to treat or interact with others.

The possession, use, or threatened use of any object to injure another person endangers the safety of oneself and others. Alcohol and illegal drugs are addictive and present serious health hazards. Oakville Schooling Systems will respond strongly to school members who are in possession of, or under the influence of, alcohol or illegal drugs. Insults, disrespect, and other hurtful acts disrupt the learning and teaching environment. Members of the school community have a responsibility to maintain an environment where conflicts and differences can be addressed with respect and civility.

Students, parents and/or guardians, volunteers, teachers, principals, other staff members, and visitors are included in the code of conduct whether they are on school property, using the school's online platforms, on school buses, at school-authorized events or activities, in before and after school programs, and in other circumstances that could have an impact on the school climate, such as incidents that may happen between students off school property.

All members of the school community are expected to use non-violent means to resolve conflict. Physically and verbally aggressive behaviour is not a responsible way to interact with others. Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.

6.1.1 Focus on Equity

1. Oakville Schooling Systems values the contributions of all members of our diverse community of students, staff, parents and community groups to our mission and goals.
2. The school also recognizes that certain groups in our society are treated inequitably because of individual and systemic biases.
3. The school expects all members of our community to honour the Ontario Human Rights Code and its goal to prevent discrimination and harassment that violates human rights.
4. Oakville Schooling Systems believes that everyone should have access to the same opportunities and benefits and must be treated with equal dignity and respect, regardless of their cultural and racial background, gender, religion, etc. To this end, Oakville Schooling Systems is committed to ensuring that the human rights of all community members are respected.
5. Our equity and human rights policy applies to all Oakville Schooling Systems constituents, including students, parents or guardians, volunteers, teachers, principal, Board members, and administrative and other staff members.

Oakville Schooling Systems follows Ontario's Code of Conduct for the education sector and the following principles apply to the entire school community, including:

- students
- parents or guardians
- volunteers
- teachers
- early childhood educators
- principals
- other staff members
- visitors

We are committed to creating a safe and welcoming learning environment free of any form of bullying, harassment and violence.

6.2 Ontario Code of Conduct and Safe School Policy

The Ontario Code of Conduct sets clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards. The code aims to help our school:

- create a positive school environment
- support the achievement and well-being of all students

The goals of our Code of Conduct are set out in law. They include:

- promoting the safety of people in the schools
- discouraging the use of alcohol, illegal drugs and recreational cannabis
- preventing bullying in schools
- encouraging non-violent conflict resolution
- having school climates where differences are addressed with respect and civility

The Code of Conduct aims to make sure everyone is treated with respect and dignity and takes part in the civic life of the school as a responsible citizen.

6.3 A Safe Learning Environment

Oakville Schooling Systems is committed to promoting responsibility, respect, civility and

academic excellence in a safe learning and teaching environment. Such learning and teaching environments are to be peaceful and welcoming for all. These environments must be free of negative factors such as abuse, bullying, discrimination, intimidation, hateful words and deeds, and any form of physical, verbal, or psychological violence. These environments must clearly demonstrate respect for social justice and human rights, and promote the values needed to develop responsible members of a democratic society.

This shall be achieved by establishing and maintaining high expectations for behaviour with a strong emphasis on conflict prevention as well as early intervention. This requires reciprocal communication between parents/guardians and the school, and a working partnership to identify issues and enact a plan to resolve them.

6.4 Safe School Policy

Oakville Schooling Systems promotes responsibility, respect, civility, and academic excellence within a safe learning environment. Students, parents, teachers, and staff have the right to feel safe and share responsibility for lawful conduct and actions that protect themselves and others. The school follows the principles of the **Provincial Code of Conduct outlined in PPM No. 128**.

Teachers and the principal monitor online learning spaces to prevent cyberbullying, harassment, racism, sexism, offensive language, discrimination based on religion, beliefs, gender, or sexual orientation, and other misconduct. Such behaviour is not tolerated. Consequences may include:

- **First offence:** A warning letter sent to the student and parent or guardian.
- **Repeated offence:** Withdrawal from the course without refund.
- **Severe offence:** Suspension for two to six months without refund.
- **Most serious offence:** Expulsion and refusal of future registration.

Consequences will reflect the nature, severity, and frequency of the behaviour.

6.5 Expectations for the school community: Respect, civility and responsible citizenship

6.5.1 All school community members must:

- Follow applicable laws and school policies, act with honesty and integrity, and respect the rights, safety, and property of others.
- Treat everyone fairly, respectfully, and with dignity, both in person and online, regardless of race, ancestry, place of origin, colour, ethnic origin, creed, sex, gender identity or expression, sexual orientation, age, marital or family status, or disability.
- Respect differences of opinion, communicate appropriately, and refrain from swearing at, threatening, or verbally abusing others, including teachers and persons in positions of authority.
- Support a positive learning and teaching environment, assist those in need, and seek help from school staff to resolve conflicts peacefully.
- Use cellphones and other personal mobile devices during instructional time only when directed for educational purposes or when required for health, medical, or special education needs.

6.5.2 Members of the school community must not:

- Engage in bullying, cyberbullying, hate propaganda, discrimination, harassment, sexual harassment, threats, intimidation, or conduct motivated by bias, prejudice, or hate.
- Inflict, encourage, or threaten bodily harm; commit sexual assault, robbery, vandalism, or possess, use, or traffic weapons.
- Possess, use, distribute, or be under the influence of illegal drugs, recreational cannabis, alcohol, tobacco, nicotine products, or electronic cigarettes during school-related activities. Students must also not provide these substances or related accessories to others.
- Record, photograph, or share images, audio, or video of any school community member

without consent.

Any vandalism involving school property, the property of a community member, or property located on school grounds is prohibited.

6.5.2.1 Vaping and smoking

Students may not possess or use tobacco, nicotine products, or electronic cigarettes during school-related activities, including virtual classes, or on school property. Prohibited items must be surrendered when requested, and the student's parent or guardian will be notified immediately. Medical cannabis may be possessed and used only for the individual's authorized medical purposes and in accordance with applicable laws.

6.5.3 Role of Students in Promoting a Safe School Environment

Students are expected to:

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

6.5.4 Role of Parents in Promoting a Safe School Environment

Parents are responsible for supporting the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest in their child's schoolwork and progress
- ensure that their child attends school regularly and on time
- inform your school promptly about your child's absence or late arrival
- become familiar with our Code of Conduct and support school policies
- encourage and help your child follow the rules of behaviour
- support the school staff in dealing with behavioural correction and disciplinary issues with their child.

During disciplinary action, it is important for parents to demonstrate support for their child,

as well as the school, in order to help promote and maintain a culture of appropriate behaviours.

6.5.5 Role of Teachers and School Staff in Promoting a Safe School Environment:

Teachers and school staff, under the leadership of their principal, help maintain a positive learning environment and hold everyone to the highest standard of respectful and responsible **behaviour**. Teachers and school staff uphold these high standards as role models when they:

- help students work to their full potential and develop their self-worth
- empower students to be positive leaders in their classroom, school and community
- maintain consistent and fair standards of behaviour for all students
- show respect for all students, staff, parents, volunteers and members of the school community
- ensure that school's online learning environment is free of cyberbullying, harassment and violent behaviour
- design learning activities to help students develop respect for human rights and dignity, and to develop a sense of personal, social, and civic responsibility
- model the standards of respect, civility, and responsible citizenship
- help students communicate respectfully in person and online

6.5.6 Principal provides leadership by:

- caring for the school community and commitment to student achievement and well-being, in a safe, inclusive and accepting learning environment
- holding everyone under their authority responsible for their behaviour and actions
- empowering students to be positive leaders in their school and community
- creating a healthy and safe school environment that is welcoming to all
- ensure that all members of the school community are kept well informed
- communicating regularly and meaningfully with all members of their school community
- model the standards of respect, civility and responsible citizenship

6.5.7 Health & Safety

Emergency

In the event of an emergency while in class, students should immediately inform their teacher. After notifying the teacher, students must listen carefully and follow the teacher's instructions precisely. If an emergency occurs outside of class or if the teacher is unavailable, students should promptly contact the nearest staff member.

Illness and Injury

If students are ill, injured, or otherwise unable to attend classes, they must visit a doctor. A doctor's note is required to excuse any absences. A medical form can be requested to the school via email. If students become ill while at school, they must inform their teacher before being excused.

Stress, Depression, and Other Mental Health Issues

High school can be a challenging time, with pressures from a busy schedule and high expectations potentially leading to stress. New identities and relationships with peers, teachers, or parents can also result in depression. Students experiencing difficulties are encouraged to speak with any of their teachers or their counselor. Additionally, students with any medical or psychological conditions that might affect their studies should communicate this information to their Counselor or a trusted teacher. This information will be kept confidential and used solely to support the student's academic success.

III. Diploma and Certificates

1. The Requirements for the Ontario Secondary School Diploma[9]

To earn an Ontario Secondary School Diploma (OSSD):

- Students who entered Grade 9 in September 2023 or earlier must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits with at least two of the 30 credits earned online
- Students entering Grade 9 in 2024-25 onwards must earn a minimum of 30 credits, including 17 compulsory credits and 13 optional credits with at least two of the 30 credits earned online
- Meet the provincial secondary school literacy requirement
- Complete 40 hours of community involvement activities

Note: Starting in September 2025, students enrolled in a Grade 10 mathematics course must successfully complete a financial literacy graduation requirement as part of the course.

2. Compulsory Credit Requirements

Students who entered Grade 9 in 2023 or earlier must earn a total of 18 compulsory credits, and students entering Grade 9 in 2024-25 onwards must earn a total of 17 compulsory credits to obtain their Ontario Secondary School Diploma (OSSD).

2.1 Entry into Grade 9 in 2023-24 or earlier

For students who entered Grade 9 in September 2023 or earlier, the compulsory credits are to be distributed as follows:

- 4 credits in English (1 per grade)
    - the Ontario Secondary School Literacy Course (OSSLC) may be used as either the Grade 11 or the Grade 12 compulsory English credit

    - the Grade 11 course “Understanding Contemporary First Nations, Métis and Inuit Voices” may be used as the Grade 11 compulsory English credit
    - for English language learners, a maximum of three compulsory English credits may be earned from English as a second language (ESL) or English literacy development (ELD) courses. The fourth credit must be a Grade 12 compulsory English course
- 3 credits in mathematics (at least 1 in Grade 11 or Grade 12)
- 2 credits in science
- 1 credit in the arts
    - the Grade 9 course “Expressions of First Nations, Métis and Inuit Cultures” may be used as the compulsory arts credit
- 1 credit in Canadian geography (Grade 9)
- 1 credit in Canadian history (Grade 10)
- 1 credit in French as a second language
    - students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native languages course as the compulsory credit for French as a second language
- 1 credit in health and physical education
- 0.5 credits in career studies
- 0.5 credits in civics and citizenship
- 3 additional credits, consisting of 1 credit from curricula within each of the following groups:

Group 1:

- English (including the OSSLC
- French as a second language
- Native languages
- First Nations, Métis and Inuit studies
- Classical and international languages
- Social sciences and the humanities

- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2:

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3:

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

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

- a maximum of 2 credits in French as a second language may be used 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 be used as additional compulsory credits, selected from any group

Please note, the Langue des signes québécoise langue seconde course is only available in French-language schools.

2.2 Entry into Grade 9 in 2024-25 onwards

For students entering Grade 9 in 2024-25 onwards, the compulsory credits are to be distributed as follows:

- 4 credits in English (1 per grade)
    - the Ontario Secondary School Literacy Course (OSSLC) may be used as either the Grade 11 or the Grade 12 compulsory English credit
    - the Grade 11 course "Understanding Contemporary First Nations, Métis and Inuit Voices" may be used as the Grade 11 compulsory English credit
    - For English language learners, a maximum of three compulsory English credits may be earned from English as a second language (ESL) or English literacy development (ELD) courses. The fourth credit must be a Grade 12 compulsory English course
- 3 credits in mathematics (Grade 9, Grade 10, and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in the arts
    - the Grade 9 course "Expressions of First Nations, Métis and Inuit Cultures" may be used as the compulsory arts credit
- 1 credit in Canadian geography (Grade 9)
- 1 credit in Canadian history (Grade 10)
- 1 credit in French as a second language
    - students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native languages course as the compulsory credit for French as a second language
- 1 credit in health and physical education
- 0.5 credits in career studies
- 0.5 credits in civics and citizenship
- 1 credit in technological education (Grade 9 or 10)
- 1 additional credit from curricula in the following STEM-related 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)

Note: Starting in September 2025, students enrolled in a Grade 10 mathematics course must successfully complete a financial literacy graduation requirement as part of the course. They will need to achieve a mark of 70% or higher to pass this new requirement and earn their high school diploma.

The school board and principal may recommend that students take certain courses in addition to the compulsory credits. However, they may not identify additional courses as compulsory for the OSSD.

3. Optional Credits

In addition to compulsory credits, students must earn optional credits by successfully completing courses from the Ontario Curriculum.

Students who entered Grade 9 in 2023 or earlier are required to earn 18 compulsory credits and 12 optional credits.

Students entering Grade 9 in 2024-25 onwards are required to earn 17 compulsory credits and 13 optional credits.

4. The Secondary School Literacy Graduation Requirement

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 section 6.1.3.1. (Ontario Schools K-12) Once students have successfully completed the OSSLT, they may not retake it.

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 (see section 6.1.3.1-Ontario Schools -K-12), the Ontario Secondary School Literacy Course (OSSLC) (see section 6.1.3.2- Ontario Schools -K-12),), or the adjudication process (see section 6.1.3.3 -Ontario Schools -K-12).

Mature students* may enrol directly in the OSSLC without first attempting the OSSLT. They may choose to meet the literacy graduation requirement by successfully completing the OSSLT.

Students whose Individual Education Plan indicates that they are not working toward an OSSD may, with parental consent and principal approval, be exempted from writing the OSSLT or taking the OSSLC.

Students who are working toward an OSSD under the revised edition of “Ontario Schools, Intermediate and Senior Divisions (Grades 7-12 OACs): Program and Diploma Requirement

(1989)" or are working toward an earlier diploma, such as the Secondary School Graduation Diploma are not required to meet the literacy graduation requirement.

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*(A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

4.1 OSSLT: Ontario Secondary School Literacy Test

The **Ontario Secondary School Literacy Test (OSSLT)** is the usual method used to determine whether students have met the provincial literacy requirement for graduation. The Individual Student Report identifies areas of strength and areas requiring further improvement.

The OSSLT is administered by **EQAO** during fall and spring sessions. Students usually write the test in the school year following Grade 9. Students who are unsuccessful may retake it during a later administration period, while students who have already passed may not rewrite it.

The principal may grant a deferral in accordance with section 4.3.2. English language learners may receive approved special provisions, and students with special education needs must receive the accommodations identified in their **IEP**, in accordance with *Ontario Schools, Kindergarten to Grade 12*.

Students must contact the school office as soon as possible, and no later than **January 31**, to confirm eligibility. Requests for accommodations, special provisions, deferrals, or exemptions must be submitted to the principal before registration.

4.2 OSSLC: Ontario Secondary School Literacy Course (OLC4O)

The Ontario Secondary School Literacy Course (OSSLC) is available, at the principal's discretion, to students who fail the OSSLT or meet other eligibility criteria. Mature students who have not attempted the OSSLT may enrol directly. Successful completion of the OSSLC

satisfies the literacy graduation requirement (ibid.). The course focuses on the reading and writing skills assessed by the OSSLT.

Students are eligible for the OSSLC after having two opportunities to write the OSSLT and failing at least once. The principal may permit earlier enrolment when it is in the student's best educational interest.

The OSSLC credit may also satisfy the Grade 11 or 12 compulsory English credit requirement or the Group 1 compulsory credit requirement for the OSSD. Credit for the OSSLC cannot be granted through the PLAR challenge process. Students should contact the school to confirm eligibility for the course.

4.3 Accommodations, Special Supervisions, Deferrals and Exemptions

4.3.1 Accommodations (IEP)

Students receiving special education programs or services may receive OSSLT accommodations identified in their Individual Education Plan (IEP). These accommodations must comply with the school's Special Education policy.

A student whose IEP identifies required OSSLT accommodations may be eligible to enrol directly in the OSSLC if the necessary accommodations were not available when the OSSLT was administered.

4.3.2 Deferrals

Students with special education needs or students enrolled in English as a Second Language (ESL) or English Literacy Development (ELD) programs may request a deferral of the OSSLT. Deferrals are subject to approval by the principal.

4.3.3 Exemptions

A student with an IEP may be exempted from the OSSLT when the IEP indicates that the student is **not working toward the OSSD**. The principal may approve the exemption with

parent or guardian consent.

At the end of the school year, Oakville Schooling Systems may establish a selection committee to consider eligible graduating students for **adjudication** when, through no fault of their own, they were unable to complete the OSSLT or OSSLC.

A student may be eligible when:

- Illness, injury, or other extenuating circumstances prevented completion of the OSSLT.
- The student was eligible for the OSSLC, but the school did not offer it or arrange access elsewhere.
- The student enrolled in the OSSLC but could not complete it because of illness, injury, or other extenuating circumstances.
- Required IEP accommodations, or a reasonable alternative, were unavailable for all or part of the OSSLT.

Approved accommodations may include changes to the **setting, timing, or presentation format** and must comply with the school's Special Education policy.

5. Online Learning Graduation Requirement *(As per Policy/Program Memorandum 167)*

The Ontario Ministry of Education has introduced a new graduation requirement for secondary students to complete two e-learning credits as part of the 30 credits required for the Ontario Secondary School Diploma (OSSD). Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the requirements for an Ontario Secondary School Diploma unless they have been opted out or exempted in accordance with the processes described in PPM 167. Adult learners entering the Ontario secondary school system in 2023-24 or later will also be required to meet this graduation requirement unless they opt themselves out of the requirement in accordance with the processes described in this memorandum.

Students working towards an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (CoA) are not required to complete this new graduation requirement. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

5.1 Definition of "e- learning" for this graduation requirement

Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.

- E-Learning credit courses are delivered using an asynchronous model, which includes digital content such as readings, videos, blogs, commentaries, and online discussion boards.
- In E-Learning, students finish the prescribed work on their own, and teachers use examples, rubrics, tutorials, and one-on-one conferences to support students' learning continuously.
- Throughout the course, there is constant evaluation, and the instructor provides detailed comments.

Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:

- examinations and other final evaluations
- occasional meetings with educators and other school staff, and
- access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux

arrivants (PANA) at their early stages of language acquisition)

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning. Meeting the online learning graduation requirement should not pose a barrier to graduation for students.

Students must successfully complete the equivalent of at least two full online credits to fulfil the graduation requirement. Online learning credits towards the graduation requirement may be earned at any time during the student's secondary school program or, under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

5.2 Credits Earned During COVID-19

Up to one secondary school credit completed by a student who was in Grade 9 during the province-wide school closures from April to June 2021 may count toward the online learning graduation requirement.

A parent or guardian may opt a student out of the requirement by submitting the Online Learning Graduation Requirement Opt-Out Form in Appendix C. Students who are 18 or older, or who are 16 or 17 and have withdrawn from parental control, may submit the form themselves. Students may also opt back into the requirement if their decision changes.

School staff may discuss the student's needs and the suitability of online learning with the parent, guardian, or eligible student and may provide a recommendation. However, the final decision rests with the parent or guardian, the adult student, or the student who is 16 or 17 and has withdrawn from parental control.

5.3 Responsibilities for reporting

5.3.1 Reporting requirements

The principal of Oakville Schooling Systems who is holding the student's Ontario Student Record will ensure that a determination has been made whether the student has met the online learning graduation requirement and if so, will ensure this is indicated on the Ontario Student Transcript and the student's report card. If the graduation requirement does not apply, for example due to an opt-out, this will also be indicated on both the Ontario Student Transcript and report card. This will be recorded on the transcript as "Online Learning Graduation Requirement - Non-Applicable".

Each student's progress towards the graduation requirement will be tracked by the school, including which credits were completed through online learning. Progress towards the completion will be communicated to parents/guardians, or the student if they are 18 years of age or older or 16 or 17 years of age and have withdrawn from parental control. This may be communicated, for example, through the student's report card. Any required reporting on the graduation requirement and opt-outs must be completed through OnSIS.

5.3.2 Recording of grades

All reporting and recording of student information for online courses remains the same as for courses delivered through classroom instruction, per Growing success: assessment, evaluation and reporting in Ontario schools (2010). The marked reporting schedule of an online learning course will be that of the school delivering the online learning course in accordance with the reporting schedules outlined in Growing Success. The same criteria for full disclosure that apply to in-person courses will also apply to online learning courses as outlined in the Ontario student transcript manual.

Oakville Schooling Systems will ensure mid-term and final grades are sent both to the school holding the student's Ontario Student Record and the parent/guardian or student if they are 18 years of age or older or 16 or 17 years of age and have withdrawn from parental control. This

will be communicated through the provincial report card. Oakville Schooling Systems as the holder of the student's Ontario Student Record is responsible for including the report in the student's Ontario Student Record and the credit information on the Ontario Student Transcript.

5.3.3 Student transfers

If a student transfers to the school from outside of a publicly funded school board, the principal will ensure a determination is made regarding how many online learning credits towards the graduation requirement may be considered completed based on their evaluation of the student's learning. As with all determinations of credit equivalency, the principal will ensure that a record of this determination and the rationale is kept in the student's Ontario Student Record.

If a student transfers from outside of a publicly funded school board where they were previously exempted from the online learning graduation requirement, a new opt-out form will need to be completed.

5.3.4 Principal's discretion

The principal of Oakville Schooling Systems, as the holder of the student's Ontario Student Record will have the discretion to exempt students under 18 years old and still under parental control from the online learning graduation requirement without parental consent if they determine the need is pressing and in the best interests of the student and the parent cannot be reached. However, this authority shall not be used to circumvent parent/guardian choice.

Where the principal makes a determination to exempt a student, if possible the parent/guardian shall be electronically or physically mailed a notification by the principal in writing with a rationale outlining why the exemption was made, and a copy of the notification must be included in the student's Ontario Student Record. Once the notification is included in the student's Ontario Student Record, the graduation requirement shall not apply to the student.

6. The Community Involvement Requirements and Procedures *(As per PPM 124: Ontario Secondary School Diploma requirement: community involvement activities)*

6.1 Requirement and Procedure of Community Involvement

Community Service Mandate:

a. **Ministry Authorization:** The Ministry of Education has authorized the community service mandate with the aim of fostering a sense of civic duty, personal development, and career prospects among students.
b. **Graduation Prerequisites:** Students are required to engage in a minimum of 40 hours of community service as part of the graduation prerequisites.
c. **Determination of Hours:** The requisite number of community service hours for high school seniors upon graduation will be established by the principal.

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of the school principal. Students must choose an activity that is approved by the school such as helping classmates with schoolwork, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community, among other options.

Students in Grade 8 are able to start accumulating community involvement hours in the summer before entering Grade 9 (OS, 2024 s.2.5.2.1). For Mature Students, the principal will determine the number of hours of community involvement activities required. The

Community Involvement form can be requested during the enrollment process.

6.2 Communication and Planning:

a. **Enrollment Process:** The community service mandate and its fulfillment procedures will be communicated to students during the enrollment process.
b. **Annual Education Plan:** Students and counselors will use the annual education plan to brainstorm and plan extracurricular activities, including community service opportunities.
c. **Collaboration with Families:** The process of selecting significant volunteer opportunities will involve collaboration between students, their families, and the Individual Pathways Plan.

6.3 List of Eligible Community Involvement Activities

Oakville Schooling Systems acknowledges the following activities as appropriate forms of community service, in compliance with the criteria established by the Ontario Ministry of Education:

- Coordinate school-wide activities when given permission by the principal.
- Assist with library duties (such as shelving books and maintaining bulletin boards).
- Assist other students with their studies (homework, reviewing material)
- Participate as a volunteer in community organizations.
- Help animal shelters by giving them your time.
- Participate in Art & Culture (concerts, music, museums, historic sites, etc.)
- Help children and teenagers (at drop-in centers, during breakfast and after-school activities, and throughout the summer parks, camps, and day-care facilities
- Participate as a volunteer with local clubs and youth groups.
- Participate on boards and councils (local and regional groups).
- Coordinate local gatherings.
- Take part in local initiatives (e.g., food banks, senior centers).
- Take part in community environmental projects (like a recycling initiative or a clean-up

of a local park).

- Participate in a fundraising effort (canvassing, walks, gift-wrapping, galas, or selling flowers, for example).
- Perform clerical duties (such as answering phones, using a computer, sorting mail, creating newsletters, and delivering pamphlets).
- Take part in athletic endeavors (coaching, Special Olympics, pool assistant).
- Volunteer in a senior center or retirement home (by providing food, assisting with arts and crafts, idly wandering around, chatting with residents, or reading to them).

6.4 The Ministry's List of Ineligible Activities (As per Policy/Program Memorandum 124)

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

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience)
- happens 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.
- occurs 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 people.
- 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 jewelry, works of art, antiques, or other valuables.
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities.
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

6.5 Roles and Responsibilities of the Principal

The principal or designated administrator is responsible for overseeing the community involvement requirement and communicating relevant information to students, parents/guardians, and community partners. Once a student completes the required 40 hours and submits the necessary documentation, the principal will verify completion, maintain the records, and update the student's Ontario Student Transcript accordingly.

6.6 Roles and Responsibilities of Students

Students must submit the Notification of Planned Community Involvement Activities form (Appendix D) before beginning their activities. After completing the required hours, students must submit the Completion of Community Involvement Activities form (Appendix E), signed by the appropriate supervisor or other authorized individual involved in the activity. Completion of the minimum 40 hours and submission of the required documentation fulfills the community involvement graduation requirement.

7. Substitution Policy for Compulsory Course Credits

To provide flexibility in a student's program and support completion of the OSSD, the principal may substitute up to **three compulsory credits**, or the equivalent in half-credit courses, with other courses offered by Oakville Schooling Systems that meet compulsory credit requirements. Each approved substitution will be recorded on the student's Ontario Student

Transcript.

A substitution may be approved only when it is in the student's best educational interest. A parent or an adult student may request a substitution, or the principal may initiate consideration of one. The principal will decide in consultation with the parent or adult student and appropriate school staff. If the parent or adult student disagrees with the decision, they may request a review by the appropriate supervisory officer.

The following limitations apply:

- English as a Second Language and English Literacy Development courses may not be used as substitutions for compulsory credits. However, they may satisfy up to three compulsory English credits in accordance with *Ontario Schools*, section 6.1.1.
- No more than one Learning Strategies course from the Guidance and Career Education curriculum may be used through substitution.
- Cooperative education credits may not be used as substitutions for compulsory credits.
- College-delivered dual credit courses may not be substituted for compulsory credits.
- A locally developed compulsory credit course may not replace another compulsory credit. It may only satisfy the compulsory requirement for which it was designed, as outlined in section 7.3.1.
- For mature students, senior English and mathematics remain compulsory under **PPM 132: Prior Learning Assessment and Recognition for Mature Students – Revised Mandatory Requirements**, as referenced in section 7.2.4.2.

7.1 Substitution Procedure:

- **Mandatory Credit Substitution:** Oakville Schooling Systems allows for the substitution of up to three (3) compulsory credits in accordance with ministry standards. To request a substitution, students must complete the *"Substitution Of Compulsory Credits Permission Form"* (See Appendix L)

- **Principal's Evaluation:** The Principal will review each student's transcript before deciding on the appropriate substitutions.
- **Notation on Transcript:** The Principal's permission to substitute will be indicated on the Ontario Student Transcript with an 'X' in the corresponding comment column K-12 Education in Ontario (O.S. 2024, Section 6.2).

8. The Requirements for the Ontario Secondary School Certificate (OSSC)

Students who leave secondary school at age 18 without meeting the requirements for either the Ontario Secondary School Diploma (OSSD) or the Ontario Secondary School Certificate (OSSC) may be granted a Certificate of Accomplishment. It recognizes the student's achievement and may support transition to further training or employment. The Certificate of Accomplishment is accompanied by the student's Ontario Student Transcript (OST) and, where applicable, a copy of the student's Individual Education Plan (IEP).

Students who later return to complete additional credit or non-credit courses will have their OST updated but will not receive a new Certificate of Accomplishment. If they subsequently meet the requirements for the OSSD or OSSC, the appropriate credential will be awarded. Students who leave school at age 18 without earning the OSSD may instead qualify for the Ontario Secondary School Certificate (OSSC) if they have earned at least 14 credits. These credits include the following:

7 Required Compulsory Credits:

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

7 Optional Credits:

- Students can choose any 7 credits from our available courses.

9. The Certificate of Accomplishment

Students who wish to leave school before the age of 18 and without having met the requirements to earn OSSD or OSSC may be granted a Certificate of Accomplishment. The Certificate of Accomplishment can be used to recognize students' achievement if they plan to take vocational programs or other kinds of training courses or if they wish to find a job after leaving school.

Students who return to school to complete additional credit and non-credit courses 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 requirement.

IV. Curriculum

The secondary school program is designed to provide all students with the fundamental knowledge and skills they will need in any area of endeavor as well as the opportunity to specialize in and/or explore areas related to their postsecondary goals and personal interests. This program keeps options open for students in the earlier grades and prepares them in senior grades for their postsecondary destinations, including apprenticeship training, college, community living, university, or the workplace.

Course selection for students under the age of eighteen must be made with parental approval, except in the case of sixteen–or–seventeen-year-old students who have withdrawn from parental control.

1. The Definition of a Credit

A credit is granted when a student successfully completes a Ministry-developed or approved course with a final mark of **50% or higher**. Full-credit courses are scheduled for a minimum of **110 hours of planned learning**, while a half-credit may be granted for an approved **55-hour portion** of a 110-hour course, in accordance with Ministry curriculum requirements. Approved locally developed courses may also qualify for credit.

Credits are granted by the **principal on behalf of the Minister of Education**.

Because Oakville Schooling Systems delivers OSSD courses through **in-person, synchronous, and asynchronous learning**, instructional hours are documented through a combination of planned learning activities and evidence of student participation. The school uses the following practices:

- Course content and activities are designed to provide **110 hours of planned learning for a full credit** or **55 hours for a half credit**.

- Students participate through Moodle, teacher interactions, synchronous sessions where applicable, and assigned online and offline learning activities.
- Teachers remain available to provide instruction and support throughout the required course hours.
- Teachers monitor student participation and progress through Moodle and the Learning Log.

2. Types of Courses in the Ontario Curriculum

Once you become a high school student, you will have important choices to start a successful journey to your future as professional and academic individuals. One of these choices is the selection of your courses throughout high school which you can find below.

De-streamed (Grades 9), W in the 5th position

- Cover the core content and have an emphasis on theoretical and conceptual learning.
- Example: Mathematics, Grade 9 - MTH1W

Open (Grades 9-12), O in the 5th position

- Learning expectations are the same for all students.
- Designed to prepare students for further study and to enrich general education in a subject.
- Can be counted as compulsory or elective credits.
- Example: Health and Physical Education, Grade 9 - PPL1O

College Preparation Courses (Grades 11 and 12), C in the 5th position

- Provide students with the knowledge and skills needed to meet entrance requirements for most college programs.
- Emphasis is on concrete applications of the theoretical material covered in the course and development of critical thinking and problem-solving skills.
- Focus on the development of independent research skills and independent learning

skills

- Example: Foundations for College Math, Grade 11 - MBF3C

University Preparation Courses (Grades 11 and 12), U in the 5th position

- Provide students with the knowledge and skills needed to meet entrance requirements for university study.
- Emphasis on theoretical aspects of the course content, with supporting applications.
- Courses will focus on the development of both independent research skills and independent learning skills.
- Example: Challenge and Change in Society, Grade 12 - HSB4U

University/College Preparation Courses (Grades 11 and 12), M in the 5th position

- Include content that is relevant for both university and college programs,
- Provide students with knowledge and skills needed to meet entrance requirements for specific university and college programs,
- Emphasis on both theoretical aspects and related concrete applications of the course content,
- Example: Financial Accounting Fundamentals, Grade 11 - BAF3M

N.B: Ontario's Ministry of Education is committed to addressing systemic discrimination and helping to break down barriers for Indigenous, Black, and racialized students, students from low-income households, students with disabilities, and students with special education needs. As part of this commitment, the Ministry of Education is removing Academic and Applied courses (de-streaming) in Grade 9 and implementing de-streamed courses. De-streaming will help ensure that students have as many opportunities as possible to make good choices about their future. De-streaming began with Grade 9 Math in September 2021 and will continue in September 2022 with the de-streaming of all other Grade 9 courses.

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3. Ontario Course Coding System

The Ministry of Education has developed common course titles, descriptions and codes for use in Ontario secondary schools offering OSSD credits. The codes, of either 5 or 6 characters in length, are used to identify the subject, grade level and stream of courses taken and credits earned by students. The 6 characters are interpreted as follows:

The three first alphabetic letters may describe the subject of the course. The fourth character which is a number identifies the grade of the course. And the last alphabet letter determines the course type. Please check the following explanations for further information:

Subjects are identified by the following letters:

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

Grades are identified by numbers:

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

Course Types are identified by the last alphabet character:

- D = Academic
- C = College preparation
- E = Workplace preparation
- M = University/College preparation
- O = Open courses
- U = University preparation
- W = De-streamed

4. Course Descriptions and Prerequisites

Courses in Grades 10, 11, and 12 may have prerequisites established in Ministry curriculum policy documents. Oakville Schooling Systems provides students and parents with clear information about these requirements. Students may normally enrol only after completing the required prerequisite. A parent or adult student may request that a prerequisite be waived. The principal will determine whether the waiver is appropriate in consultation with the student, parent/guardian, and relevant school staff (Ontario Schools, Kindergarten to Grade 12:

Policy and Program Requirements, 2024, section 7.2.3).

For a complete list of courses and prerequisites, see Section VIII: Course Catalogue.

4.1 Waiving Prerequisites

A prerequisite may be waived when a student's educational background, prior learning, or experience demonstrates sufficient preparation for the requested course. Students are responsible for ensuring that prerequisites have been completed or that an approved waiver has been obtained before enrolment.

4.1.1 Prerequisite Waiver

The student or the school holding the student's Ontario Student Record (OSR) must submit the Request Form for a Prerequisite Waiver (Appendix M). The request should identify the prerequisite and provide relevant educational history, employment experience, or other evidence demonstrating readiness.

The principal may request additional documentation or require a test or examination to help determine whether the student is adequately prepared.

4.1.2 Initiating the Prerequisite Waiver Procedure

- **Written Request:** A student or the school holding the student's Ontario Student Record (OSR) may request a prerequisite waiver by submitting the *"Request Form For A Prerequisite Waiver"* (See Appendix M)
- **Required Information:** The request must list the course prerequisites and provide information about the student's educational history and/or employment experience to demonstrate readiness and ability to enroll in the requested courses.
- **Additional Documentation:** The Principal may request additional proof or supporting materials from the student to assess their eligibility for prerequisite waivers. As part of the consideration of whether or not the prerequisite may be waived, the student may be asked to take a special test or examination.

4.1.3 Principal's Review and Decision

The principal will review the request and supporting evidence and may consult relevant teachers or staff. The student will normally be notified of the decision within seven business days.

If approved, the student may enrol in the specified course, and the waiver will be documented in the student's OSR.

4.1.4 Notification and Registration:

- **Confirmation of Decision:** The student will be notified of the decision via an official letter or phone call within seven business days of submitting the written request.
- **Authorization for Course Enrollment:** If the waiver is approved, the student will be granted permission to enroll in the specified course as authorized by the Principal.
- **Documentation of Waived Prerequisites:** The waived prerequisites will be recorded in the student's Ontario Student Record (OSR) for reference and documentation purposes.

5. Access to Outlines of the Courses of Study

Outlines of Courses of Study represent in summary form the material from the set of units making up the teacher's course of study and overall considerations relating to a course such as course evaluation. All Outlines of Courses of Study can be found on every course that students are enrolled in their Moodle account.

6. Access to Ontario Curriculum Policy Documents

Ontario Curriculum Policy Documents can be found on the following website: https://www.dcp.edu.gov.on.ca/en/curriculum#secondary

7. Experiential Learning Programs

Please note that Oakville Schooling Systems does not offer Experiential Learning Programs such as cooperative learning, job shadowing, or job twinning.

8. Policy Regarding Withdrawal from courses in Grades 11 and 12

If a student withdraws from a course after the midterm report card is issued (once 55 hours of the course is completed), a "W" will be recorded in the "Credit Earned" column of the report card(s) issued subsequent to the withdrawal 5 days after issuing the mid-term report card.

9. Procedures Related to Changing Course Types

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, they can take one of the specified prerequisite courses at Oakville Schooling Systems.

10. Prior Learning Assessment and Recognition (PLAR) & Equivalent (*Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024, section 7.2.4 | Policy/Program Memorandum 129 | Policy/Program Memorandum 132)*

Prior Learning Assessment and Recognition (PLAR) is the formal process through which students may receive credits for knowledge and skills acquired through previous formal or informal learning outside the Ontario secondary school system.

The school provides PLAR through the equivalency process only. Equivalency involves assessing credentials and prior learning from other jurisdictions to determine appropriate placement and the credits and diploma requirements a student must complete. All equivalency

credits must reflect standards comparable to those of Ontario secondary school courses.

10.1 Assessment and Evaluation

The principal will review the student's transcripts[7], credentials, supporting documentation, and other appropriate evidence of prior learning. The review will be guided by Ontario curriculum requirements and the achievement standards applicable to the relevant courses or grade levels.

Students transferring from non-inspected private schools or schools outside Ontario may receive equivalency credits for placement purposes. Credits granted through equivalency will be recorded on the Ontario Student Transcript in accordance with Ministry requirements but will not be included in the student's school average.

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[7] Transcripts and supporting records issued outside Canada must be translated into English when the original documents are in another language and must be notarized.

10.2 PLAR for Mature Students

PLAR for mature students allows eligible students to receive credits for prior learning based on a review of their existing documentation, credentials, and other evidence. The principal will determine:

- The credits, including compulsory credits, that may be granted;
- The credits and other diploma requirements that remain outstanding; and
- How the equivalency process should be applied to support completion of the OSSD.

All credits granted must represent the same standards of achievement as credits earned by students who complete the corresponding Ontario courses.

Grade 9 and 10 credits

For Grade 9 and 10 equivalency:

- Students may complete individual assessments in up to four subject areas, as required.
- The principal may grant up to **16 Grade 9 and 10 credits** based on the individual assessment and available evidence.

Grade 11 and 12 credits

For Grade 11 and 12 equivalency:

- The principal will evaluate credentials, documentation, and evidence from Ontario or other jurisdictions against the most recent Ontario curriculum.
- Up to 10 of the required 14 Grade 11 and 12 credits may be granted through equivalency.
- At least four Grade 11 or 12 credits must normally be earned by completing the required courses.

At the principal's discretion, a mature student who provides evidence of a completed diploma or degree from an accredited Canadian postsecondary institution, or an Ontario Certificate of Apprenticeship or Qualification, may be granted up to 30 OSSD credits in accordance with Ontario Schools.

After the equivalency review, the student must complete any remaining courses and diploma requirements. Mature students who already have 26 or more credits, excluding students with the postsecondary credentials described above, must complete enough required courses to reach 30 credits before receiving the OSSD.

10.3 Responsibilities of school principal

The PLAR equivalency process will be conducted under the direction of the principal, who is responsible for:

- Reviewing transcripts, credentials, and supporting evidence;

- Determining the total number of equivalent compulsory and optional credits;
- Identifying the credits and other diploma requirements that remain outstanding;
- Applying Ministry requirements consistently and equitably;
- Consulting the student, parent or guardian, guidance staff, and other appropriate school personnel;
- Ensuring that equivalency decisions and supporting documentation are properly recorded.

The principal will use the Ministry's Requirements for the OSSD Under OSS table and other applicable Ministry policies when determining the student's placement and remaining diploma requirements.

When an adult student, or the parent or guardian of a student who is not an adult, disagrees with the principal's placement decision, they may request that the appropriate supervisory officer review the matter.

10.4 Records

Documentation supporting the equivalency assessment will be maintained in the student's Ontario Student Record. Approved equivalent credits will be recorded on the Ontario Student Transcript in accordance with Ministry requirements.

10.5 Transfer Students and Equivalency Credits

Students transferring to Oakville Schooling Systems from schools outside Ontario or from non-inspected private schools may be granted equivalency credits for placement purposes. Based on an evaluation of the student's previous learning, the principal will determine:

- The total number of equivalent credits;
- The compulsory and optional credits still required; and
- Any remaining OSSD requirements.

For further information regarding the PLAR equivalency process, students and families should contact the Head of Guidance.

10.6 Requirements for the PLAR equivalency process

Responsibilities of school principal

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

To ensure provincial consistency in establishing equivalency for students for placement purposes, principals will use as a guide the table entitled "Requirements for the OSSD Under OSS" (See Appendix I) from the OSS: Equivalent Diploma Requirements, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the principal's placement decision for students transferring to an Ontario secondary school from a non-inspected private school or a school outside Ontario, the adult student or the parent may ask the appropriate supervisory officer to review the matter.

10.7 Transfer Students and Equivalency Credits

Students transferring to Oakville Schooling Systems High School from out-of-Ontario or international schools may be granted equivalency credits for placement purposes by the Principal. (The "equivalency" process is the process of assessing credentials from other jurisdictions.) These "equivalent" credits, based on an evaluation of the student's previous learning, will be recorded on the Ontario Student Transcript.

The Equivalency Process

The equivalency process involves assessing credentials from other jurisdictions to determine a student's standing in the Ontario curriculum.

- **Target Students:** Eligible students include those transferring to Ontario secondary schools from schools outside of Ontario or from non-inspected private schools.
- **Purpose:** Equivalency credits are granted for placement purposes only.
- **Principal's Role:** The principal determines the total credit equivalency of the student's previous learning as equitably as possible.
- **Requirements:** The principal determines the remaining compulsory and optional credits the student must earn to qualify for the Ontario Secondary School Diploma (OSSD).
- **Guideline:** Principals use the "Requirements for the OSSD Under OSS" table as a guide to ensure provincial consistency.
- **Disagreements:** If an adult student or parent disagrees with the placement decision, they may ask the appropriate supervisory officer to review the matter.

Record Keeping and Fees

- **Public Funding:** Publicly funded boards do not charge students fees for the challenge or equivalency process.
- **Transcript (OST) - Grade 10:** For Grade 10 challenges, only passing percentage grades are entered on the OST.
- **Transcript (OST) - Grades 11 & 12:** For Grade 11 and 12 challenges, both passing and failing percentage grades are recorded.
- **Withdrawals:** No notation is entered on the OST if a student withdraws from the challenge process.

10.6 Requirements for the PLAR equivalency process

Responsibilities of school principal

Students who are eligible for equivalency credits are those who transfer to Ontario secondary

schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

To ensure provincial consistency in establishing equivalency for students for placement purposes, principals will use as a guide the table entitled *"Requirements for the OSSD Under OSS"* (See Appendix I) from the OSS: Equivalent Diploma Requirements, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the principal's placement decision for students transferring to an Ontario secondary school from a non-inspected private school or a school outside Ontario, the adult student or the parent may ask the appropriate supervisory officer to review the matter.

10.7 PLAR Challenge for Credit

Oakville Schooling Systems offers the **PLAR Challenge for Credit** process to eligible regular day school students in accordance with **Policy/Program Memorandum No. 129**. Through this process, students may demonstrate prior learning and earn credit for eligible **Grade 10, 11, or 12 courses** without completing the course.

Students must provide reasonable evidence that they are likely to be successful and must initiate the application process. Students under 18 require parent/guardian approval. The principal reviews each application and determines whether the challenge will proceed.

Students may earn a maximum of **four credits through the challenge process**, with no more than **two credits in any one discipline**. The process cannot be used to improve a mark in a course for which credit has already been earned or to obtain credit for a course previously

failed.

Assessment is based on the Ontario curriculum expectations and achievement chart for the entire course and consists of:

Grade level	Classroom work completed throughout the course	Mandatory final evaluations	Attendance and participation
Grades 9–10	65%	20%	15%
Grades 11–12	65%	25%	10%

Successful credits and challenge results will be recorded in the student's **Ontario Student Record (OSR)** and **Ontario Student Transcript (OST)** as required by Ministry policy.

Students interested in challenging a course should contact the school administration for eligibility requirements, available courses, and the application procedure.

11. Additional and Alternative Ways of Earning Credits

Most secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in courses offered at their secondary school. However, some students may wish to consider alternative ways of earning the required credits. These options include:

- Correspondence courses offered by the Independent Learning Centre
- Independent study
- Private study
- Continuing education (including summer school)
- Private schools

Full-time students should notify the school in writing if they decide to take courses using one of the above-mentioned methods. Students registered at Oakville Schooling Systems can also earn high school credits through any Ontario Ministry of Education-approved means, including eLearning and continuing education courses from Ontario public school boards.

If a student has not completed a specified prerequisite course, they may take it through summer school, night school, eLearning, the Independent Learning Centre, or independent study. If the principal believes that a student can succeed in a particular course without having taken the specified prerequisite, the principal may waive the prerequisite.

12. Evaluation and Examination Policies

Effective assessment, evaluation, and reporting not only provide information about student achievement, but also afford a basis for improving both instructional programs and student achievement. A well-designed system of assessment, evaluation, and reporting based on clearly stated curriculum expectations and achievement criteria allows teachers to focus on high standards of achievement for all students and promotes consistency in these practices across Ontario.

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guide their efforts towards improvement. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of

curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

- *are fair, transparent, and equitable for all students;*
- *support all students, including students with special education needs, those who are learning the language of instruction, 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 and preferences, needs, and experiences of all students;*
- *are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;*
- *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.*

Evaluation is based on gathering evidence of student achievement through:

Products **Observations** **Conversations**

Assessment for Learning – we provide feedback and coaching.

Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there. Assessment for learning such as information gathered through daily assignments such as questions, practical and theoretical exercises based on daily lessons, etc.

Assessment as Learning – we help students monitor progress, set goals, reflect on their learning.

Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves. Assessment as learning such as peer assessment, self-assessment, group discussions or debates.

Assessment of Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students.

Assessment of Learning is used to evaluate and report a student's achievement of the Ontario curriculum expectations. It results in marks, grades, or levels of achievement and may inform decisions about course completion, credit granting, graduation, and future pathways.

Evidence of achievement may be gathered through observations, conversations, and student products, including conferences, presentations, essays, projects, performances, unit tests, culminating tasks, and final examinations.

Beginning in the 2026–2027 school year, final course grades will be calculated as follows:

Grade level	Classroom work completed throughout the course	Mandatory final evaluations	Attendance and participation
Grades 9–10	65%	20%	15%
Grades 11–12	65%	25%	10%

The mandatory final evaluation may include a written examination, culminating task, or a combination of both, according to the Ministry requirements for the subject and grade level. Final evaluations provide students with an opportunity to demonstrate comprehensive achievement of the course's overall expectations.

Most secondary courses require a written final examination. Courses exempt from the mandatory written-examination requirement must still include a final evaluation worth **20% in Grades 9–10** or **25% in Grades 11–12**, which may consist of projects, presentations, portfolios, written evaluations, or other methods appropriate to the course.

For **MTH1W**, the EQAO Grade 9 Assessment of Mathematics serves as the written final examination and represents **20% of the final course grade**. Written examinations will be administered during the designated examination period and may be proctored online by the school in accordance with Ministry requirements.

Level of Achievement		
Grade Range	**Level**	**Description**
80-100%	Level 4	Identifies accomplishments that exceed the provincial norm. The student exhibits the necessary abilities and expertise with great efficacy. Nevertheless, accomplishment at level 4 does not imply that the learner has exceeded the objectives for the grade/course. (Growing Success 2010, p.18)
70-79%	Level 3	Indicates the provincial attainment benchmark. The learner exhibits the necessary expertise and abilities with great efficacy. Parents of level 3 pupils can be certain that their kids will be ready for work in succeeding scores.
60-69%	Level 2	Achievement comparable to the state benchmark. The learner effectively displays the required expertise and abilities. Students functioning at this level must focus on acknowledging learning discrepancies to guarantee future success.
50-59%	Level 1	Accomplishments well below the provincial benchmark. With limited efficacy, the learner displays the required knowledge and skills. Students must work hard to substantially enhance their learning in certain areas if needed to succeed in the next score and course.
Below 50%	Level R	An insufficient level of achievement; therefore, credit is not granted.

The achievement chart identifies four categories of knowledge and skills. It is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

The purpose of the achievement chart is to:

- provide a common framework that encompasses all curriculum expectations for
- all courses outlined in this document;
- guide the development of quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- assist teachers in providing meaningful feedback to students;
- provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding
- Thinking and Inquiry/Investigation
- Communication
- Application

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The categories of knowledge and skills are described as follows:

Knowledge and Understanding	Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).
Thinking and Inquiry / Investigation	The use of critical and creative thinking skills and/or processes, as follows: planning skills (e.g., generating ideas, gathering information, focusing research, organizing information) processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating) critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, met cognition, creative process).
Communication	The conveying of meaning through various text forms.
Application	The use of knowledge and skills to make connections within and between various contexts.

13. Reporting Procedures, including the school's report card and the Ontario Student Transcript

The information on student achievement gathered through assessment and evaluation should be communicated to students and parents in a variety of informal and formal ways such as messaging, online meeting, emails and/or phone calls. The Provincial Report Card, Grades 9–12 is the formal instrument used to communicate student achievement to parents, and the Ontario Student Transcript provides the record of a student's standing with regard to the secondary school diploma requirements.

13.1 The Provincial Report Card[11]

At Oakville Schooling Systems, student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card documents the student's achievement in every course, at particular points (the midterm report is given after the completion of 55 hours of the course, and the final report card is given once the course is completed) in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved.

The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course. At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher The final grade for each course will be based in part on assessments and evaluations conducted throughout the course (70 %), and in part on a final evaluation (30 %). The relative weights assigned to these two components are specified in the curriculum policy document on program planning and assessment. All report cards will be filed in both the student's online folder on the school's Learning Management System and in the student's Ontario Student Record (OSR) folder in the school. Parents may have access to their child's report cards on the school's LMS. A parent may also request that a copy of the report card be mailed. The expense of postage is covered by the parent.

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[11] Parents/Guardians will receive students' Report Cards via email once after 55 hours of instruction is completed (mid-term report card) and once students finish the course (final report cards). They can also check students' gradebooks on Moodle.

13.2 The Ontario Student Transcript – *(Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024, section 4.1.2)*

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. The credits that a secondary school student has earned will be recorded on the OST. The OST must be established for any student enrolled in a credit or non-credit course by the school which maintains the OSR. The Ontario Student Transcript (OST) is a cumulative and continuous record of:

- a student's successful completion of Grade 9 and 10 courses;
- all the student's attempts, successful and unsuccessful, at completing Grade 11 and 12 courses;
- the student's completion of other diploma requirements.

An official OST containing a summary of all course work and diploma requirements completed will be issued to any student who requires a transcript and will be stored in the OSR.

13.3 The Ontario Student Record[12] – *(Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024, section 4.1.1)*

The OSR is the record of a student's educational progress through schools in Ontario which will be established for each student at the time of enrollment. Upon the student's graduation or retirement, a current and accurate copy of the student's OST will be stored in the OSR folder. On the OSR folder itself, the following information is entered: biographical data, school attended, name(s) of student's parent(s) or guardian(s), information on any special health conditions and other information that is considered relevant for improving the instruction of the student. Photographs may also be attached. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

13.3.1 Establishment of the OSR *(Ontario Student Record Guideline, 2000 - revised 2020, Section 1)*

An OSR will be established for each student who enrols in a school operated by a school board or the Ministry of Education Each student and the parent(s) of a student who is not an adult must be informed of the purpose and content of the OSR at the time of enrolment.

The OSR is an ongoing record and will be transferred, under the conditions outlined in section 6 of this guideline, if the student transfers to another school in Ontario. Any part or parts of the OSR may be microrecorded or recorded and stored electronically in a manner that permits the printing of a clear and legible reproduction. Provision should be made to retain original documents when it is important to keep an original signature or initial on a document. Any microrecording, electronic file, reproduction, or facsimile of an OSR is subject to the security and access requirements applicable to the original OSR.

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

[12] See https://www.ontario.ca/page/ontario-student-record-osr-guideline for more details.

Provision should be made to retain original documents when it is important to keep an original signature or initial on a document. Any micro recording, electronic file, reproduction, or facsimile of an OSR is subject to the security and access requirements applicable to the original OSR.

If an OSR folder is lost or inadvertently destroyed, a new OSR folder will be created. Previous information can be obtained from the current office index card (see 13.4) and, if applicable, from the card(s) at the previous school(s). A notation will be made in the margin on the front of the new OSR folder that gives the date on which the new folder was created and the reason.

13.3.2 Access to the Ontario Student Record (OSR)

Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. Every student and the parents/guardians of a student (under the age of 18) have the right to examine the student's OSR. In order to examine the student's OSR, the student or the parents/guardian of the student (under the age of 18) should book an appointment with the school principal.

13.3.3 Retention, Storage and Destruction of information in the OSR

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

- report cards,
- the documentation file, where applicable, containing information such as verification of a custody or a change-of-name order; assessment reports; placement decisions; suspension letters,
- additional information that is identified by the school as appropriate for retention,
- The record of the student's accumulated instruction in French as a second language, if applicable, additional information considered relevant for improving the instruction of the student.

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

from school:

- The OSR folder
- The OST
- The Office Index Card (See Appendix J)

The following information will be provided on retirement:

- the date of retirement
- the student's address at retirement
- the student's destination at retirement with respect to further education or employment

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

13.3.4 Use and Maintenance of the OSR

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

13.3.5 Transfer of the OSR

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. When a student transfers to another school in Ontario, the receiving school will be sent a written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

13.4 The Office Index Card

The office index card provides the school with immediate access to information about a

student. It will remain at the school during the period in which the student is enrolled at the school. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school.

14. Student Transfers *(As per Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024)*

14.1 Students transferring between schools within Ontario

Students transferring from another Ontario secondary school to Oakville Schooling Systems will have their completed credits, as recorded on the Ontario Student Transcript (OST), transferred with them. Information regarding literacy, online learning, community involvement, and other graduation requirements will also be transferred.

The principal may grant credit for work begun at the previous school and completed at Oakville Schooling Systems. Where completion is not possible, partial credit may be awarded after consultation with the previous school principal.

Students transferring from a French-language secondary school must complete at least one compulsory Grade 12 English course. Students who have not yet met the literacy graduation requirement must complete it in the language of instruction of the receiving school.

14.2 Students transferring from home schooling, a non-inspected private school or a school outside Ontario

The principal will determine:

- The total number of equivalent credits from previous learning;
- The compulsory and optional credits still required;
- Outstanding literacy and community involvement requirements; and
- How many online learning credits may count toward the graduation requirement.

Equivalent credits and compulsory-credit totals will be recorded on the OST. If the student was previously exempted from the online learning requirement, a new opt-out form must be completed.

The principal will make the final placement decision in consultation with the student, family, and appropriate school staff. The decision and rationale will be communicated to the family and documented in the Ontario Student Record (OSR).

14.3 Determining diploma requirements for students transferring into Ontario secondary schools

For regular day school students who are transferring from home schooling, a non-inspected private school including a non-inspected First Nation/federally-operated school or a school outside Ontario, the principal will grant equivalency credits for placement purposes through the prior learning assessment and recognition process (See section IV. Curriculum, Point 10). Equivalency credits will be recorded on the student's Ontario Student Transcript. (For information about determining equivalency credits for mature students, see section IV. Curriculum, PLAR for Mature Students)

The Oakville Schooling Systems Principal will use the following table as a guide to determine the number of credits and additional graduation requirements a transferring student needs to complete to earn the Ontario Secondary School Diploma.				
Minimum credits/Literacy requirement/Community involvement	**Students who have completed one year in a secondary school program (for example, completed Grade 9)**	**Students who have completed two years in a secondary school program (for example, completed Grade 10)**	**Students who have completed three years in a secondary school program (for example, completed Grade 11)**	**Students who have completed more than three years in a secondary school program (for example, completed more)**
Minimum number of credits, in total, still to be earned toward the OSSD	22	14	7	4
Minimum number of	English/French: 3	English/French: 2	English/French: 1	English/French: 1[2]

compulsory credits still to be earned and requirements to be met for English/French, Mathematics[1] and Science	Mathematics: 2 Science: 1	Mathematics: 1 Science 0	Mathematics: 0 Science: 0	Mathematics: 0 Science: 0
Financial literacy graduation requirement	Required	Not Required	Not Required	Not Required
Literacy graduation requirement	Required	Required	Required	Required
Community involvement graduation requirement (40 hours)	Required	At the principal's discretion[3]	At the principal's discretion[3]	At the principal's discretion[3]

In addition to the requirements identified above, the Principal will ensure the following requirements are met:

- A student who has no previous Ontario credits but who has successfully completed more than three years of secondary school must earn a minimum of four credits in Grade 11 or Grade 12 courses to be eligible for the OSSD.
- A student who has successfully completed more than three years of secondary school education, has previously earned at least three Ontario credits and has returned to the Ontario educational system may qualify for the OSSD by completing a minimum of one Grade 11 or Grade 12 credit.

Footnotes:

[1] Starting in September 2025, students enrolled in a Grade 10 mathematics course must successfully complete a financial literacy graduation requirement as part of the course.

[2] The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.

[3] The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

V. Supports and Resources

1. Student Services

The student services department consists of qualified and experienced counsellors and administrative assistants. The department has many resources at its disposal, including a wealth of educational planning information. Counsellors provide both personal and academic counselling to individual students, as well as a program of post–secondary educational planning. Students with questions or concerns about academic progress, career planning, as well as other personal issues are invited to speak with guidance.

1.1 Guidance

Assistance is given to students by helping them to understand their academic strengths and weaknesses, choosing appropriate courses and in making applications to postsecondary institutions. Students can meet with our Guidance Counsellor in person or online.

1.2 Educational Planning and Course Selection

Guidance supports all students in their educational planning and course selection through the in-class program and individual counsellor/student meetings. Each year, presentations are given to each grade level to identify and highlight important course-related issues and questions that students need to consider based on their grade level. A parent curriculum night is hosted each January, providing parents the opportunity to learn about specific aspects of the Oakville Schooling Systems academic program, such as the course selection process and timelines. Parents then attend breakout sessions that address the specific issues and considerations for their child's grade.

All students can sign up for meetings with their Guidance Counsellor to discuss any aspect of their educational planning, from course selection to managing their curricular and extracurricular programs. Parents are encouraged to call their child's counselor with any

questions they may have, and appointments can be booked if the question requires more than a phone call. Students may book an appointment to see a counsellor via email. Parents and teachers may also initiate appointments. Students and parents seeking information or assistance from the counsellors may email their counsellor or contact Student Services to be directed to the appropriate counsellor.

1.3 Education and Career Planning Support

It is important that students leaving secondary school should have a clear plan for their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace, and with confidence in their ability to implement, and revise or adapt, their plan throughout their lives as they and the world around them change.

When students begin at Oakville Schooling Systems, they receive career and life counseling through virtual or teleconference meetings with the principal to discuss their educational goals and to create and familiarize themselves with the Individual Pathways Plan (IPP). The IPP helps students set goals for after graduation and plan their initial postsecondary destinations. Upon completion of their studies, they will again meet virtually with the principal to prepare a personalized transition plan for their home school or postsecondary studies (university or college).

2. Education Support for Parents and Students

Students and parents/guardians will receive a list of course offerings and their outlines once students are registered and they can book an appointment with the school's advisor to create a plan for selecting courses based on their postsecondary goals. Parents and students may request an *"Individual Pathways Plan Form and Course Table"* (See Appendix K) at any time to complete and review with the principal through virtual meetings. They may also request to review curriculum documents, course descriptions and prerequisites and discuss their implications with the principal.

2.1 Intervention Strategies, Supports and Programs for Student Success

For students at risk of not graduating, Oakville Schooling Systems offers a consultation session with the principal, who can advise the student or their parents on how to meet the graduation requirements.

Teachers are encouraged to notify the student's Guidance Counsellor of any academic or social-emotional issues that may be preventing the student from achieving positive academic growth and emotional wellness. The Guidance Counsellor works to develop an individualized plan that leverages both internal and external supports as needed to assist the student. The Guidance Counselor also tracks each student's progress to ensure they complete the necessary requirements (literacy test, community service hours, and required courses) to obtain their Ontario Secondary School Diploma (OSSD). Each teacher is available for extra help and will inform students of the days and times each week when this assistance is available.

3. Support for English Language Learners

At Oakville Schooling Systems, teachers provide learning opportunities to enable English Language Learners to develop proficiency in English. These opportunities are integrated into the curriculum in all subject areas. Teachers provide instructional programs which address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

4. Computer Labs

Students and parents should be aware that it is the responsibility of the student to have access to their own computer and a reliable internet connection in order to enroll in and participate in our courses.

5. Library / Resource Centre

Local online students are encouraged to utilize the local public libraries or the Oakville Schooling Systems Online Library in Moodle.

6. Community Resources

The Student Services Department seeks to engage with the community to provide students with appropriate resources. This process begins with the guidance counsellor, student success counsellor, and/or social worker talking to students to understand their specific needs. Students identified as needing external support are referred to specialists in the community. These specialists include doctors and psychiatrists for medical observation, psychologists and social work therapists for family or individual counselling, community programs for specific needs, and psychological testing for accommodation and support recommendations. The social worker and guidance counsellor receive updates and information from these professionals, which inform school support and accommodations.

7. Remedial Programs

When necessary, the school will provide its students with tutoring services. For the purpose of remediation, the principal may decide to add instructional hours to a course, in addition to the mandated 110 hours of instruction.

VI. Special Education

1. Accommodations for Special Education

Although Oakville Schooling Systems does not modify curriculum expectations, we truly believe that students with special education needs should be given every opportunity to meet expectations set out in the Ontario curriculum policy documents. This is why, at Oakville Schooling Systems, we make sure to create the following accommodations:

- Providing additional support and time for assignments, exams and projects,
- Allowing students to use a dictionary to help with their understanding.

Accommodations for students are primarily based upon recommendations made in psych educational assessments, and/or designed to address specific student needs. Students can be referred to the Guidance by parents/guardians, by teachers and/ or psycho educational testing if it has not yet taken place.

Educational Support Plans provide instructional, environmental and assessment accommodations. The students' teachers can work with the student Guidance for support on the implementation of strategies and accommodations. Instructional, environmental, and assessment accommodations may be provided to students upon consultation and recommendation. These accommodations must be identified and disclosed to the school during initial course registration.

At Oakville Schooling Systems there are three types of Accommodations:

1. **Instructional accommodations** are changes to teaching strategies, resources, or presentation methods that help students access course content and demonstrate learning. Their effectiveness should be reviewed through ongoing communication among teachers, students, families, and support staff.

2. **Environmental accommodations** are changes to the learning setting that reduce barriers and support the student's participation, comfort, and concentration.
3. **Assessment accommodations** are changes to the way assessments are administered, such as extended time, alternative formats, or oral responses. These accommodations do not change the curriculum expectations or achievement standards being evaluated.

Where a student receives accommodations only and the curriculum expectations are not modified, the IEP box will not be checked on the provincial report card.

2. In-School Peer Tutoring

Although extra help is readily available from Oakville Schooling Systems teachers, individual tutoring may be recommended for students struggling in a particular subject area. Many Middle and Senior Oakville Schooling Systems students are available for tutoring and mentoring through the coordination of the Student Outreach Coordinator. For further inquiries, please contact the Guidance Department.

VII. Additional Information

1. Online School Requirements

The following are the minimum and recommended hardware and software requirements for accessing the course content on Moodle:

Recommended Operating Systems

- Minimum: Windows 10, MacOS Big Sur, iPad OS 14
- It is not recommended to use older versions of operating systems that are out of support.

Functioning computer:

- Processor: Minimum 1.0 GHz; Recommended 2.0 GHz or more
- Hard Drive: Minimum 50 GB; Recommended 100 GB or more
- Memory (RAM): Minimum 4 GB; Recommended 8 GB or above
- Sound card with speakers and/or headphones
- Webcam and Microphone
- JavaScript, Cookies, and Popups must be enabled.

Reliable Internet connection:

Use a broadband connection through USB wireless modem, ADSL2+, T1/T2, fibre optic or ethernet cable with a minimum speed of 10 Mbps; Recommended 20 Mbps or above.

Recommended Software

- Compatible browsers include:
    - Google Chrome 8x or later (recommended for optimal compatibility)
    - Safari 14 or later

Resource viewing

- We recommend that you use the latest version of Adobe Acrobat Reader.
- Microsoft Office or an equivalent (e.g. Google Workspace, Open Office).

2. Acceptable Use Policy: Cyber Security, Privacy, and Online Safety

Oakville Schooling Systems uses a professional Learning Management System, Moodle, which follows the following security and privacy policy:

> ***"At Moodle we do not collect, use or monetize any student data or anyone's personal information from any of the thousands of Moodle LMS sites that exist worldwide."***

As for educational purposes and required by the Ministry of Education, students' assignments will be archived upon their graduation. It should be noted that the students' personal information as well as their educational profiles are confidential and will not be shared with anyone except the student (adult) or their parents/guardians. Every student and their parents must electronically acknowledge the existence of Acceptable Use Policy as a condition to receive access to Oakville Schooling Systems's Moodle. The Acknowledgement will remain in effect until such time as the student no longer is enrolled at school.

2.1 Acceptable Use Policy

All members of the Oakville Schooling Systems community must comply with applicable provincial, federal, and local laws when using the school's IT resources, website, and online learning tools. Users accessing courses from outside Ontario must also follow the laws of their own jurisdiction.

The website and related digital resources are the property of Oakville Schooling Systems. Students, clients, and employees are granted access solely to support learning, teaching, and school-related work.

Unless prior written approval is obtained from the Principal, school IT resources may not be used for:

- Personal financial or commercial gain;
- Political activities or causes;
- Purposes that create a conflict of interest.

Users must not use school technology to:

- Violate copyright laws;
- Discriminate against, harass, or harm others;
- Interfere with another person's right to work or study in a safe and respectful environment.

Oakville Schooling Systems recognizes academic freedom. Accessing material that may be considered offensive is not a violation when it is clearly connected to a legitimate academic purpose and forms part of appropriate teaching, research, inquiry, or expression.

2.2 Importance of Passwords

Upon registration, each student receives a unique Moodle username and password and must change the initial password. Students, parents, and guardians should follow these security practices:

- Never share passwords with anyone.
- Use a different password for each account.
- Create a memorable but difficult-to-guess password of at least eight characters.
- Exercise caution before clicking links received by email or found online.

Students are responsible for protecting their account credentials and reporting suspected unauthorized access to the school.

2.3 Virtual Classroom Expectations:

Students are expected to:

- Treat others with kindness, dignity and respect;
- Join the online classroom prepared, and ready to learn;
- Treat the virtual classroom the same as an in-person classroom at school;
- Follow the online classroom expectations;
- Engage in and add to the learning community (e.g. participate, ask questions, etc.);
- Report activities motivated by bias, prejudice or hate to an adult or school staff member;
- Do not share images/videos from a virtual classroom on social media without permission;
- Do not share the link to online meetings, activities or resources with anyone;
- Do not participate in unauthorized online collaboration during tests and exams;
- Do not anonymize yourself when participating in online classroom activities;
- Do not engage in any activities, digital or otherwise, that could be deemed malicious or harmful.

2.4 Oakville Schooling Systems General Policy Governing IT Use:

2.4.1 Scope

This policy governs the use of “IT Resources", which include IT services, facilities and equipment the school owns or operates for the use of employees, students and others. All information stored in any form on IT Resources (e.g., in documents, video streams, audio recordings, etc.) and all communications transmitted in any manner using IT Resources (e.g., via e-mail, text-message and voicemail) are governed by this Policy. This Policy also governs the use of social networking sites by employees and students whether or not such use relies upon Oakville Schooling Systems IT Resources.

2.4.2 Review

The Principal will review this policy once per year or when significant business process changes occur, to ensure the information contained herein is current and applicable.

2.4.3 Policy Requirements

Anyone using Oakville Schooling Systems IT Resources must comply with all applicable federal and provincial laws, the specific rules set out in this Policy and all other school policies as they apply.

2.4.4 General Use

The use of IT Resources is primarily for academic learning, teaching or working purposes. The school permits limited personal use of IT Resources on the conditions listed below in the "Acceptable" section. Please note that personal use is subject to the school's right of access which is described below. Individuals who wish to engage in personal use with an expectation of privacy should not use the schools' IT Resources.

Acceptable:

- Use of IT Resources for academic learning, teaching or working purposes on behalf of the school.
- Limited use of school IT Resources for personal use is permitted provided that such use.
- Does not adversely impact the daily work/learning outcomes of the school employees and students.
- Does not cause IT service issues of any magnitude.

Unacceptable:

It's a violation of school policy to:

- Access School equipment, facilities, networks, information or accounts without authorization.
- Use another individual's information technology account with or without the individual's permission unless it is carried out by the school for legitimate purposes.
- Grant another individual access to one's own information technology account by sharing a password or by any other means unless it is carried out by the school for legitimate purposes.
- Use IT Resources to intentionally interfere with the work of other students, faculty

members or school officials.

- Access, create, publish or communicate information that is obscene, pornographic, abusive, defamatory, derogatory, threatening, violent or harassing, including material that may interfere with other individuals' rights under the Human Rights Code or the Occupational Health and Safety Act.
- Display, transmit, distribute or make available information that expresses or implies discrimination or an intention to discriminate.
- Use IT Resources to intentionally interfere with the normal operation of IT Resources including, but not limited to, flooding the school network with messages, sending chain letters or pyramid solicitations, spreading viruses, etc.
- Use, disclose, copy, modify or delete information stored on IT Resources without authorization.
- Use IT Resources for personal or political causes or for personal commercial gain without filing a disclosure of conflict statement and receiving authorization from the Principal.
- Gather other individuals' personal information under false pretenses or for unlawful gain.
- Create and/or use world-wide web information pages or links to point to offending materials that conflict with rights and interests protected by Canadian Charter of Rights and Freedoms, the Human Rights Code or the Criminal Code.
- Use IT Resources for any purpose that could be seen as a violation of the Criminal Code.
- Use IT Resources for any purpose that is not in accordance with the Copyright Act.
- Send bulk commercial electronic messages without authorization from the school.
- Engage in personal use that breaches the conditions set out in the Acceptable section above.

2.4.5 E-mail Communications

All E-mails created or transmitted on IT Resources must comply with the rules for use of school IT Resources set out above.

2.4.6 Social Networking Sites

Social networking sites are any forms of online presences or publications including, but not limited to, Facebook, X (formerly known as Twitter), blogs, wikis, Wechat, QQ, etc. that provide a platform for individuals to engage in networking activities, or publish information on the Internet. The school fully endorses academic freedom of speech on social networking sites. However, the use of IT Resources to 30 engage in social networking and publish information on the internet is subject to all the rules set out above. In addition, the school prohibits the following activities whether or not it is facilitated by the use of school IT.

2.4.7 Resources:

- Publishing any school information on social networking sites or the Internet that is confidential and has not been approved for public disclosure;
- Using social networking sites or publishing comments, opinions or statements for work related purposes without school authorization;
- Implicitly or explicitly giving the impression that comments, opinions, statements made on social networking sites or the Internet represent the views/beliefs/stance of the school without prior approval from the school;
- Publishing comments, opinions or statements that are likely to interfere with employees' or students' rights under the Human Rights Code or the Occupational Health and Safety Act;
- Publishing comments, opinions or statements that are likely to adversely affect the school's reputation or otherwise affect its ability to achieve its mandate.

Note that publishing information on a social networking site that can only be accessed by a limited number of people is still "publishing" under this Policy.

2.5 Technology in the Curriculum

In preparation for further education, employment, citizenship, and lifelong learning, students and teachers must be capable of deriving meaning from information by using a wide variety of

information literacy skills. By virtue of the fact that Oakville Schooling Systems courses are entirely online, students will experience first-hand the benefits of a technologically enriched education and thereby acquire skills for the 21st century. Increasing reliance on computers, networks, and information technologies in society makes it essential for students to become computer literate and to develop information literacy skills. Information literacy is the ability to access, find, select, gather, critically evaluate, create, and communicate information. Oakville Schooling Systems places a great deal of emphasis on using the information obtained to solve problems and make decisions.

2.5.1 Software Programs for Students

Students will use a range of digital tools, including simulations, multimedia resources, databases, computer-assisted learning modules, and software that supports writing, research, problem solving, and communication.

Students must also learn to evaluate the accuracy, validity, currency, completeness, and depth of online information and use technology safely, effectively, confidently, and ethically.

2.5.2 Collaboration Tools for Teachers

Curriculum writers and teachers will collaborate within and across subject areas to integrate appropriate technologies into instruction and learning activities.

As relevant technologies become available, teachers are expected to incorporate them within a reasonable period. Collaborative planning may also support reading programs, inquiry and research tasks, independent study, and the development of information literacy skills.

2.5.3 Parent Engagement and Communication

When new students are enrolled, Oakville Schooling Systems clearly identifies expectations about reporting student success and communicating student progress to parents, guardians or students (if they are adults).

2.5.4 Monitoring

Parents or guardians of students under 18 may be granted access to the learning management system to review information such as:

- Learning logs and portfolios;
- Course progress and assignments;
- Teacher feedback and communication;
- Assessment and evaluation records;
- Electronic report cards.

Students who are 18 or older must provide consent before this information is shared with a parent or guardian. At a parent's request, the school may also provide an authorized home-school teacher or tutor with access to relevant online course information.

2.5.5 Communication

Oakville Schooling Systems uses a variety of methods to keep parents up-to-date on school news, upcoming events and their child's progress. These methods include, but are not limited to: website updates, email, Zoom meetings, and phone calls. Communication about student achievement is designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for instruction, and assist parents in supporting learning at home. To promote good communication on student progress, a conference or interview may be scheduled at any time during the course enrollment period, at the request of the parent, guardian, the student, the teacher or the principal.

VIII. Course Catalogue

The courses in the following section may be offered upon students' eligibility and request.

English				
Course Name	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
English	ENL1W	ENG2D	ENG3U	ENG4U

Science				
Course Name	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Science	SNC1W	SNC2D		
Chemistry			SCH3U	SCH4U
Physics			SPH3U	SPH4U

Mathematics				
Course Name	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
Mathematics	MTH1W			
Principles of Mathematics		MPM2D		
Functions			MCR3U	
Advanced Functions				MHF4U
Calculus and Vectors				MCV4U

Course Descriptions

English, Grade 9, De-streamed (ENL1W)
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

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: Grade 9 English, De-streamed (2023)

English, Grade 11, University (ENG3U)
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: Grade 10 English, Academic

English, Grade 12, University (ENG4U)

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

Prerequisite: Grade 11 English, University Preparation

Science, Grade 9, De-streamed (SNC1W)

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

Prerequisite: None

Science, Grade 10, Academic (SNC2D)

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

Prerequisite: Grade 9 Science, De-streamed (2022)

Chemistry, Grade 11, University Preparation (SCH3U)
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

Chemistry, Grade 12, University Preparation (SCH4U)
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

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

Prerequisite: Science, Grade 10, Academic

Physics, Grade 12, University Preparation (SPH4U)
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation

Mathematics, Grade 9, De-streamed (MTH1W)
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D)
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Grade 9 Mathematics, De-streamed (2021)

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 (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 (MCV4U)

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

Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors

IX. References

Ontario Ministry of Education Documents

- Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024 https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements-2024
- Ministry of Education – Ontario (2013), Private schools: Policy and procedures manual. https://files.ontario.ca/edu-private-schools-policy-procedures-manual-2013-en-2021-11-25.pdf
- Ministry of Education – (Ontario) (Revised 2017) Grade 9 and 10 English. https://www.edu.gov.on.ca/eng/curriculum/secondary/english910currb.pdf
- Ministry of Education. Policy/Program Memorandum 132 https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-132
- Ministry of Education, Policy/Program Memorandum 124 (2023, Jul 28) https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-124
- Ministry of Education, Policy/Program Memorandum 129 https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-129
- Ministry of Education - Ontario (2017). Special Education in Ontario: Kindergarten to Grade 12 - Policy and Resources Guide. https://files.ontario.ca/edu-special-education-policy-resource-guide-en-2022-05-30.pdf
- Ministry of Education (2001). The Ontario Student Record (OSR) Guidelines (pdfo. https://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf
- Ministry of Education (2010). Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (1st Ed.) https://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
- Ministry of Education – Ontario (2003). The Ontario Curriculum: English, The Ontario Secondary School Literacy Course (OSSLC). Grade 12. https://www.edu.gov.on.ca/eng/curriculum/secondary/english12curr.pdf

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  http://edu.gov.on.ca/eng/curriculum/secondary/guidance1112currb.pdf
- Assessment and Evaluation - Ontario
  https://www.dcp.edu.gov.on.ca/en/assessment-evaluation/categories-of-knowledge-and-skills
- Policy/Program memorandum 167: Education in Ontario: Policy and program direction. ontario.ca. (2022).
  https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-167
- Ontario Ministry of Education's document on assessment, evaluation, and reporting.
  https://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
- Ontario Ministry of Education - Assessment, Evaluation, and Reporting.
  https://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf
- De-streamed (2023), or Grade 9 English, Academic (2007)
  https://www.dcp.edu.gov.on.ca/en/course-descriptions-and-prerequisites/english

X. Appendix

A. Provincial Report Card (Sample)

B. Grade Appeal Request Form

C. Online Learning Graduation Requirement Opt out Form

D. Notification of Planned Community Involvement Activities

E. Completion of Community Involvement Activities Form

F. Application to Challenge for a Credit for a Course

G. PLAR Challenge for Credit: Cumulative Tracking Record

H. PLAR Challenge for Credit: Interim Tracking Record

I. Requirements for the OSSD Under OSS

J. Office Index Card (Sample)

K. Individual Pathways Plan Form and Course Table (Sample)

L. Substitution Of Compulsory Credits Permission Form

M. Request Form For A Prerequisite Waiver

Appendix A: Provincial Report Card (Sample)

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:

Address: | Fax:

BOARD: | Email/Website:

Address:

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

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

To view provincial curriculum documents, visit the Ministry of Education's website: Ontario.ca/Education.

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Appendix B: Grade Appeal Request Form (Sample)

Grade Appeal Request Form (Assessment of Learning or Final Course Grade)

Section A – Instructions (Read Before Completing)

1. This form is for appealing a **specific Assessment of Learning (AOL)** grade or a **final course grade**.
2. Submit the completed form within **5 school days** of receiving the grade.
3. Attach any supporting evidence (e.g., rubric with annotations, teacher feedback, screenshots).
4. The teacher will respond within **5 school days**. The principal will issue a decision within **5 school days** of receiving the teacher's response.
5. Appeals are evaluated following *Growing Success (2010)* principles: fairness, transparency, consistency, and evidence.
6. A copy of this form will be kept in the school's internal file (not in the OSR).
7. Personal information is collected under the authority of the *Education Act* for program administration purposes.

Section B – Student Information

Name of Student: _____

Grade: _____

Student Number (if applicable): _____

Date: ___ / ___ / _____

Parent/Guardian (if under 18): _____

Email: _____

Section C – Course and Evaluation Details

Course Title: _____

Course Code (e.g., MHF4U): _____

Teacher: _____

Type of Appeal:

☐ Assessment of Learning (AOL) ☐ Final Course Grade

Evaluation Item(s) (if AOL):

_____

_____

_____

Date Grade Received: ___ / ___ / _____

Grade(s) Awarded: _____ | _____ | _____

Section D – Reason for Appeal (Student Statement)

Please explain the reason(s) for your appeal. Indicate which of the following apply and provide details:

☐ Marking or calculation error
☐ Inconsistent application of success criteria or rubric
☐ Procedural fairness (e.g., opportunity to demonstrate learning, accommodations)
☐ New relevant evidence (attach documentation)
☐ Other: _____

Student Explanation

_____

_____

_____

_____

_____

Section E – Evidence Attached (check all that apply)

☐ Marked work samples
☐ Rubrics
☐ Teacher feedback
☐ Emails or communications
☐ Other: _____

Section F – Student Declaration and Signature

I confirm that the information provided is accurate and complete.

Student Signature: _____ **Date:** ___ / ___ / _____

Parent/Guardian Signature (if under 18): _____ **Date:** ___ / ___ / _____

Appendix C: Online Learning Graduation Requirement Opt-Out Form (Sample)

ONLINE LEARNING GRADUATION REQUIREMENT OPT OUT FORM

About the online learning graduation requirement
Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. Adult learners entering the Ontario secondary school system in 2023-24 or later will be required to meet this graduation requirement and may opt themselves out of the requirement. The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives. For more information, please access the Policy/Program Memorandum 167.

Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Parents or guardians may choose to opt their children out of the mandatory online learning credits required for graduation. Students who are 18 years of age or older, or those who are 16 or 17 years old and have withdrawn from parental control, can also opt out of this graduation requirement by submitting an opt-out form to the school. The school also provides the option for students and parents or guardians to opt back into the online learning graduation requirement if they change their decision. Please contact the school for further information on this process.

There is **one** exception: Up to one secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform. To assist you and your child in making an informed decision, additional information about online learning is provided on the second page of this form. If you have further questions, please contact your child's teacher or Guidance Counsellor.

Please submit this form ONLY if you are choosing to opt out of the online learning requirement.

I agree with the following statements:

- Having reviewed the online learning graduation requirement and the availability of supports for online learning through my child's/my school, I would like to opt my child/myself out of this requirement.
- The benefits of online learning have been shared with me by the school, including how the development of digital literacy and other important transferable skills are intended to help prepare students for success after graduation and in all aspects of their lives.

I understand the following statements:

- Upon receipt of this form by my child's school/my school, my child/I will not be required to earn two online learning credits to earn an Ontario Secondary School Diploma.
- My child/I will face no academic penalties for opting out of this graduation requirement.
- My child/I will continue to complete all other applicable graduation requirements.
- This will be recorded on my child's/my transcript as "Online Learning Graduation Requirement - Non-Applicable".

_____ Student's First Name	_____ Student's Last Name
_____ Parent/Guardian First Name (if applicable)	_____ Parent/Guardian Last Name (if applicable)
_____ Signature of Parent/Guardian or Student Age 18 or Older, or Student who is 16 or 17 and has Withdrawn from Parental Control	_____ Date (yyyy/mm/dd)

Please note:
Upon receipt, this form will be included in your child's/your Ontario Student Record.
You will receive an acknowledgement from the school by email or phone.
If you do not receive an acknowledgement, please contact the School administration office.

Please return this signed form no later than: _____ [insert date].

Notice of Collection:
The information on this form is collected under the authority of the Education Act R.S.O., 1990, c. E.2, s.8.1, and will be used by the School for the general administration of the students' records. All personal information collected on this form will be maintained in accordance with the Municipal Freedom of Information and Protection of Privacy Act, R.S.O., 1990 c. M.56, s.29. Questions or concerns about this collection should be directed to your school
Principal.

Appendix D: Notification of Planned Community Involvement Activities

Students are encouraged to begin their community hours in the summer preceding entry into Grade 9.

Date submitted: ____/__/__ (yyyy/mm/dd) Last Name: _____ First Name: _____ Student ID: _____

Estimated Number of Hours	Estimated Completion Date	Organization	Description of Activity	Supervisor's Name and Phone Number	Supervisor's Signature	Principal's/Designate 's Signature *(*if required)*

Is each activity identified on the school's list of approved activities? Yes☐ No☐

If you checked "No", you need to obtain written approval from the school principal before starting the activity.

I acknowledge that I am responsible for the monitoring and safety of myself or my son/daughter during the completion of these hours.

Student or Parent/Guardian Signature for students under the age of 18: _____

Personal information on this form is collected under the authority of the Education Act and Municipal Freedom of Information and Protection of Privacy Act and will only be used to document completion of community involvement hours.

APPROVED COMMUNITY INVOLVEMENT ACTIVITIES

HELP YOUR NEIGHBOURS

- provide service to seniors or to others who have difficulty leaving their homes – raking, shovelling (no snow blowers), shopping (students should not drive vehicles for this purpose), visiting, reading, meal preparation
- assist a neighbour with child care – take child to park, watch child while parent prepares dinner
- tutor younger students – read, take to library, help with homework

HELP YOUR COMMUNITY

- volunteer at a seniors' home/centre – visit, read, play cards or board games, take seniors for walks, or crafts,
- help organize local community events – food drives/banks,
- take part in environmental initiatives – cleaning and recycling operations, park clean-up, planting trees and flower beds (students should not use power tools – lawn mowers, hedge trimmers, wood chippers etc.)
- get involved in charitable activities – daffodil sales, canvassing for organizations,
- assist with sports teams – community leagues, parks & recreation programs,
- volunteer in leadership role with community groups – youth groups,
- volunteer in hospitals, libraries,
- volunteer with social service or animal welfare agencies – Red Cross, United Way, Humane Society,
- get involved in the democratic political process – scrutineer, canvassing, campaigning,
- service through religious communities/places of worship,
- assist with literacy initiatives – at local libraries, day care, centres, community centres.

HELP YOUR SCHOOL OR OTHER SCHOOLS

- arrange online clubs such as book clubs or drama clubs,
- design and manage an online library,
- tutor other students online – help with homework, review difficult concepts-assist students with special needs –act as peer buddy,
- offer technical support,
- facilitate school events such as online fun fairs, university/college fairs,
- assist with environmental activities –encourage recycling, plant trees/flowers, work on grounds crews (students should not use power tools)
- participate in charitable initiatives – food and clothing drives, holiday drives for toys or food
- sit on school online councils, committees – be a peer mentor/mediator, help with online orientation of grade 9 students.

LIST OF INELIGIBLE ACTIVITIES
MINISTRY OF EDUCATION

The Ministry of Education 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:

- 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;
- would normally be performed for wages by a person in the workplace (students are not to replace paid workers or be paid themselves);
- 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 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;
- 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 student's home (i.e., daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

INSURANCE

Student Injury – The School does not provide insurance coverage for injury resulting to student volunteers. To assist, students may purchase student accident insurance from their local insurance providers.

Appendix E: Completion of Community Involvement Activities Form

Students are encouraged to begin their community hours in the summer preceding entry into Grade 9.

Date submitted: _____(yyyy/mm/dd) Last Name: _____ First Name: _____ Student ID: _____

Date	Hours Completed	Organization	Description of Activity	Supervisor's Name and Phone Number	Supervisor's Signature	Principal's/Designate's Signature (*if required)
Total Hours		I understand that the decision for me or my child to participate in this activity is between the Organization and myself or my child. I acknowledge the risks, dangers, and hazards associated with the activity, and by agreeing to or allowing my child to participate, I freely accept and fully assume all such risks, dangers, and hazards for myself or my child, including the possibility of personal injury, property damage, and loss. I confirm that I am not aware of any medical or other reasons that would prevent me or my child from participating in the activity, and I fully accept personal responsibility for any damages, claims, and costs resulting from such injury, permanent disability, or death, including incidental expenses such as ambulance and transportation fees. _____**Parent/Guardian Signature**			

Personal information on this form is collected under the authority of the Education Act and Municipal Freedom of Information and Protection of Privacy Act and will only be used to document completion of community involvement hours.

For Office Use Only	☐ Completion has been noted on the student's OST.	Date: Signature of School Official: _____

Appendix F: Application to Challenge for a Credit for a Course (Sample)

APPLICATION TO CHALLENGE FOR CREDIT FOR A COURSE

Please complete this application form and submit it to your school principal.

Surname: _____

Given names: _____

MIN/OEN: _____ Grade: _____

Gender: ___male___female Date of birth:____year____month_____day

Name of parent/guardian: _____

School: _____

I wish to challenge for credit for the following course:

Course Title	Course Type	Course Grade/Level	Course Code

I am aware that a passing or failing mark resulting from a challenge for credit for a Grade 11 or 12 course will be entered on my Ontario Student Transcript and that a passing or failing mark or a withdrawal resulting from a challenge for credit for any Grade 10, 11, or 12 course will be entered on my PLAR tracking record and maintained in my Ontario Student Record.

I am aware that the PLAR challenge process will include formal tests (balanced between written work and demonstration, as appropriate for the subject) worth 70 per cent of the final mark, and other types of assessment worth 30 per cent of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 to 12, with no more than two in any one discipline.

I am submitting the following as evidence that I am qualified to challenge for credit for this course:

_____ letter(s) of recommendation from teacher(s) familiar with the course expectations
_____ letter(s) of recommendation from member(s) of the community
_____ a portfolio of relevant work
_____ proof of successful relevant experience in a supervised setting
_____ proof of independent learning in a relevant area
_____ a videotape, audiotape, or CD-ROM with samples of relevant work
_____ proof of relevant prior learning from another educational jurisdiction
_____ proof of successful completion of courses identified as prerequisites for this course

Student Paragraph

Write a paragraph of 100–200 words stating why you want to challenge for credit for this course. Be sure to include the following:

- ways in which the course credit will help you to fulfil your educational goals
- your special interests and skills related to this course

I have reviewed the curriculum expectations and the descriptions of the levels of achievement for this course with a designated subject teacher.

I understand that a board/school committee will review my application.

Signature of student: _____ Date: _____

Signature of parent/guardian: _____ Date: _____

Signature of teacher-adviser/
guidance counsellor: _____ Date: _____

FOR OFFICE USE ONLY

Date application received: _____

Date challenge process completed: _____

Appendix G: PLAR Challenge for Credit: Cumulative Tracking Record (Sample)

PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT

Cumulative Tracking Record

Surname **Given NamesMIN/OENStudent NumberGenderDate of Birth**

School Board/School Authority/Inspected Private School[1] **NumberName of SchoolDate of Entry**

Date (Year/ Month)	School Board/Inspected Private School[2]	Course Grade/ Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization[3]

[1] Name of school board/school authority/inspected private school that maintains the student's OSR
[2] Name of school board or inspected private school through which the student earned the credit(s)
[3] Signature of person authorized to maintain the student's OSR

Note: For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools".

Appendix H: PLAR Challenge for Credit: Interim Tracking Record (Sample)

PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE FOR CREDIT

Interim Tracking Record

Surname	Given Names	MIN/OEN	Student Number	Gender	Date of Birth

School Board/School Authority/Inspected Private School[1]	Number	Name of School	Date of Entry

Date (Year/ Month)	School Board/ Inspected Private School[2]	Course Grade/ Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization[3]

[1] Name of school board/school authority/inspected private school that maintains the student's OSR
[2] Name of school board or inspected private school through which the student earned the credit(s)
[3] Signature of principal who granted the credit(s)

Note: For policy on the use of this form, see Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools".

PRIOR LEARNING ASSESSMENT AND RECOGNITION FOR MATURE STUDENTS
CHALLENGE PROCESS FOR GRADE 11 AND 12 CREDITS

Cumulative Tracking Record

Surname	Given Names	MIN/OEN	Student Number	Gender	Date of Birth

School Board[1]	Number	Name of School	Date of Entry

Date (Year/ Month)	School Board[2]	Course Grade/ Level	Course Title	Course Code	Discipline	Percentage Grade	Credit	Compulsory	Withdrawal	Authorization[3]

[1] Name of institution (i.e., school board, school authority, Provincial or Demonstration School, Independent Learning Centre, inspected private school) that maintains the student's OSR
[2] Name of institution (i.e., school board, school authority, Provincial or Demonstration School, Independent Learning Centre, inspected private school) through which the student earned the credit(s)
[3] Signature of person authorized to maintain the student's OSR

Note: For policy on the use of this form, see Policy/Program Memorandum No. 132, "Prior Learning Assessment and Recognition (PLAR) for Mature Students: Implementation in Ontario Secondary Schools".

Appendix I: Requirements for the OSSD Under OSS

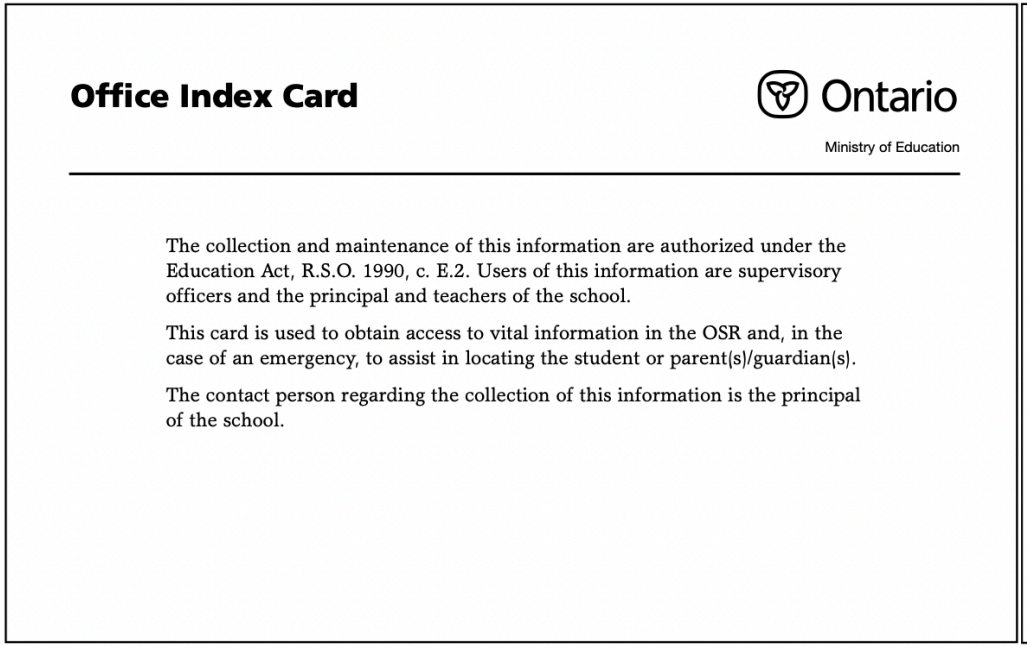
REQUIREMENTS FOR THE OSSD UNDER OSS

	Situation in which the student has normally completed:				
	Grade 8	Grade 9	Grade 10	Grade 11	more than Grade 11
Number of years successfully completed in a secondary school program	0	1	2	3	more than 3
Minimum number of credits still to be earned towards the OSSD	30	22	14	7	4
Number of *compulsory* credits to be earned and requirements to be met:					
– English	4	3	2	1	1[1]
– Mathematics	3	2	1	0	0
– Science or technological education (Grades 9–12)[2]	3	2	1	0	0
– Literacy test	Required	Required	Required	Required	Required
– Community involvement*	40 hours	40 hours	*	*	*

1. The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.
2. Two science credits are required, as is one additional credit in Grade 11 or 12 science *or* in Grade 9, 10, 11, or 12 technological education.

* The principal will determine the number of hours of community involvement required.

Appendix J: Office Index Card (Sample)



Office Index Card

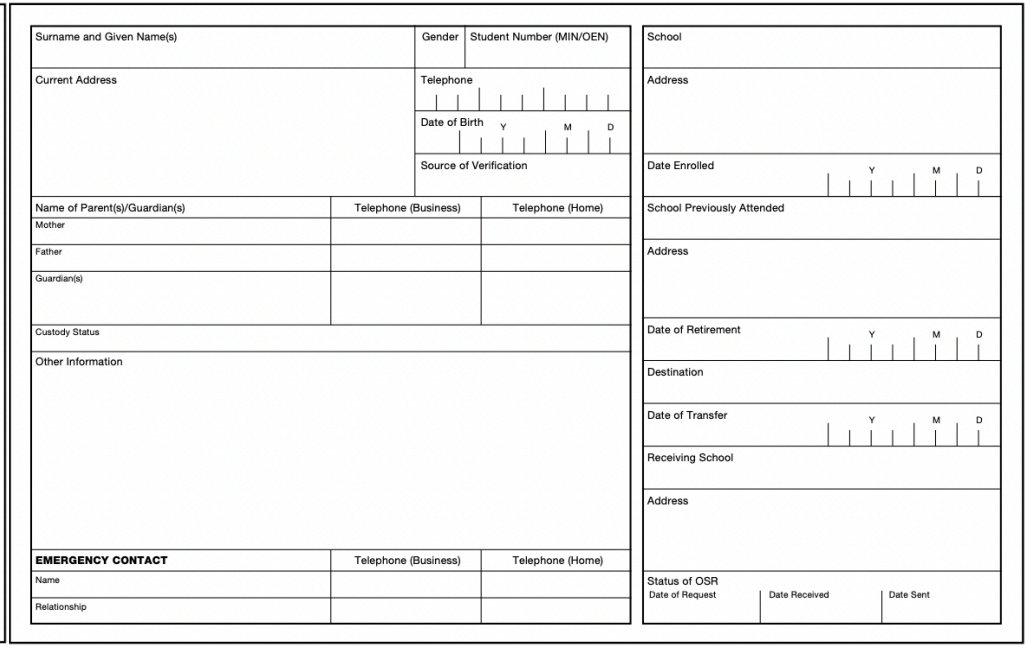
Ontario

Ministry of Education

The collection and maintenance of this information are authorized under the Education Act, R.S.O. 1990, c. E.2. Users of this information are supervisory officers and the principal and teachers of the school.

This card is used to obtain access to vital information in the OSR and, in the case of an emergency, to assist in locating the student or parent(s)/guardian(s).

The contact person regarding the collection of this information is the principal of the school.



Surname and Given Name(s)	Gender	Student Number (MIN/OEN)
Current Address	Telephone	
	Date of Birth Y M D	
	Source of Verification	

Name of Parent(s)/Guardian(s)	Telephone (Business)	Telephone (Home)
Mother		
Father		
Guardian(s)		

Custody Status

Other Information

EMERGENCY CONTACT	Telephone (Business)	Telephone (Home)
Name		
Relationship		

School

Address

Date Enrolled Y M D

School Previously Attended

Address

Date of Retirement Y M D

Destination

Date of Transfer Y M D

Receiving School

Address

Status of OSR

Date of Request	Date Received	Date Sent

Appendix K: Individual Pathways Plan Form and Course Table (Sample)

Individual Pathways Plan (IPP) Form

Personal Information

Name: _____ **Grade:** _____ **Date:** _____ (yyyy/mm/dd)

1. Knowing Yourself

Interests:

- What activities do you enjoy? (e.g., sports, arts, technology)
- What subjects do you like the most?

Strengths:

- What are your skills and talents? (e.g., leadership, creativity, problem-solving)

Values:

- What is important to you? (e.g., helping others, financial security, work-life balance)

Aspirations:

- What are your future dreams and ambitions? (e.g., career goals, lifestyle goals)

---

2. Exploring Opportunities

Educational Opportunities:

- What courses or programs are you interested in? (e.g., college, university, apprenticeships)

Career Opportunities:

- What careers interest you? (e.g., engineering, teaching, healthcare)

Experiential Learning:

- What work or volunteer experiences do you have or plan to have?

---

3. Making Decisions and Setting Goals

Short-Term Goals (next 1-2 years):

- What do you aim to achieve in the near future? (e.g., improving grades, joining clubs)

Long-Term Goals (3+ years):

- What are your longer-term objectives? (e.g., graduating, entering a specific career field)

Action Plan:

- What steps will you take to achieve these goals?

4. Achieving Goals and Making Transitions

Action Steps:

- List specific actions you will take to achieve your goals. (e.g., research colleges, apply for internships)

Support Systems:

- Who can help you achieve your goals? (e.g., teachers, counselors, family)

Reflection:

- Reflect on your progress. What have you achieved so far? What challenges have you faced?

5. Updating Your IPP

Review Date: _____

Updates and Changes:

- What changes do you need to make to your IPP?

New Goals:

- What new goals do you want to add?

INDIVIDUAL PATHWAYS PLAN (IPP)

COURSE PATHWAYS PLANNER

Please refer to the online course catalog available on our website's school calendar.

GRADE 9	GRADE 10	GRADE 11	GRADE 12
Community Service Hours Completed	Community Service Hours Completed	Community Service Hours Completed	Community Service Hours Completed

Appendix L: Substitution Of Compulsory Credits Permission Form

STUDENT INFORMATION

Date of Application: _____ *(yyyy/mm/dd)* Current Grade: _____

First Name: _____ Last Name: _____

COMPULSORY CREDITS TO BE SUBSTITUTED

_____ _____

_____ _____

_____ _____

Reason(s) for substitution(s):

_____

_____

_____

COURSE REPLACEMENT

What will take the place of the compulsory credit(s):

_____ _____

_____ _____

_____ _____

SIGNATURES

_____ _____

Student Signature Date

_____ _____

Parent/Guardian Signature Date

_____ _____

Principal Signature Date

Appendix M: Request Form For A Prerequisite Waiver

REQUEST FORM FOR A PREREQUISITE WAIVER

A prerequisite course ensures that students have the prior knowledge required to be successful in subsequent studies. Before students enrol in a course, they must meet the prerequisite requirements established by the Ministry of Education.

If the student's OSR resides with your school, and you are recommending enrolment in a course without the student having completed the prerequisite course, please complete and submit this form to support their prerequisite waiver request. The final decision to waive a prerequisite is that of the School.

STUDENT INFORMATION

Student Full Name: _____ **OEN Number:** _____

Birth date *(dd/mm/yyyy)*: _____ **Current School Grade:** _____

Program of Study: _____ **Requested Course:** _____

Prerequisite for Requested Course: _____

Term: _____ **Year:** _____

MAIN SCHOOL OF REGISTRATION

Name of Current Secondary School: _____

Board: _____

Name of School Official signing below (ie. Principal or Guidance Counsellor):

_____

Phone: _____ **Contact Email:** _____

Our school holds the Ontario Student Record (OSR) for the above-named student. I am in support of the decision to waive the prerequisite for _____. I believe this decision supports the best interests and educational goals of the student.

Reason for the Request for a Prerequisite Waiver:

_____

_____

_____

_____ _____ _____

Signature of School Official Position Date

Please return this completed form by email. Please note that a confirmation email will be sent to the student upon approval of the waiver.

School Authorization

Request Approved: ☐ **Request Denied:** ☐

Comments:

_____

_____

_____

_____

Date: _____ **Principal's Signature:** _____

Please return this completed form by email. Please note that a confirmation email will be sent to the student upon approval of the waiver.

This form aligns with the policy in Ontario Schools: Kindergarten to Grade 12: Policy and Program Requirements (2024), section 7.2.3. Submission of this request does not guarantee enrollment in the requested course.