



OUTSTANDING
INTERNATIONAL ACADEMY

2020 - 2021

Onsite and Online School Course Calendar Policy/Procedures 2020-2021

OUTSTANDING INTERNATIONAL
ACADEMY

Outstanding International Academy

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I. School Policies, Practices and Procedures

Importance and Value of Completing a Secondary Education

- The importance and value of completing a secondary education cannot be overstated. It is simply a milestone in one's continuing life education and provides the basics of learning, and the tools for further success in life. Today's society deems an Ontario Secondary School Diploma (OSSD) a basic educational requirement.
- Obtaining an Ontario Secondary School Diploma (OSSD) is instrumental in gaining a higher education. It is crucial to help students plan their high school pathway in such a way that will maximize achievement, post-secondary opportunities and personal satisfaction. The Secondary School program in Ontario is based on a four-year program of study.
- Outstanding International Academy is committed to reach every student and help achieve successful outcomes from their secondary school experience.

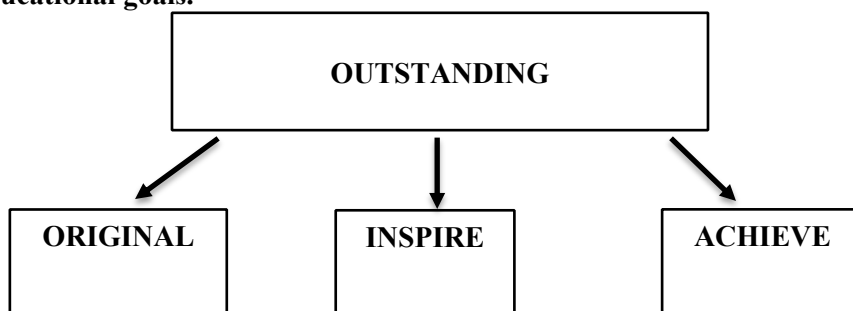
The Ministry of Education does not require students to finish their secondary school program in four years, but it does require students to remain in secondary school until such time that they have reached the age of 18 or acquired the OSSD. International students who do not attend classes may be sent back to their home country due to the Study Permit conditions set by Immigration Canada.

Outstanding International Academy Goals and Philosophy:

Outstanding International Academy is a caring and progressive educational institution with student-centered philosophy to education. OIA is committed to reaching and enabling all students to reach their potential and succeed. To help increase the rate of student success, we foster an environment which encourages learning and growth, and encompasses the following five core values:

1. **Learning** through critical thinking — the acquisition of knowledge, followed by critical thinking, is achieved through disciplined study and a variety of methods of inquiry.
2. **Leadership** — Experience is the conduit between knowledge and success. By learning leadership skills through community involvement, our students are taught the skills to prosper in Canada and around the globe.
3. **Individuality** — By celebrating the unique qualities brought by the individual to the learning environment, we encourage the development of personal values in the context of responsibility to the community and to oneself.
4. **Values** — the promotion of moral values through mutual respect builds character and results in a safe living environment.
5. **Education of the person as a whole**— a commitment to the development of the intellectual, social and emotional needs of our students to actively promote positive student behavior, relationship building and healthy living.

Our goal is to inspire all students to move towards post-secondary education and to meet their individual educational goals.



OIA Sample Student Timetable

Fall 2020 Course Timetable Semester 1 Credit: 110 hrs

September 3 — November 29

Total Classes: 63 X 107 (min) = 112 hrs

Monday to Friday			
Period 1 9:00-10:45	ENGI D ROOM A	ICS3U ROOM B	
Period 2 10:50-12:35	MHF4U ROOM A	EMS3O ROOM B	ESLCO ROOM D
12:35 - 1:25	Lunch Time		
Period3 1:25 -3:10	CIA4U ROOM A	MCR3U ROOM B	
Period4 3:15-4:15			
Tutorial	i. Teacher in Homeroom: Student Individual Help Or ii. IELTS Course, Online Course Study Hall, Homework Help, Detention, courses make-up, clubs		

OIA Sample Student Timetable

Winter 2020 Course Timetable Semester 2 Credit: 110 hrs

December 2 — March 13

Total Classes: 64 X 105 I min) = 112 hrs

	Monday to Friday	
Period 1 9:00-10:45	ENG2D ROOM A	SPH3U ROOM B
Period 2 10:50-12:35	MDM4U ROOM A	ENG3U ESLDO ROOM B ROOM D
12:35 - 1:25	Lunch Time	
Period 3 1:25 -3:10	BOH4M ROOM A	AVI3M ROOM B
Period 4 3:15-4:05		
	i. Teacher in Homeroom: Student Individual Help Or ii. IELTS Course, Online Course Study Hall, Homework Help, Detention, courses make-up, clubs	

OIA Sample Student Timetable

Spring 2021 Course Timetable Semester 3 Credit: 110 hrs

March 23 — June 17

Total Classes: 67 X 115(min) = 115 hrs

	Monday to Friday	
Period 1 9:00-10: 55	SPH4U ROOM A	BBB4M ROOM B
Period 2 11:00-12:55	MCV4U ROOM A	OSSLC ROOM B ETS3M ROOM D
12:55 - 1:40	Lunch Time	
Period 3 1:40 -3:35	ENG4U ROOM A	HSP3U ROOM B ESLEO ROOM D
Period 4 3:40-5:35		
	i. Teacher in Homeroom: Student Individual Help OR ii. IELTS Course, Online Course, Literacy Course (OLC4O) Study Hall, Homework Help. Detention, courses make-up. clubs	



School Year Calendar

2020-2021

September 2020

- 7 Labour Day Holiday
- 8 First Day of Classes for Semester I

October 2020

- 12 Thanksgiving Day Holiday — No classes
- 22-23 Mid-Term Exams + Regular Classes Semester 1
- 30 Last day to drop course without penalty

November 2020

- 11 Remembrance Day Ceremony

December 2020

- 16-17 Final Exam – Semester 1
- 18 Exam Review Day and P.A Day – No Classes
- 21 Christmas Holidays begin

January 2021

- 1-3 Christmas Holiday continued
- 4 First Day of Classes for Semester 2

February 2021

- 15 Family Day Holiday – No Classes
- 17-19 Midterm Exams+ Regular Classes - Semester 2
- 25 Last day to drop course without Penalty

March 2021

- 15-19 March Break

April 2021

- 2 Good Friday – No Classes
- 5 Easter Monday – No Classes
- 21-22 Final Exam Days for Semester 2
- 23 P.A Day
- 26 Semester 3 Begins – First Day of Classes

May 2021

- 20-21 Mid-Term Exams + Regular Classes
- 24 Victoria Day Holiday – No Classes
- 25 Mid-Term Report Card Home
- 28 Last day to drop course without penalty

June 2021

- 23 Last Day of Classes
- 24-25 Final Exams for Semester 3

28-29 P.A Days & Exam Review Day

- 30 Final Reports Home & Graduation Day

July 2021

- 1 Canada Day Holiday – No Classes
- 5-30 High School Summer Credit Courses begin
- 5-30 ESL Summer Program begins – Part 1
- 30 Summer School Exam Day

August 2021

- 2 Civic Holiday – No Classes
- 3-31 High School Summer Credit Courses begin
- 3-31 ESL Summer Program begins – Part 2

Literacy Course

OLC40 will be offered during Semester 3

Student Responsibilities, Achievement and Attendance Policies

Student Responsibilities

Students have the responsibility to:

- i. be informed of what takes place in their regularly scheduled classes even when they are absent;
- ii. provide the appropriate documents as justification of a prolonged absence;
- iii. take the necessary measures to make up missed assignments due to absence;
- iv. ensure that assignments are submitted according to the teachers' instructions and retain a copy of work submitted as a protection against loss.
- v. be informed of procedures and deadlines for registration and course change provided by Outstanding International Academy;
- vi. write test and final examinations at the times scheduled by Outstanding International Academy;
- vii. be informed of and respect, all Outstanding International Academy examination practices and procedures;
- viii. be available for examinations up to the last day of the final examination period as specified in the current season calendar;
- ix. keep all assessed material returned to them for at least one month past the grade submission deadline in the event that they would want to request a grade review;
- x. follow the rules and regulations specific to their programs of study, included in their course outlines and found in this Policy;
- xi. take action to solve academic problems, which they may encounter in their courses, by communicating with their teachers or by seeking help through the Principal;
- xiii. be honest and refrain from cheating, plagiarism and other dishonest or deceptive behaviour;
- xiv. attend class, in order to satisfy all academic objectives defined in the course outline;
- xv. arrive to class on time and remain for the duration of scheduled classes and activities

Date

Student Signature

Student Achievement Policy (from Growing Success, 2010)

The Ontario curriculum for Grades 9 to 12 comprises content standards and performance standards. Assessment and evaluation will be based on both the content standards and the performance standards. The content standards are the curriculum expectations identified for every subject and discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. There are two sets of curriculum expectations — overall expectations and specific expectations. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The specific expectations describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum — the content standards.

The performance standards are outlined in the achievement chart that appears in the secondary curriculum document for every subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgements about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents (Growing Success, p16,2010)

The purpose of the achievement chart is to:

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

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment and evaluation in all subjects and courses. However, it also indicates that for different subjects and courses, the relative importance of each of the categories may vary. (Growing Success (2010) p. 17)

Student Attendance Policy

Student Attendance

Student attendance has a significant impact on student achievement. Daily attendance is crucial in order for teachers to assess where students are in their learning and to provide feedback and appropriate instruction. In addition, much of the learning in the classroom comes through the ongoing interaction, collaboration and participation of students. Learning is an active process and students often work with partners and in groups to extend and consolidate their learning.

Any absences must be reported in advance, or be accompanied with a doctor's or parent'/ guardian's note upon return.

Attendance & Punctuality

Regular attendance and punctuality contribute to student success and achievement. Attendance and punctuality develop character traits such as respect, initiative, responsibility and integrity, and are linked to positive learning skills. Students demonstrate commitment, respect, initiative and responsibility when they are in class and on time. The less time students miss, the more likely they will succeed academically. To earn a credit, a student is expected to accumulate the total 110 hours of instruction for each course. Students are expected to be on time for every class. Punctuality shows respect and consideration for others. Lateness disrupts your classmates and teachers.

Attendance & Punctuality Procedure

- If students are less than 15 minutes late to class, they should proceed directly to class.
- If students are consistently late, teachers will contact home.
- Students are expected to attend classes when a supply teacher is present.
- Students, parents, and teachers have a role to play in ensuring that students attend classes regularly.

Students are responsible for:

- Attending all scheduled classes on time
- Being prepared for classes (e.g. resources, completed work) and participation fully in the planned lesson
- Reporting absences and presenting proper documentation to staff
- Covering the material missed because of absences

Parents and Guardians are responsible for:

- Ensuring that their child arrives at school on time and is ready for classes;
- Making every effort to ensure that their child is present for classes — including arranging appointments outside of school hours whenever possible;
- Actively monitoring their child attendance and achievement at school.
- Communicating with the school when their child will be late or absent.

Office Staff are responsible for:

- Receiving and processing attendance;
- Monitoring students' late and absences
- Recording parent contact in relation to absences, late and miss classes
- Providing Admit Slips to students who are late
- Following up with students with invalid absences

Teachers are responsible for:

- Reviewing attendance and punctuality policy with students;
- Recording, monitoring and reporting students' attendance to the office;
- Keeping accurate attendance records;
- Requesting Admit Slips from students;

- Following up where there are attendance issues (e.g. parental contact, detentions, office referral.)
- Implementing strategies to assist students in improving their attendance, e.g., counseling students, and parents, making referrals to administrators for further actions — attendance counseling,
- Implementing consequences to assist students in improving their attendance, e.g. detention, withdrawal from activities, forget the right to pass in an assignment.

Policies Governing Absences and Lates

Excessive Absences Policy

The Ministry of Education requires a minimum of 110 instructional hours per subject in order for a credit to be granted. Each student is responsible for making up missed work because of absence from any class. The student must speak to the appropriate teacher on his/her first day back to school. Any work not made up will be reflected in the student's mark. Students are expected to make up missed assignments immediately upon their return to class. Unauthorized frequent absences from class may cause the student to be removed from the course by the Principal. The student would lose their credit. A valid reason is required for each absence unless there has been contact with the teachers or Principal.

- a valid reason must be supplied to the office;
- Parents should respond to absenteeism messages to support the school and to be aware of their sons/daughters' attendance habits.
- The student must see their subject teachers to make up the work for missed classes.

Absences

The school will contact the homes of students with unexplained absences on a daily basis. Please contact the school Office the next school day. If any test or assignment is missed because of an invalid absence, the student may forfeit the right to make up the test.

When a student misses a full day of classes, a phone call from the parent/guardian to the school is required to validate the absence. The secretary will note the absence on the student's attendance record. If a parent does not contact the school; the student must provide a parental note with a valid reason for the absence.

The Attendance Office can be reached at any time as is accessible 24hrs/day, 7 days/week via 905-889-3999.

Absenteeism:

- The school will call home each day if a student is absent from class.
- Any absences exceeding 3 days without a parent's/guardian's note will be disciplined according to the school policy.
- Absences 5 consecutive days or more require a doctor's note.
- Absences will be reported to parent/guardians accordingly
- Any missed class time must be made up separately; via agreement with teacher and principal on make-up time requirements.
- Each student must have completed 110 hours of instruction in order to have a credit granted in a given course.

Lateness

Lateness is unacceptable.

Any Student who arrives to class after the class has started will be marked late (5 min leeway) Arriving late for class can have a negative effect on a student's academic progress. Please be on time.

A student arrives late to school:

- Enter class quietly; explain the lateness to the teacher.
- Make up work missed.
- Consistent late arrivals will result in disciplinary action by the teacher or the Principal.

Students who arrive late. Must sign in at the office. Students who need to leave school early: e.g.: (doctor's appointment, dentist) must sign out. A note should be presented.

Notes for all students must provide the following information:

- Current date
- Reason for absence
- Current Daytime phone number
- Parent/Guardian signature or signature of student who is 18 years or older

Part-day Absence

When a student misses part of the school day, a parent/guardian is required to phone with a valid reason or a note of explanation upon their return to school.

Students Who Are 18 Years of Age or Older

Students who are 18 years of age or older are expected to follow the attendance procedures as outlined above,

Consequences

In general, the consequences of poor attendance are significant in both the short and long term academically. School consequences may be assigned as a result of the following:

- Failure to attend classes on time;
- Failure to validate any absence; and
- Failure to follow the process for validating absences.

When the student fails to follow the process to validate an absence, a detention may be assigned (at lunch or after school). If the student continues to be truant, a series of escalated consequences will be assigned which may include:

- Mandating study hall after school hours, supervised by the subject teacher.
- Loss of privileges
- Written reflections on accountability
- Withdrawal from extracurricular activities
- Meeting with parents, a detention, or possible suspension
- Removal from course and/or school
- Loss of credit

Code of Conduct and Safe School Policy (OS p13 & PPM 128 Ontario Schools: Code of Conduct)

The rationale for the code of conduct

Outstanding International Academy's code of behaviour is based on the Ontario Schools: code of conduct and specific regulations from the Ontario Education Act. The code aims to increase respect, responsibility, good citizenship, ethical behaviour, and scholastic excellence by establishing standards of security and conditions which favour productive learning and teaching and creates a safe learning environment for all.

The objectives of the code of behaviour

- to promote the security of all people in the school;
- to ensure that all members of the school community (teachers, students, volunteers, parents and personnel) are treated with respect and dignity;
- to promote good citizenship by encouraging participation in the school community;
- to maintain an environment in which conflicts and differences may be resolved in a peaceful, respectful and civil manner.

Standards of Behaviour: Respect, Civility, and Good Citizenship

Students of the school must:

- demonstrate honesty and integrity;
- respect individual differences, opinions and ideas;
- treat people with dignity and respect at all times;
- respect others and treat them with fairness, regardless of race, ancestry, place of origin, colour, ethnic background, citizenship, religion, gender, sexual orientation, age or disability;
- respect and preserve all school property;
- take the appropriate measures to help people in need;
- respect people in situations of authority;
- respect the right of others to work in an environment conducive to learning and teaching.

NON VIOLENCE

Members of Outstanding International Academy must not:

- be in possession of any weapon;
- use an object to threaten, hurt or intimidate another person;
- inflict, or encourage someone to inflict, bodily harm on any person;
- hesitate to ask for help from the school, if necessary, to resolve a conflict by peaceful

No Smoking

No smoking is allowed in OIA property, washrooms and elevators.

Alcohol and drugs

Students of the school must not:

- be in the possession of alcohol or illegal drugs, nor under the influence of these substances, nor provide them to others.
- The use of drugs or alcohol is strictly forbidden and in serious cases will be a police matter. The illegal use of drugs may also result in expulsion from Outstanding International Academy.

Bullying

Bullying is defined as aggressive and typically repeated behavior by a pupil where the behavior is intended to have the effect of, or the pupil ought to know that the behavior would be likely to have

the effect of causing harm, fear or distress to another individual including physical, psychological, social or academic harm. If another student threatens you, ridicules you, or is abusive to you in a racist, violent, sexual, or demeaning manner, tell a teacher, guidance counsellor or the Principal immediately. Harassment only stops when you speak up for your rights. Students who harass other students will face suspension and/or expulsion, and police may be contacted.

Cyber — Bullying

Cyber-bulking involves the use of information and communication technologies such as e-mail, cell phone and text messages, defamatory personal web sites and defamatory online personal polling web sites to support deliberate, repeated and hostile behaviour by an individual or group that is intended to harm others (www.cyberbullying.ca). The video, image and audio record functions of Personal Cell- phone are not permitted to be used on school property without explicit permission from the principal or classroom teacher, and must not be used in washrooms or change rooms. The school is not responsible for the loss of PED's at school.

Consequences for Inappropriate Behaviour

Students who are reported for inappropriate behaviour will be held accountable and disciplined for their actions. For most infractions the student will be counselled by one or more of the teachers, a school counsellor, or Principal. More serious infractions will result in more severe consequences. When a student is repeatedly referred to the administration for inappropriate behaviour, parents will be contacted.

Consequences for inappropriate behaviour may include:

- Detentions;
- Restorative conferences;
- Permanent exclusion from class;
- Removal of school privileges;
- Behaviour and performance contract;
- Restitution for damages;
- Working in the school under close supervision;
- Formal suspension from school.

Good Neighbour Policy

The school's neighbours, whether residential or commercial, have the right to enjoy their property without interference. Students must use garbage containers on our property. Students must not loiter at the business nearby.

Inclement

Weather

In the event of inclement weather or other emergency situation resulting in the cancellation of a school day or exam day you will be notified by WeChat, phone or email. Exams for that day will be rescheduled.

Active Role of Learners

Students benefit from being active participants in their own learning and assessment. To help students reach provincial standards in every grade and subject, teachers clarify Learning Goals with students.

When students know what is expected from them and what successful demonstration of learning looks like, they are more likely to be successful.

Teachers work with students and parents/guardians to help them have a clear picture of success while at the same time developing learning skills and work habits necessary to support lifelong learning.

Role of Parents and Guardians

Parental guidance, encouragement and support have a positive effect on student learning.

- Invite your child to share what he/she is learning and what criteria will be used to assess his/her progress;
- Encourage your child to share his/her school work with you and explain how he/she is using teacher and peer feedback to improve and set individual learning goals;
- Take advantage of opportunities to communicate and / or meet with your child's teacher(s) to learn about your child's progress, the curriculum, and become involved in the school;
- Support a regular homework time;
- Establish appropriate limits for phone calls, and leisure time on computers and electronic games.

II. Diploma and Certificates

Ontario Secondary School Diploma - OSSD

Compulsory Credits (Total of 18)

4 Credits in English (1 credit per grade) <ul style="list-style-type: none">• The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or Grade 12 English compulsory credit requirement.• The Grade 11 Contemporary Aboriginal Voices <i>course</i> may be used to meet the Grade 11 English compulsory credit requirement.• For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
3 credits in mathematics (at least 1 credit in Grade 11 or 12)
2 credits in science
1 credit in the arts <ul style="list-style-type: none">• The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the art.
1 credit in Canadian Geography (Grade 9)
1 credit in Canadian History (Grade 10)
1 credit in French as a second language <ul style="list-style-type: none">• Students who have taken Native languages in place of French as a second language in elementary school may use a level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in Health and Physical education

0.5 credit in career studies

0.5 credit in civics

PLUS ONE CREDIT FROM EACH OF THE FOLLOWING GROUPS:

Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and World Studies, Native Studies, Social Sciences and Humanities, Guidance and Career Education, Cooperative Education.

Group 2: French as a second language, the Arts, Business Studies, Health and Physical EDUCATION, Cooperative Education.

Group 3: French as a second language, Science (Grade 11 or 12), Computer Studies, Technological Education, Cooperative Education.

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

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

Optional Credit Requirement

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

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. 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 (OS section 6.1.3.1) or the Ontario Secondary School Literacy Course (OSSLC) (OS section 6.1.3.2).

The Ontario Secondary School Certificate (OSSC)

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

The provisions for making substitutions for compulsory credits described in (OS 6.2) also apply to the OSSC.

Principals may substitute up to 3 compulsory credits (or the equivalent in half courses) from the list of specified compulsory credit requirements. Each substitution will be noted on the student's OST. Limitations on compulsory credit substitutions are formed on OS p67. In all cases if the parent or adult student disagrees with the principal's decision the supervisory officers will review the matter.

To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits

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

7 required optional credits

- 7 credits selected by the student from available courses

Outstanding International Academy does not make provisions for making substitutions for compulsory credits that apply to the Ontario Secondary School Certificate at this time

Certificate of Accomplishment (CA)

Students who have secondary school upon reaching the age of 18 without meeting the requirements of the OSSD or OSSC may be granted a certificate of accomplishment (OS pg68).

Ontario Secondary School Literacy Test (OSSLT)

The OSSLT is the usual method for assessing the literacy skills of students for the purpose of determining whether they meet the provincial secondary school literacy

requirement for graduation.

This test is ordinarily written in Grade 10 and is based on the reading and writing expectations in all subject areas up to the end of Grade 9.

The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation.

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

Students will usually take the OSSLT in Grade 10, unless a deferral is granted by the principal. Deferrals are granted in accordance with the policies described in OS Appendix 3, Section 3.

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

English Language Learners

Students who are English language learners may be entitled to special provisions as outlined in OS Appendix 3, Section 2.

Who has to write it?

All students in Ontario who are working toward an Ontario Secondary School Diploma (OSSD) must write this test. Students who do not successfully complete the OSSLT can retake the test in subsequent years scheduled by EQAO.

Why is it written in Grade 10?

It shows students how strong their literacy skills are while they still have time to improve them before finishing school.

What about students with special needs?

The standard and content of the test cannot be modified for anyone, but the test conditions can be changed. Students will be provided with accommodations as specified by EQAO and on recommendation of principal. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test (see Appendix 3, Section I). For students for whom required accommodations were not available on the day the OSSLT was administered, see OS section 6.1.3.2.

Can students who are not ready be exempted from writing the test?

Parents and/or principals may decide it is in a student's best interest to defer writing the test until a later date. For example, an ESL student may need more time to develop language skills before writing the test.

For further information about EQAO Tests please see: <http://www.eqao.com/en/assessments/OSSLT>

Special Accommodation for Evaluations - Students with disabilities

Students with identified disabilities as specified in an IEP, may be entitled to special accommodations for evaluations. Outstanding International Academy will provide special examination facilities, when necessary, and ensure that the accommodations are in compliance with the school's examination procedures. It is important that these identified students take the time to meet with their teachers personally and explain the situation and their needs.

What if I do not pass the OSSLT?

You may retake the exam and /or Outstanding International Academy offers the Ontario Secondary School Literacy Course based on demand.

Language of Instruction

A student will take the OSSLT in the language of instruction of the school in which he is enrolled. Students who wish to transfer to an English language system from a French language system or vice versa, take the OSSLT in that language. A student who has successfully completed the OSSLT in either English or French is considered to have met the literacy graduation requirement.

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

Course Description

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

Rationale OSSLC

The OSSLC is an alternative way for students to demonstrate the provincial literacy skills required for graduation. Successful completion of the course demonstrates that students have achieved the reading and writing skills required by the OSSLT. Just as important is the opportunity the course allows students to improve their reading and writing skills as a foundation for building and refining the literacy skills they require in their postsecondary destinations.

The Ontario Secondary School Literacy Course (OSSLC)

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

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The

course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enroll directly in the OSSLC, as specified in OS. Section 6.1.3.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English in the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the Challenge Process from the Prior Learning Assessment and Recognition Policy (see OS. Section 7.2.5).

Eligibility for OSSLC

Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation. At Principal's discretion the May enroll student in OSSLC before second OSSLT, attempt if it's seemed in the best educational interest of the student p.64 (OS, 2016). The student may also use OSSLC as an extra credit compulsory in Group 1 for English.

Accommodations for Students with Special Education Needs Pertaining to the Ontario Secondary School Literacy Test and the Ontario Secondary School Literacy Course

School boards must provide accommodations that enable students with special education needs to participate in the educational setting. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC.

Accommodations change only the way in which the OSSLT is administered or the OSSLC is taught, or the way in which the student responds to the components of the test or the course. They do not alter the content of the test or the expectations of the course or affect the validity or reliability of the test or the evaluation of student learning in the course.

Accommodations needed for the test or course may be challenging to implement; consequently, careful planning will be required.

To qualify for accommodations during the test or the course, a student must have an IEP that outlines accommodations to be provided during the test or course.

Procedures for Making Accommodations

It is important that certain basic procedures be followed in planning and making accommodations so that these may be of maximum benefit to the student.

Decisions about accommodations must:

- always be made on an individual student basis;
- be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff (including special education and professional support

- services staff, where appropriate);
- be made prior to the taking of the OSSLT or enrolling in the OSSLC;
- take into consideration all accommodations included in the student’s IEP that are also permitted in accordance with this appendix and with the Education Quality and Accountability Office (EQAO) document entitled *Guide for Accommodations, Special Provisions, Deferrals and Exemptions* (see the subsection “Permitted Accommodations”, below) and be consistent with regular classroom practice, including assessments;
- be clearly communicated in writing to the parents, or directly to the adult studentⁱ³, in
- advance of the writing of the test or enrolment in the course;
- be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

Permitted Accommodations

The accommodations that may be necessary in order to give students with special education needs the best possible opportunity to successfully complete the OSSLT or the OSSLC may take several forms. In each case, the accommodation used must normally be specified in the student’s IEP. Details about the accommodations that may be provided for the OSSLT and the process for seeking accommodations are outlined in the EQAO *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

Accommodations that are permitted by the EQAO for the OSSLT include the following:

- adjustments to the environment in which the test is administered;
- adjustments in the time allowed for the test;
- changes/adjustments to the format of the test (e.g., alternative forms of print);
- Changes/adjustments to the format of responses.

Note that clarification of instructions for both the reading and the writing components of the OSSLT is permitted for all students before the commencement of the test. Such clarification is not considered to be an accommodation.

Requests for Special Consideration of Accommodations

Accommodations That Are Listed in the EQAO Guide

When a parent, adult student, or principal identifies the need for an accommodation that is listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions, one of the following procedures applies, as appropriate:

- If the accommodation is not described in the student’s IEP, the parent, adult student, or principal may submit a request for consideration to the appropriate supervisory officer. The decision of the supervisory officer is final.

If the student does not have an IEP because he or she recently transferred into the school from another jurisdiction, the parent, adult student, or principal may make a request for accommodations to the appropriate supervisory officer. The decision of the supervisory officer is final.

If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test or the course, the principal may grant permission for use of any appropriate accommodations that are permitted in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions. If the principal determines that it is not possible to provide an accommodation that will allow the student to

take the test, a deferral should be considered. Where the parent or adult student disagrees with the decision of the principal, he or she may make an appeal to the appropriate supervisory officer. The decision of the supervisory officer is final.

Accommodations, Special Provisions Deferrals and Exemptions

i. Accommodations

Accommodations are provided to enable students with special education need and have an IEP to receive fair and equal opportunity to successfully complete the OSSLT or OSSLC. (OS. p99/100).

Accommodation permitted:

- adjustments to the environment
- adjustments in time allowed for the test
- adjustments to the format of the test (e.g. alternative form of print)
- adjustments to the format of responses.

ii. Special Provisions

Special provisions are adjustments to the setting and/or timing for writing the test for English Language learners (for the definition of English language learners, see OS Part One, section 3.1). They do not affect the validity or reliability of the test.

Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student.

Decisions about special provisions must:

- always be made on an individual student basis;
- be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff;
- be made prior to the taking of the OSSLT;
- conform to the permitted special provisions outlined in the EQAO document entitled *Guide for Accommodations, Special Provisions, Deferrals, Exemptions, and 0. S. Section 3*.
- be clearly communicated in writing to the parents, or directly to the adult student, in advance of the writing of the test;
- be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

Special provisions for English language learners must conform to the permitted special provisions outlined in the EQAO document April 9th (Guide for Accommodations, Special Provisions, Deferrals, and Exemptions). Special provisions are adjustments to the setting and /or timing for writing the test. (Shall be decided in consultation with the student and parents and teaching staff. Permitted Special Provisions for English Language learners are

- i. Setting e.g.: adjustment to the environment in which the test is written
- ii. Timing e.g.: - additional time, to a maximum of double the allotted time
 - Periodic supervised breaks

iii. Deferrals

Deferrals may include for example English Language Learner students who are working towards an **OSSD** and who have not acquired a level of proficiency in English to allow them to successfully complete the OSSLT. There is no limit to the number of deferrals granted, however, the parent or adult student must be advised that successful completion of OSSLT or OSSLC is a diploma requirement.

Deferrals of the Ontario Secondary School Literacy Test

Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Such students could include:

- students who have been identified as exceptional by an Identification, Placement, and Review Committee (**IPRC**) and who would not be able to participate in the test even if all accommodations were provided;
- students who are English Language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;
- students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9.

Deferrals are to be granted to students before the test, on an individual basis.

The following procedures should be applied:

- A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal who may grant the deferral.
- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.
- There is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test or successful completion of the **OSSLT** is a diploma requirement.
- The decision to defer must be entered, with all pertinent details, in the Student Data Collection System provided by the EQAO.
- All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record.

iv. Exemptions

To be eligible for an exemption for the OSSLT, the student must have an IEP and a clear indication that the student is not working towards an OSSD. See OS p105, 106 for a complete list.

Mature students must provide documentation to prove their age.

Exemptions from the Literacy Graduation Requirement

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and a clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.

Exemptions are to be provided to students on an individual basis. The following procedures should be applied:

- As part of the IEP development process, the principal decides, on the basis of the student's learning expectations and in consultation with the parent or adult student (a student who is eighteen years of age or older), whether the student is working towards the OSSD.
- If it is decided that the student is not working towards the OSSD, the principal also decides, again in consultation with the parent or adult student, whether to

grant the student an exemption from writing the OSSLT or taking the OSSLC.

- The final decision must be communicated in writing to the parent or adult student as part of the IEP development process.
- Where the principal decides that the student should write the test or take the course but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final.
- Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and special education services is to take the test or the course, the principal must ensure that the student has a fair and equal opportunity to successfully complete the test or the course.
- If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the OSSLT or the OSSLC in order to be eligible to receive the diploma.
- All documentation related to the decision to grant an exemption from taking the test or the course must be kept in the student's Ontario Student Record.

Note:

1. Please note that if a parent or adult student disagrees with a decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer decision is final.
2. English language learners who have special education needs and an IEP are also entitled to accommodations in accordance with "Students with Special Education Needs" on page 2 of this guide.
3. The student must complete the test by the end of the administration day.
4. The time allowed for reading instructions, the break and the questionnaire is not considered part of the time allotted for the student to complete the test.

Adjudication Process

The Adjudication Process does not apply to Outstanding International Academy

Community Involvement Graduation Diploma Requirements and Procedures

Every student entering secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma (Ontario Schools K-12, 2011). The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

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

Students will select one or more community involvement activities in consultation with their parents and teachers.

Selection of activities should take into account the age, maturity, and the ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

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

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

Before beginning any activity, students will provide the Principal or other school contact with a completed “Notification of Planned Community Involvement Activities” form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parents if the student is under eighteen years of age.

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

Students from Outstanding International Academy are expected to participate in community involvement activities in a manner that is consistent with the best moral values. Suggestions include: showing respect for the community sponsor and their workplace, punctuality, appropriate dress and grooming, good manners, a willingness to listen and follow instructions, a willingness to clarify instructions when in doubt, and the ability to maintain confidentiality.

Eligible Activities

Students are encouraged to choose activities outside of the school in order to benefit from a broad range of experiences. A few examples have been provided in each of the categories to assist students in their selection of activities.

- Charitable Organizations — assisting with special events, programs, clerical tasks
- Environmental Projects — flower / tree planting, beautification projects, recycling
- Animal Care — volunteering in a veterinarian clinic, zoo, animal shelter

- Community Organizations — assisting with special events, food banks, community support services, shelters, clerical tasks
- Religious Organizations — assisting with programs, special events, clerical tasks
- Political Organizations activities related to legitimate and recognized political organizations; municipal, provincial and federal political activities except during an official election period
- Law Enforcement Agencies — volunteering for activities sponsored by the police
- Sports and Recreation — coaching, organizing special events, assisting with projects/ events
- Health Agencies — volunteering in hospitals, hospices, blood donor clinics
- Senior Citizens — assisting in seniors' residences, providing services for seniors in the community
- Children / Youth Programs — assisting with children/youth programs, childcare, camp
- Arts and Culture — volunteering in galleries, libraries, community productions
- Community Service for Individual — assisting community members in need
- School Services — peer tutoring, assisting with school events, student council

Ineligible Activities:

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 one that:

- would normally be performed for wages by a person in the workplace
- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education, job shadowing, work-experience)
- takes place during the time allotted for the instructional program on a school day other than during the student's lunch break or 'spare' period;
- 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 home, such as daily chores, or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program)

Substitution Policy for Compulsory Credit Requirements

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma or certificate, up to 3 substitutions may be made for compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits(OS, 6.2, P47).

However, Outstanding International Academy does not substitute compulsory credits at this time.

Waiving Prerequisites

If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff in cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter. A record will be filed in the OSR.

III. Curriculum

The Definition of a Credit

The Ontario secondary school program is based on a credit system. Full credit courses are 110 hours in length. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education. In order to earn a credit toward an Ontario Secondary School Diploma, a student must successfully complete a course consisting of 110 in-class hours and achieve a minimum mark of 50%. A mark below 50% or a student who has not completed 110 in-class hours will not be granted a credit.

To earn a credit, students must:

- meet the academic expectations of the course;
- attend class regularly
- meet the required assessment and evaluation standards to provide evidence of learning;
- complete culminating activities, examinations and performance tasks prior to the completion of the course.

Definitions of Types of Courses

Students in Grades 9 and 10 will take their core courses (English, Mathematics, Science, French, Geography and History) in one of three levels —applied, academic or locally developed. All elective courses will be taken at the open level.

Academic Level: “D”

Academic courses focus on the essential concepts of the discipline plus additional related concepts.

Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

Applied Level: "P"

Applied courses focus on the essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

Locally Developed Level: "L"

Locally Developed courses focus on the most essential concepts of a discipline. These courses are offered in Mathematics, Science, English and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school. Students in Ontario schools can earn up to six credits toward a secondary school diploma through locally developed compulsory credit courses (LDCC). Outstanding International Academy locally developed courses at this time.

Open Courses: "O"

Open level courses have one set of expectations for each subject and are appropriate for all students. Open level courses are offered for all non-core subjects and do not have a prescribed post-secondary destination.

Course Level Description for Grade 11 and 12 Courses:

Courses in grades 11 and 12 are offered in levels that are related to a student's destination after high school - workplace, apprenticeships, college or university. Some courses are offered at the Open level. Most courses are offered at one of the following five levels:

University/College Courses: "M"

Courses designed to prepare students for entrance to college and university programs following high school.

College Courses: "C"

Courses designed to prepare students for entrance to college programs following high school.

Workplace Courses: "E"

Courses designed for students planning to enter the workplace directly following high school.

Open Courses: "O"

Courses that are not specific to any particular post-secondary destination are appropriate for all students, and which students may take to meet compulsory or optional requirements.

University Courses: "U"

Courses designed to prepare students for entrance to university programs following high school.

Explanation of the Course Coding System

The first five characters in the course code are based on the Common Course Codes used in all secondary schools in Ontario. For example:

Course name: Mathematics Course code: MPMID

The first three characters of the course code refer to the subject of the course. In this case MPM refers to “Mathematics”.

The fourth character refers to the grade of the course. In this case 1 refers to “Grade 9”.

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

The fifth character refers to the type of course. In this case D refers to “Academic”.

P=Applied	D=Academic	E=Work Prep	C=College	M=Univ/Col	Prep
O=Open		U=University Prep		L=Loc Dev	
		M=Univ/Col Prep	L=Loc		
		Dev			

How to Read Course Codes

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

A code can be broken down as follows:

E N G 3 U

3 letters identify subject
The first letter represents the course's department area:
A=Arts
B=Business
C=Canadian and World Studies
E=English
F=French
G=Guidance and Career Education
H=Humanities and Social Sciences
L=International Languages
M=Mathematics
P=Physical Education
S=Sciences
T=Technology

Number reflects grade
1=Grade 9
2=Grade 10
3=Grade 11
4=Grade 12

Grade 9 and 10
D=Academic P=Applied
L=Locally Developed O=Open
Grade 11 and 12
C=College E=Workplace
M=University/College
O=Open U=University

Destination-based streaming for Grades 11 and 12:

Courses offered at the Grade 11 and 12 levels will be based on student destination after high school. Students will choose courses in subjects that will have curriculum focused on a variety of potential career paths. These include University Preparation, University/College Preparation, College Preparation, Workplace Preparation and Open.

All Grade 11 and 12 courses will be streamed as follows:

UNIVERSITY- Will equip students with the knowledge and skills to meet the requirements for university.

UNIVERSITY/COLLEGE —Will equip students with the knowledge and skills to meet the entrance requirements for specific programs at universities and colleges.

COLLEGE-Will equip students with the knowledge and skills to meet the requirements for most college programs or for admission to apprenticeship or other training programs.

WORKPLACE-Will equip students with the knowledge and skills to meet the expectations of employers or the requirements for admission to certain apprenticeship or other training programs.

COURSE PREREQUISITES

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

COURSE OF STUDY:

Course of studies are available at the school for parent perusal. These courses of study have been developed according to the requirements of the Ontario Ministry of Education. On different occasions during the school year, parents are also afforded the opportunity for direct consultation with teachers regarding courses of study, assessment and evaluation policies and other points of interest concerning specific courses of study. An outline of each course of study and the evaluation policy will be given to each student at the beginning of each semester.

Descriptions of OIA Courses Offered (2020/2021)

English — 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 analyze 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.

CREDIT: 1 **TYPE:** University

PREREQUISITE: ENG2D — English

GRADE: 11

Advanced Functions — 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.

CREDIT: 1 **TYPE:** University

PREREQUISITE: MCR3U – Functions

GRADE: 12

English — 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.

CREDIT: 1 **TYPE:** Academic

PREREQUISITE: ENG1D — English

GRADE: 10

English — 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.

CREDIT: 1 **TYPE:** University

PREREQUISITE: ENG3U — English

GRADE: 12

English as a Second Language, Level 3 - ESLCO

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

CREDIT: 1

PREREQUISITE: ESL Level 2 or equivalent

TYPE: Open

English as a Second Language, Level 4 - ESLDO

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

CREDIT: 1

TYPE: Open

PREREQUISITE: ESL Level 3 or equivalent

English as a Second Language, Level 5 - ESLEO

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

CREDIT: 1

TYPE: Open

PREREQUISITE: ESL Level 4 or equivalent

Chemistry — 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 behavior 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.

CREDIT: 1

TYPE: University

PREREQUISITE: SNC2D — Science

GRADE: 11

Leadership: Management Fundamentals-BOH4M

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

CREDIT: 1

TYPE:

GRADE:12

PREREQUISITE: None

Functions — 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.

CREDIT: 1 **TYPE: University**

PREREQUISITE: MPM2D - Principles of Mathematics

GRADE: 11

Mathematics of Data Management — MDM4U

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

CREDIT: 1 **TYPE: University**

PREREQUISITE: MCR3U — Functions

GRADE: 12

Calculus and Vectors — MCV4U

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

CREDIT: 1 **TYPE: University** **GRADE: 12**

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

Advanced Functions — 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.

CREDIT: 1 **TYPE: University**

PREREQUISITE: MCR3U - Functions

GRADE: 1

How to Gain Access to Course Outlines

- Course outlines are available at the school for parents and students to review and are accessible through the teachers or principal.

How to Gain Access to Ontario Curriculum Policy Documents

All Ontario curriculum policy documents are available online at [http: www.edu.gov.on.ca/eng/curriculum/secondary/](http://www.edu.gov.on.ca/eng/curriculum/secondary/) or on the school premises in hard copy.

Experiential Learning

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination.

Cooperative Education

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

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

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

School boards must ensure that cooperative education programs are available to all interested students who are considered ready to undertake learning in the work place.

(Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary School (2000))

Job Shadowing and Job Twinning

Job shadowing allows a student to spend one-half to one day observing a worker in a specific occupation. A Work Education Agreement form must be completed for a job shadowing or job twinning experience that lasts for more than one day if the student is fourteen years of age or older. If the student is under fourteen or less, these experiences should be treated as field trips.

Job Shadowing and Job Twinning may be offered to students from Grade 7 to Grade 12 as part of curriculum delivery and as part of the career development program. Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Job Twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

The preparation of students for job shadowing and job twinning should include instruction related to workplace expectations and health and safety requirements. Schools are responsible for ensuring the selection of appropriate placements in safe work environments. Students should be given the opportunity to reflect on their experience and the learning that has occurred.

Career Cruising

Career Cruising is a website that enables students to create academic plans based on course calendar offerings and it provides a realistic way to explore and track progress toward the completion of graduation requirements. The site can be accessed at www.careercruising.com and is required for use when students select their courses at the beginning of second semester.

Course Withdrawal

Withdrawal from a Grade 9 or 10 Course

- Withdrawals from grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Withdrawal from a Grade 11 or 12 Course

If a student withdraws from a course after five instructional days following the issue of the mid-semester report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column. Withdrawals prior to that time are not recorded.

If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.

Repetition of a Course

- Only one credit is earned if course is repeated
- In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark

Equivalent Credits

Out of province students or transfers from non-inspected private schools may be granted equivalent credits upon the Principal's evaluation of the student's previous learning.

- "Equivalent Credits" are entered in the "Course Title" column
- "PLE" entered in the "Course Code" column
- "EQV" in the "Percentage Grade" column
- the total number of credits entered into the "Credit" column
- and the number of compulsory credits entered into the "Compulsory" column (see pg.36. pg.37 (OST 2013))

Course Changes

Requests to change a program during the academic year will be considered only for a valid reason. The school may consider a timetable change request for reasons involving:

- a change in level of difficulty
- a timetable error
- summer school or night school results
- a change in career plans
- post-secondary education admission requirements
- medical matters

Should a request be deemed valid the timetable will be adjusted, if possible, taking into account the master timetable and class sizes.

Changing Course Types

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 may take one of the specified prerequisite courses through summer school, night school, e-learning, Independent Learning Centre, or independent study. If the principal believes a student can be successful in a particular course without having taken the specified prerequisite course,

the principal may waive the prerequisite (OS, p73). Students who successfully complete the Grade 19 applied course must successfully complete a transfer course if they wish to proceed to the Grade 10 academic course” This transfer course is designed as a half-credit course.

Prior Learning Assessment and Recognition Policy

Definition:

- I. The challenge process is the process whereby students’ prior learning acquired outside of secondary school is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document.
- II. Definition: The Equivalency Process is the process of assessing credentials from other jurisdictions.

WHAT IS PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)?

Prior Learning Assessment and Recognition is a formal evaluation and accreditation process. Students may obtain credits towards the secondary school diploma (OSSD) for knowledge and skills that they have acquired outside of secondary school. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. The student may “challenge” a specific course for credit.

AM I ELIGIBLE TO CHALLENGE A COURSE FOR CREDIT?

Secondary school students who are enrolled in a regular day school program in an Ontario secondary school may challenge a course for credit.

WHAT COURSES MAY I CHALLENGE FOR CREDIT?

Students may challenge for credit only Grade 10, 11 or 12 courses taught in this board which are developed from a provincial policy document. These courses are described in the school’s course calendars.

HOW MANY COURSES MAY I CHALLENGE FOR CREDIT?

Students may earn no more than for four credits through the challenge process, including a maximum of two credits in any one discipline

IS PARENTAL PERMISSION NECESSARY TO APPLY FOR THE CHALLENGE PROCESS?

Students under the age of eighteen need parental approval before applying to challenge for credit for a course.

Challenge Process

i. PLAR Challenge Process

The PLAR process developed by a school board in compliance with ministry policy involves two components: Challenge and Equivalency.

PURPOSE

To evaluate a student's skills and knowledge against the expectations outlined in current Ontario curriculum **policy** documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD) through a Challenge Process.

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

Procedure PLAR Challenge

- Students may apply to challenge for credit only those Grade 10, 11 and 12 courses developed from a provincial curriculum policy document. A **maximum** of four credits may be earned through the challenge process, with no more than two in a single discipline.
- The PLAR challenge process excludes;
 - a. All Grade 9 courses
 - b. *Transfer* courses, Locally Developed courses, Cooperative Education courses
 - c. French as a Second Language courses if the student has earned one or more credits in French (meaning that credits were taught as FFL, French First Language)
 - d. Courses the student has previously failed
 - e. Courses the student has previously passed
 - f. Courses that overlap significantly with credits the student has already earned
 - g. Courses in any subject if a credit has already been granted at a later grade (e.g. a grade 10 course cannot be challenged in a subject where a grade 11 credit has been earned)

Evaluation of PLAR Challenge

- Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the description of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.
- Assessment and evaluation strategies for the challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 per cent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline.

Record Keeping for PLAR Challenge

- “PLAR Challenge for Credit: Cumulative Tracking Record” form is maintained and included in the student’s OSR. This form is intended to track the number of credits earned and the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.
- The following entries must be made on the student’s OST:
 - a. For challenges for credit for Grade 10 courses: Only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course, only the higher percentage grade will be recorded on the OST. No notation will be entered on the student’s OST if the student withdraws from or receives a failing grade in the challenge process.
 - b. For challenges for credit for Grade 11 and 12 courses: Passing and failing percentage grades will be entered on the student’s OST. No notation will be entered on the OST if the student **withdraws** from the challenge process.

RATIONALE

Students acquire important knowledge, skills and competencies in a variety of settings outside, the formal education setting. Prior Learning Assessment and Recognition (PLAR) Challenge allows students to have their skills and knowledge evaluated against the expectations outlined in Ontario curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD).

GUIDELINES

1. All credits granted through the Prior Learning Assessment and Recognition process — that is, through the Challenge Process — will represent the same standards of achievement as credits granted to students who have taken the courses.
2. The Challenge Process is an evaluation process and may not be used as a way for students to improve their marks for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.
3. Students may challenge for credit only for Grade 10, 11 and 12 courses in Ontario Curriculum Policy documents.
4. Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn a credit for a course without taking the course.
5. A student must challenge for credit for an entire course, whether it is a full-credit or partial-credit course. Credit will be granted only for the specific course for which the student has successfully challenged for credit.
6. Assessment and evaluation through the PLAR Challenge process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student’s level of achievement will be recorded as a percentage grade on the Ontario Student Transcript in the same **way** as achievement in **other** courses.
7. Assessment and evaluation strategies for the challenge process must include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate for

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

8. Students may challenge for a credit for a course only if they can provide reasonable evidence to the principals that they would be likely to be successful in the Challenge Process, in accordance with criteria established by the Ministry of Education in OSS, section 6.6, Memorandum 129. **OIA does not offer credit through the Challenge Process only through the Equivalency Process.**

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

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for levels 1, 2, and 3 in classical languages and international languages courses; and for levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline’.

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student’s previous learning (see section 4.3.2 and Appendix 2).

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities.

While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

PPM NO.129 outlines in detail the PLAR Challenge Process & Policy (www.edu.gov.on.ca./extra/ppml129.html)

Equivalency Process

- ii. Definition: The Equivalency Process is the process of assessing credentials from other jurisdictions.
 - Only the holder the student’s Ontario Student Record can provide Prior Learning Assessment and Recognition
 - The assessment and evaluation of prior learning and the determination of competency and credits awarded will be done by instructional or faculty staff who have the appropriate subject matter expertise, but other staff in an institution may have a supporting role in the process.
 - The work required for the PLAR and equivalency process includes, but is not limited to; classroom-based and individual assessment.

Principals will use the following table as a guide to determine the number of equivalency credits and additional graduation requirements that a student must complete to qualify for the Ontario Secondary School Diploma (OSSD) under OS.

Requirements to qualify for the OSSD, where the student has normally completed: (OS, 2016, p97)

	Grade 9	Grade 10	Grade 11	More than Grade 11
Number of years successfully completed in a secondary school program	1	2	3	more than 3
Minimum number of credits, in total, still to be earned towards the OSSD	22	14	7	4
Minimum number of compulsory credits still to be earned and requirements to be met: • English • mathematics • science	3 2	2 1 0	1 0 0	1' 0 0
Literacy graduation Requirement	Required	Required	Required	Required

- a. The compulsory English credit for Grade 12 is required.
- b. 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.

Other Ways of Earning Credits

E-Learning

E-learning Credit Courses are courses taught by e-learning teachers using the provincial Learning Management System (LMS). E-Learning courses can be offered for students who cannot be in the physical classroom to learn. For example, a desired course may not be offered at their school or they cannot take a course because of a scheduling conflict. E-learning credit courses allow for a variety of online classroom configurations. Students from different locations may enroll in one e-learning course. Students from one location can enroll in one course but access it during different periods of the day. (Growing Success, pg. 80)

Independent Learning Centre

The Independent Learning Centre (ILC) will provide written course materials, instructional services and marking services to eligible students for its Day School Program. For more information on the ILC, talk to your principal.

Continuing Education

Supports learners of all ages by offering credits outside the regular day school program and during the summer. The student's achievement is issued by the principal of the continuing education school and then reported to the principal of the school holding the OSR for recording on the OST.

Locally Developed Courses

Locally developed courses are courses that may be developed by a board for students in a particular school or region to accommodate educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents.

Courses may be developed locally that can be counted as optional credits in grades 9-12, in any disciplines (OS p76).

Evaluation Policies

Evaluation tasks and strategies, created by teachers, are directly related to the learning goals of the course and the learning outcomes outlined in the success criteria of the program. Examples of evaluation tasks include examinations, essays, problem-solving exercises, oral exams, artistic productions, laboratory work, case studies, simulations, etc. It is understood that teaching and evaluation strategies are adapted to different pedagogical contexts.

The evaluation of student achievement must be impartial, valid, constant and transparent. Outstanding International Academy shall ensure that all sections of a split level course adhere to a common evaluation framework as outlined in each course description.

Evaluation will take place throughout the course.

To ensure that:

1. students receive feedback on their basic skills prior to the course drop deadline;
2. students have a clear idea of how they are doing by mid-semester;
3. students who need extra help have the opportunity to seek it.

Diagnostic assessment is used to establish where the students are, in relation to the objectives of

the course; whether it is at the beginning of the course or the beginning of a learning unit. It is used by the teacher to tailor the instruction.

Assessment and Evaluation

All student learning at Outstanding International Academy is based on curriculum expectations set by the Ontario Ministry of Education and Growing Success document 2010. Every teacher in Ontario designs instruction around this common curriculum combined with knowledge of their learners and knowledge of teaching skills and strategies. Student achievement is evaluated in relation to provincially determined performance standards outlined in the achievement chart. (Growing. Success. p24)

The Assessment and Evaluation Policy for Outstanding International Academy is consistent with the Ministry document “Growing Success”2010.

7 Fundamental Principles of Assessment

Evaluation and Reporting

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

1. are fair, transparent, and equitable for all students;
2. support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit;
3. 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;
4. 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;
5. 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;
6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
7. develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning (Growing Success pg.6).

Teachers will use a variety of assessment tools throughout the semester to determine a student’s grade. These may include diagnostic and formative assessments, and summative evaluations. It is critical that students complete all of these assessments and evaluations in order to receive feedback and support that improves and enhances achievement.

Course evaluation is based on two parts:

- 70% is based on evidence gathered from evaluations throughout the course;
- 30% is based on a final evaluation which will take place towards the end of the course. This will include a combination of formats, such as: culminating projects, presentations, **essays**, demonstrations, and an exam.
- At the beginning of each semester, students will receive a course outline that will include detailed assessment and evaluation information, including the breakdown of

requirements for both the 70% and the 30% of each course.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. These skills are important in secondary school, post-secondary programs and future employment. They align with character development and the interpersonal skills necessary for all students to be successful in their lives. Teachers will assist students in the development of these learning skills and report on the students level of achievement in the areas of: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation

Due Dates

Students are responsible for providing evidence of their learning within established timelines. They must be accountable and responsible for submitting work on time, attending all classes, and completing assessments and evaluations on due dates. Students are expected to inform teachers well in advance of a due date to explain why they are unable to complete assignments/assessments. Students must make alternate arrangements with teachers in advance if they will be absent on a date that an assignment or assessment is due. A mark deduction may be applied for late assignments/assessments.

Students who do not submit assignments, complete course expectations and do not complete assessments/evaluations may have a zero assigned for the incomplete items. Students must complete all culminating activities and examinations in order to earn a credit. Students must complete their exams on the date and time indicated on the exam schedule and cannot be exempted from exams.

Student's Responsibilities:

- Attend all classes and provide appropriate notes, for absences;
- Submit work at checkpoints for feedback from your teacher
- Indicate any difficulty with assignments in advance of due date;
- Request assistance from course teacher when required
- Inform teachers of any expected authorized absences in advance
- Participate and contribute to group assignments, projects, presentations;
- Submit/perform individual portion of group task/assignment, presentation on due date and save on USB
- Produce and submit your own work.

Consequences for submitting work late, not completing work, not attending classes on the date of an assessment/evaluation, cheating or plagiarism will include one or more of the following actions: teacher contact with parents, meeting with teacher/administrator, alternate arrangement to complete required course expectations, alternate assignment, a mark of zero, or loss of credit.

Parents'/Guardians' Responsibilities:

- Be informed about course due dates and school calendar;
- Review student agenda book for attendance procedures
- Ask students questions about progress throughout the semester;
- Ask teachers/administrators for assistance if necessary;
- Know the dates that report cards are sent home and the dates of examinations.

Teachers' Responsibilities:

- Implementing effective assessment, evaluation, and communication of student learning and achievement in accordance with Growing Success, 2010.

The primary purpose of Assessment and Evaluation is to improve student learning.

Assessment that supports student learning has a variety of purposes and specific terms to explain those purposes.

Assessment is the process of gathering information that reflects how well a student is learning the curriculum expectations of a grade or course. When teachers use this information to adjust their instruction, select appropriate resources and provide feedback that supports learning, they are engaged in assessment for learning practices.

When students use this information to monitor their own growth, set individual goals for improvement and provide feedback to their classmates, they are engaged in assessment as learning practices. When students submit their work to be judged by their teacher against the achievement chart, the teachers are engaged in assessment of learning.

Assessment and Evaluation practices at OIA:

- support all students, including those with special education needs, those who are learning the language of instruction;
- are fair, transparent, and equitable for all students;
- are carefully planned to related 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 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 and meaningful, 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.

Strategies for Assessment and Evaluation of Student Performance

The primary purpose of assessment is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each subject / course in each grade. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs in assessing the overall effectiveness of program and classroom practices.

Assessment — is the process of gathering information from a variety of sources (including formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, peer and self-assessments, self-reflections, tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject course. Assessment has a formative purpose. Hence, teachers provide students with descriptive feedback that guides their efforts towards improvement.

- **Assessment for learning:** the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and to differentiate instruction appropriately. It involves practice toward success criteria and learning goals

- **Assessment as learning:** involves student goal setting and self-evaluation. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps and reflect on their thinking and learning.
- **Assessment of learning:** has a summative purpose and is done near the end of the year / course / unit. This type of assessment collects evidence for evaluating the students' achievement of the curriculum expectations and for reporting to students and parents / guardians.

Categories of Knowledge and Skills

Knowledge & Understanding

- Subject specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking/Inquiry

- The use of critical and creative thinking skills and/or processes

Communication

- The conveying of meaning through various forms

Application

- The use of knowledge and skills to make connections within and between various contexts

All categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment and evaluation in all subjects and courses.

Teaching and Learning Strategies

The strategies that the teacher uses should provide students with multiple opportunities to develop and demonstrate their learning and skills across all four categories of the Achievement Chart. A list of suggestions is shown below for each of the categories:

KU (Knowledge and Understanding) = subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding). The expectations will be developed through:

- brainstorming
- teacher directed lessons, note-taking and discussions
- small group instruction
- independent and self-directed learning guided through the textbook

TI (Thinking/Inquiry) = The expectations will be met by:

- formulating questions
- test questions
- proofs and problem sets
- solving problems

C (Communication) = the conveying of meaning through various forms. Expectations will be demonstrated by:

- group discussions
- student presentations of problem solutions

A (Applications) = the use of knowledge and skills to make connections within and between various

contexts. Expectations will be demonstrated by:

- independent research
- problem sets
- real world applications

Learning and Teaching Strategies (overview):

Brainstorming	Dialogue	Experimentation
Group Discussions	Reflection Journals	Using Technology
Group Investigation	Teacher Lecture	Researching
Note taking	Teacher / Student	Collaborative
Questioning	Demonstrations	Learning

Assessment as Learning	Assessment for Learning	Assessment of Learning
Student Product Journals/Letters/Emails (checklist) Learning Logs (anecdotal) Entrance tickets Exit tickets	Student Product Assignment Journals/Letters/Emails (checklist) Pre-tests (scale/rubric) Quizzes (scale/rubric) Rough drafts (rubric) Portfolios (rubric) Posters (rubric/scale) Graphic organizers (scale) Peer feedback (anecdotal/checklist) Reports (rubric) Essay's (rubric) Webbing/Mapping (rubric/scale) Entrance ticket Vocabulary notebooks (anecdotal) Visual Thinking Networks (rubric)	Student Product Assignment Journals/ Letters/Emails (checklist) Test(scale/rubric) Exam Rough drafts (rubric) Portfolio (rubric) Posters (rubric/scale) Graphic organizers (scale) Reports (rubric) Essays (rubric) Visual Thinking Networks (rubric)
Observation Whole class Discussions (anecdotal) Self-proofreading (checklist)	Observation Class discussions (anecdotal) Debate (rubric) PowerPoint presentations (rubric) Performs rice tasks (anecdotal/scale)	Observation Debate (rubric) PowerPoint presentations (rubric) Performance task (anecdote/scale)
Conversation Student teacher conferences (checklist) Small Group Discussions (checklist) Pair work (checklist) Debate	Conversation Student teacher conferences (checklist) Small group discussions (checklist) Pair work (anecdotal) Peer-feedback (anecdotal) Peer-editing (anecdotal) Oral pre-tests (scale/rubric) Oral quizzes (scale/rubric)	Conversation Student teacher conferences (checklist) Question and Answer Session (checklist) Oral tests (scale/rubric)

Evaluation - refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality.

The selected tools will be used for the three different types of assessments:

Levels of Achievement

Level 1

Achievement that falls much below the Provincial standard

Student demonstrates knowledge & skills with limited effectiveness

Level 2

Achievement that approaches the Provincial standard

Student demonstrates knowledge & skills with some effectiveness

Level 3

Achievement as the Provincial standard

Student demonstrates the specified knowledge & skills with considerable effectiveness

Level 4

Achievement that surpasses the Provincial standard

Student demonstrates the specified knowledge & skills with a high degree of effectiveness

Note: Level 4 achievement reflects student learning AT the current grade level. This achievement level does not mean that the student has achieved expectations beyond those specified for the grade/course.

Sample and Explanation for Categories, Criteria and Qualifiers

Teachers will use the criteria of the achievement chart to evaluate student achievement in the four categories separately. A task may be designed to collect evidence of performance in one or more categories.

Thinking: *The use of critical and creative thinking skills and/or processes*

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Use of planning skills understanding the problem. e.g. formulating and interpreting the problem making a plan for solving the problem	The student: *Qualifiers - Uses planning skills with limited effectiveness	*Qualifiers - Uses planning skills with some effectiveness	*Qualifiers - Uses planning skills with considerable effectiveness	*Qualifiers - Uses planning skills with a high degree of effectiveness
Use of processing skills carrying out a plan (e.g. collecting data, questioning, testing, revising, modeling, solving, forming and conclusions) looking back at the solution (e.g. evaluating, reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting)	*Descriptors - Uses processing skills with limited effectiveness	*Descriptors - Uses processing skills with some effectiveness	*Descriptors - Uses processing skills with considerable effectiveness	*Descriptors - Uses processing skills with a high degree of effectiveness

The achievement chart categories are meant to guide teachers in:

- planning teaching and learning activities that will lead to the achievement of the curriculum expectations
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations
- determining the final evaluation
- assigning a final grade for the report card

The achievement chart categories can guide students in:

- assessing their own learning
- planning strategies for improvement, with the help of their teachers

When planning instruction and assessment, teachers should:

- review the required curriculum expectations and link them to the categories to

which they relate

- ensure that achievement of the expectations is assessed within the appropriate categories
- give students numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories

Grade Considerations

Teachers will take various considerations into account before making a decision about the grade to be entered on a report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others.

Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine the student's report card grade.

Determining a report card grade will involve teachers' professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence. (Growing Success (2010) p. 39)

The principal will work with teachers to ensure common understanding and equitable grading practices that follow ministry policy and Outstanding International Academy guidelines. (Growing Success (2010) p. 39)

Evaluation – Grade 9-12

If a student has not demonstrated achievement that meets the criteria for a level 1, a percentage grade from this chart will be assigned as an indication that the student is not meeting course expectations and the course credit is at risk. The grade should be based on the corresponding descriptor of the student's achievement.

For Grades 9 to 12, student achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum. It is expected that both mathematical calculations and professional judgement will inform the determination of percentage marks. The following conversion chart shows how the levels of achievement are aligned to percentage marks. (Growing Success (2010) p. 40)

The highest failing percentage that may be assigned is 49%. Any marks assigned that fall between 0 — 49% should reflect the following documents. (Growing Success (2010) p. 41, 57 and Ont. Sec. Schools Gr. 9-12 (2000) pg. 13)

Conversion Chart

Achievement Level	Percentage Mark
	9
4 +	5 – 100
	8
4	7 – 94
	8
4 -	0 – 86
	7
3 +	7 – 79
	7
3	3 – 76
	7
3 -	0 – 72
	6
2 +	7 – 69
	6
2	3 – 66
	6
2 -	0 – 62
	5
1 +	7 – 59
	5
1	3 – 56
	5
1	0 – 52

Marks below 50%

Teachers will use percentage marks to indicate achievement below 50%. A percentage mark below 50%:

- signals that additional learning is required before the student begins to achieve success in meeting the subject/grade level expectations
- indicates the need for the development of strategies to address the student's specific learning needs in order to support his or her success in learning
- parents should know well in advance that a mark below 50% will be given and a plan is in place to support student achievement

The code "I" (for grades 9 and 10 only) '

- **may** be used on a student's **report** card to indicate that insufficient evidence is available to determine percentage grade
- teachers will use their professional judgement to determine when the use of "I" is appropriate and in the best interests of the student

For example, when evidence of a student's achievement is insufficient because the student has enrolled in the school very recently or because of extenuating circumstances beyond the student's control (i.e. illness)

- parents should know well in advance that an "I" will be given and a plan is in place to support student achievement

A final grade (percentage mark) will be determined as follows:

- 70% of the grade will be based on evaluation conducted through the course.
- Student's most consistent level of achievement throughout the course

- Special consideration should be given to more recent evidence of achievement
- 30% of the grade will be based on the final evaluation
- administered at or towards the end of the course

the final evaluation:

Will be administered on the Outstanding International Academy scheduled examination day or spread out over a period of time toward the end of the course.

Examination Times shall not exceed the following:

Grade 9-10 courses - 1.5 - 2 hours*

- Grade 11-12 courses - 2.0 - 3 hours*
- allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course
- Marks are based on evidence from one or a combination of the following:
 - ✧ an examination
 - ✧ a performance
 - ✧ a report
another method of
 - ✧ an interview
 - ✧ a presentation
 - ✧ evaluation
suitable to the course content
 - ✧ a portfolio
 - ✧ an essay

Credit is granted and recorded for every course in which the student's final percentage mark is 50 percent or higher.

Students may be accommodated with additional time as needed.

Additional considerations for determining the final grade:

- If the final percentage grade is below 50%, no credit will be granted for the course. The student and parent/guardian will be informed
- Parents/guardians will be informed, by the subject teacher (through a phone call home) of the student's failure to earn the credit, and of the potential to earn this credit using alternate means.

Academic Responsibilities

Cheating and Late/Missed Assignments

Outstanding International Academy strives to enable all students to reach their potential and be successful. Students *are* responsible to be academically honest in all aspects of their schoolwork. In this way, the received marks are a true reflection of their own achievement. Academic honesty is of the utmost importance that students understand what academic dishonesty entails and are clear as to consequences.

Outstanding International Academy has implemented strategies to support academic honesty and utilizes preventive and responsive practices.

1. Late assignments:

Will be **reported** as part of learning skills and **work** habits on the report card. A variety of methods may be used in dealing with late and missed assignments, including peer tutoring, parent conferences and detentions. However, in accordance with the *Growing Success* (2010, p. 43/44), late and missed assignments will affect a student's grade and a zero may be assigned.

- a. In the case of a missed deadline, with no communication from the student, the teacher will accept the late assignment, but there will be consequences for not completing the work in a timely manner.
- b. When an assignment is given, both the deadline (when the assignment is due) and the ultimate deadline (the last day that an assignment will be accepted for evaluation) will be specified.
- c. If a student has failed to submit an assignment within the timeline stipulated by the teacher for that assignment, a mark of zero may be assigned.
- d. In accordance with *Growing Success* (2010), when late marks are deducted, they will affect a student's grade and a mark of zero may be given. At Outstanding International Academy, the penalty for assignments submitted after the deadline but before the ultimate deadline will be 5% per school day **to a maximum of 10%**. After the ultimate deadline, except in cases of documented extenuating circumstances, as determined by the teacher, in consultation, the administration, the assignment will no longer be accepted for evaluation and a mark of zero may be assigned.
- e. If an extension is granted, there is no late penalty for submitting an assignment after the original due date.
- f. The student must submit material providing an attempt to complete the assignment on time (e.g.: the initial draft of an essay, research, rough notes, etc.).

2. Responsibilities of the Teacher — Regarding Deadlines

- a. The teacher will establish deadlines and due dates for assignments.
- b. The teacher will give reasonable warning of test dates and due dates of assignments.
- c. The teacher will make an effort to consult with students and take into account the student's known workload when assigning work.
- d. The teacher may use a variety of methods for dealing with late assignments: detentions, counselling, peer tutoring, mark deduction or alternate evaluation dates.

3. Responsibilities of the student- Missed Evaluations

- a. Students are accountable for providing the teacher with evidence of their learning based on the curriculum expectations.
- b. If a student fails to submit an assignment or write a test because of an absence, and does

not communicate with the teacher on the day that he or she returns to school, barring documented extenuating circumstances, this student may receive a mark of zero on the assignment or test.

- c. Teachers will communicate to students their availability (both time and place) for consultation about missed tests or missed assignment due dates.
- d. If a student misses a make-up opportunity, he or she may receive a mark of zero on the missed assignment or test.
- e. If a student misses an evaluation, in part or in whole, due to a lack of punctuality (that is, an evaluation was begun or completed before the student arrived in class) or a skipped class (that is, a class that is missed by the student with no legitimate excuse), the student may receive a mark of zero on the missed work and will have no opportunity to make up the work.

4. Responsibilities of the Student — Missed Culminating Activities

- 1) Students are expected to be present in all classes and to participate fully throughout the entire final evaluation/culminating activity period.
- 2) Students are expected to complete **their** entire culminating activity; no one will be exempted from all or part of the culminating activities.
- 3) There are no extensions or make-up opportunities for culminating activities, barring those necessitated by extenuating circumstances, which must be documented by a medical certificate or other official document and approved by the principal before an accommodation will be made by the teacher.
- 4) Teachers will make accommodations without penalty for students who legitimately miss a culminating activity evaluation due to illness or extenuating circumstances, provided that appropriate documentation is received.

5. Plagiarism

Plagiarism is defined in The Oxford Dictionary of Current English as “taking and using another’s thoughts or writings, etc., as one’s own.” It occurs when a writer, presenter or performer uses the ideas, interpretations, analyses, statistics, findings or conclusions of others in his or her own work and presents them as his or her own, without acknowledging the source.

Whether the work is copied verbatim (word for word) or whether it is paraphrased, if the sources are not acknowledged, it is plagiarism.

Specific examples of plagiarism are:

- a. Copying information, ideas or images from another student, the Internet, books or magazines.
- b. Submitting work done by another person as your own.
- c. Lending work to another person.
- d. Using direct quotations from a source that is not documented.
- e. Copying of another person’s work.
- f. Translating directly from one language to another and submitting the translation as your own.
- g. Presenting information or ideas orally that are not original as your own without acknowledging the source.
- h. Copying of images and/or graphs.
- i. Using the original ideas/concepts of another, even if the words are changed, without appropriate documentation of the source.
- j. Teachers at Outstanding International Academy will provide information to students in each of their classes explaining what constitutes plagiarism in their subject area, with guidelines on how to avoid it and how to document sources appropriately. Students will have the importance of avoiding plagiarism and other forms of academic dishonesty reinforced through their subject classes.

6. Consequences of Plagiarism

- a. Parents will be called by the principal and informed of the plagiarism and its consequences.
- b. An assignment in which plagiarism has been identified may receive a mark of zero.
- c. There will be no opportunity to resubmit or make up the assignment that was plagiarized.

7. Cheating on Tests and Examinations

- a. Cheating will not be tolerated at Outstanding International Academy. If a student is caught cheating on a test or an examination, he or she will receive a mark of zero on the test or examination.
- b. Teachers will report to the Principal's Office a student who has been caught cheating on a test or an examination.

8. Examinations

- a. OIA strongly discourages all absences at any time during the examination period. There are no exemptions from writing an examination that is scheduled for a course.
- b. A student may be excused from an examination due to an extenuating circumstance such as illness, or a family crisis. Neither planned vacation time nor employment is a valid reason for missing an examination.
- c. If a student misses an examination, a medical note or other official documentation will be required to be submitted to the principal. The principal will make alternative arrangements about the missed evaluation in consultation with the student's teacher.

The Teacher Student Progress Team

Our Teacher Student Progress Team co-functions with our school staff to support students who are struggling with their secondary school program and are at risk. The Teacher Student Progress Team includes the student teacher, the principal and guidance counsellor. The responsibilities of the Teacher on the Student Progress Team is to identify students considered to be at risk;

- monitoring and tracking individual student progress;
- providing direct support to improve student achievement, retention, and attendance;
- supporting students in their career pathways planning;
- support school-wide efforts to improve academic outcomes

Sample Techniques for Struggling Students.

USE:

1. Differentiated Instruction

Written tasks can be presented differently

e.g.: talking, drawing, building, mapping to access student's true knowledge

2. Scaffolding

e.g.: Use: chunking: Break large tasks into smaller units and rebuild concept Use: logical order and clear goals

Bridge from what the student knows to the unknown. They can't do it on their own.

Teacher has to prompt.

3. Graphic Organizers

Teacher maps out ideas and concept directions. Student plans and organizes ideas and stories.

e.g.: Student maps out events leading to WWI/WWII using: pictures/ flow charts, Venn diagrams, fishbone chart, T- charts (compare/contrast)


4. Mnemonics

Acronyms and rhymes to remember facts e.g.: HOMES - Great Lakes

BEDMAS - Order of Operations

5. Multisensory Instruction

Students involve as many senses as possible to learn.

e.g.: Student uses geometric shapes  learn through touch, see, hear, and move (tactile)

Examination Policies

i. Examinations

OIA students will write their examination at the place, and date indicated on the exam schedule. Students cannot be exempted from examinations. Students who miss an examination due to illness, must present appropriate documentation supporting their absence. Students who miss an examination for other reasons will receive a mark of zero for the examination portion of their final mark.

ii. Examination Schedule

It is the student's responsibility to know his/her exam schedule. Students should check the schedule carefully and record their exam times. Students should plan to be at school fifteen minutes prior to the beginning of each exam.

iii. Absence

If students are ill and unable to be present for an exam, the Office must be notified (905-513-6539) and a medical certificate must be provided. Failure to do so will result in a mark of zero for that evaluation.

iv. Late Arrivals

Students who arrive late must report directly to the Principal's office. Students who arrive late will not be given extra time. Students who arrive after an exam is over will not be permitted to write the exam.

v. Material

It is the student's responsibility to ensure that they bring all of the materials necessary to

write the exam. Teachers will indicate the required materials during class prior to the exam period.

vi. Determining the Student's Final Mark:

70% of the grade (Term Work) will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

30% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on a final exam that addresses all of the overall expectations of the course and a portfolio evaluation.

Within the 70% term mark and the 30% summative mark, the breakdown of the achievement chart categories will be approximately 25% Knowledge/Understanding, Application 25%, Communication 25%, and Thinking/Inquiry 25%.

A credit is granted and recorded if the student's final percentage mark is 50% or higher. Procedures for students whose final grade is below 50% and who do not receive a credit are outlined in the ministry policy document Ontario Schools K-12, 201 I.

vii. Learning Skills & Work Habits

The separate evaluation of learning skills & work habits reflects to students and parents, the crucial role learning skills and work habits play in a student's achievement of the curriculum expectations. It also provides a strong indication of the students development as a self-directed learner (GS P.45).

Teachers work with student to help them develop the following learning skill and work habits:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Each learning skill and work habit is evaluated on the report cards using the following scale:

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

Assessment activities indicate student achievement of curriculum expectations. The knowledge gained through their completion also assists the students to succeed in their final evaluation. In order to provide both students and succeed in their final evaluation. In order to provide both students and parents with an accurate statement of student progress, students are expected to complete all assigned work within the timelines indicated by the teacher. It is important for students to learn to meet deadlines to be successful in high school, university and eventually workplace.

Each subject provides students with assessment and evaluation outlines at the beginning of each course. Please refer to your teacher for information regarding late or incomplete assignments.

Group performance assessments require students to demonstrate responsibility toward deadlines and individual accountability.

i) Examination Schedule

There will be one exam period consisting of three (3) days at the end of each semester. The exam schedule will be posted in classrooms and by the main office. Exam guidelines are posted in classrooms, and an individual copy is provided for each student.

Students are required to write exams as scheduled. Do not plan other commitments during exam times. **The school cannot reschedule students' exams.**

ii) Final Exam Policy

A final exam is an evaluation task that takes place at the end of the course which evaluates all the competencies learned over the entire course. Final exams take place during the final examination period, clearly defined for both fall, winter and summer semesters in Outstanding International Academy's Academic Calendar.

Students who miss any exam(s) or final evaluation due to illness, must provide suitable verification by the appropriate authority e.g. doctor's. No other reasons for absence will be accepted.

Students who miss **an exam without suitable verification will receive a mark of ZERO for the exam.**

iii) Exam Day Policy

- Students should arrive 15 minutes before the commencement of the examination.
- Students may bring water (only).
- unless otherwise specified, no books, briefcases, cell phones or any electronic devices are to be brought into the examination location. Coats and boots and personal items should be left in the designated area set out by the instructor.
- No student will be permitted to enter the examination after one hour has elapsed, or leave before one hour has elapsed.
- All students must sign the attendance sheet provided by their teacher before leaving the examination.
- Students must be available for examinations up to the last day of the final examination period as specified in the current Academic Calendar.
- Students who need to temporarily leave the exam for a health reason will be accompanied by an escort.

Ontario Student Transcript (OST)

The Ontario Student Transcript is an official document issued by a secondary school to a student upon graduation. It is stored in the student's Ontario Student Record (OSR) and retained for 55 years after a student retires from school. It is a record of all secondary school course work and diploma requirements. The OST will be issued annually to students whose OSR is held by Outstanding International Academy to any student requiring a transcript as well as to all students upon graduation.

The Ontario Ministry of Education has instructed that schools in Ontario implement a policy of full disclosure in September, 1999. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. The timelines to be followed for this issuance are outlined below.

If the student is currently attending another school - public or private - and is simply taking a single course from the Outstanding International Academy then that student's OSR will reside at the school that the student is attending and holds OSR. Where students registered in a publicly funded secondary school, earn a credit or credits with Outstanding International Academy, the principal of the publicly funded secondary school is responsible for ensuring that the Outstanding International Academy credit is recorded on the student's OST. Beginning in September 2009, all publicly funded schools will be required to include a P notation on the OST when recording credits earned at Outstanding International Academy as well as the BSID number of Outstanding International Academy. Outstanding International Academy establishes or obtains the student OSR containing the OST, only if the student becomes the sole responsibility of the Outstanding International Academy.

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder.

The transcript will include the following information:

- The student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- A list of all Grade 11 and 12 courses completed, failed or withdrawn (if more than 5 days after midterm report) by the student, with the percentage grades earned and the credits gained;
- Only one credit will be granted for a course that a student has successfully completed twice.
- If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a semester school or five instructional days following the issues of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.
- Confirmation that the student has completed the community involvement requirement;
- Confirmation that the student has completed the provincial secondary school literacy requirement;
- » Confirmation that a student in a Specialist High Skills Major has completed all the requirements.

Note:

1. Withdrawals from grade 9 and 10 courses are not recorded on the Ontario Student Transcript (OST). Only successfully completed courses are recorded on the OST.

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

2. If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school, the withdrawal is recorded on the OST by entering a “w” in the “Credit” column. The student’s percentage grade at the time of withdrawal is recorded in the “Percentage Grade” column. (The Ontario Student Transcript Manual, 2013).

The OST transcript may also contain identification or any course that has been substituted for one that is a diploma requirement.

Ontario Student Record (OSR)

The OSR is the official record for the student and contains report cards and a record of the diploma requirements completed, along with other information the principal deems conducive to the education of the student. The principal will establish, secure, retire, maintain, or transfer if required, an OSR for every student enrolled in the school. Students have the right to examine the contents of their OSR at any time. In addition, parents of students under the age of 18 also have access to their son or daughter’s OSR. All access is supervised/unless ordered by a court. Student OSR files are maintained by the school for 1 year for personal information, 5 years for report card and documentation files and 55 years for the OST and office index card.

- P/T student OSR at host school

The OSR is the ongoing, confidential record of a student’s educational progress through school in Ontario. The Education Act authorizes the collection of this information.

An OSR is established for each student who enrolls in secondary school that is operated by a public, separate or private school board in Ontario. Schools are responsible for ensuring compliance with Ministry or Education policies in the OSR as per OSR Guidelines 2000.

A student’s OSR is filed in the main office or Principal’s office.

Ontario Student Record Policies

The Ontario Student Record (OSR) is the record of a student’s educational progress through schools in Ontario. Principals are required to collect information for inclusion in the OSR for each student enrolled in the school, and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario. The Ontario Student Record (OSR) Guideline sets out the policies with regard to the establishment of the OSR; the responsibility of the OSR; the components of the OSR; the access to the OSR; the use and maintenance of the OSR; the transfer of the OSR; the retention, storage, and destruction of information in the OSR; and the correction or removal of information in the OSR.

Maintenance of the OSR

The School Principal or designated (vice principal, guidance counselor, or head secretary) are responsible for the establishment and maintenance of the OSR.

ACCESS TO THE OSR

Access to an OSR means the right of those persons authorized by the Education Act or other legislation to examine the contents of the 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. Additional access may be permitted under municipal and provincial freedom of information legislation, under specified and limited circumstances.

The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.

COMPONENTS of the OSR

An OSR consists of the OSR folder, various supporting documents and other information. In the OSR, the following information is included:

- Report cards;
- A documentation file, if required, which might include such materials as an education, or Psycho-educational Assessment Report*;
- The Ontario Student Transcript, which is the cumulative record of a student's successful completion of secondary school courses;
- Any additional information considered relevant for the improvement of instruction of the student.

If any part of the document file has been removed from the OSR and stored in another location, for whatever reason, the Principal must direct the parent or adult student requesting the report to the originator. In the case of Psycho-educational Assessment reports, it may be stored in the Student Services or Psychology department within the school.

OSR Review

OSR reviews will take place at mid semester and the end of semester.

RETENTION, STORAGE, AND DESTRUCTION OF INFORMATION IN THE OSR

The entire OSR file is stored at the school for at least one year after student retirement or graduation.

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

- Report cards
- The documentation file, where applicable.
- Additional information that is identified by the school as appropriate from retention.

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

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

Student Report Card and Reporting Procedures

OIA uses the Provincial Report Card for semester secondary schools and the Learning Skills and Work Habits chart (GS, pl 1, 45, 122& 126). There is a mid-term report and final report provided to parents of students who are under the age of 18. Students over 18 years of age, receive their report directly to meet given permission to teachers to discuss their academic progress with parents.

Report Cards

Report cards will be issued **two** times per semester — a report card at mid- semester and a final report card. These report cards will indicate grades, learning skills and work habits and attendance to date.

Interim Reports

Early in the semester (six weeks), student progress will be communicated by means of an interim report card. The report card will use levels (4/3/2/1) to describe the student current achievement in the course. Teachers may also use his report to request a meeting or discussion.

Midterm Reports

Student achievement at mid-semester will be communicated by means of the Provincial Report Card. This report provides a record of the student's achievement of the curriculum expectations in every course in the form of a percentage grade based on the four achievement levels. It is based upon the student achievement in a variety of assessment tasks which may include products, observations and conversations.

In addition, the *report* will include teacher's comments on what the student has learned, specific areas for growth and suggestions for next steps. Separate sections will report attendance and student's learning skills.

Final Reports

This report reflects the student's achievement of the overall expectations for the entire course. The percentage grade is derived as follows: 70% of the grade will be based on the student's most consistent level of achievement throughout the course with special consideration given to the most recent evidence of achievement. 30% of the grade will be based on a final evaluation.

The final 30% may take the form of an examination, performance, essay or culminating activity suitable to the course and expectations.

PROVINCIAL REPORT CARD:

The Provincial Report Card, Grades 9-12, ensures that all students attending secondary schools in Ontario receive a standard report card based on the Ontario curriculum. The report card provides clear and detailed information to each student and his or her parents about how well the student is achieving the provincial curriculum expectations. It also provides opportunity for students to assess their progress and reflect on the goals they have set in their annual education plans. In addition, the report card provides opportunities for parents to comment on students' achievements and to identify ways in which parents can support learning at home.

IV. Supports and Resources

i. Guidance, Education and Career/Life Planning

Assistance is given to students and parents through our guidance counsellor and principal to help students understand their academic strengths and weaknesses, to assist in the course selection process and to choose appropriate courses relating to the student's personal goals.

ii. Individual Pathways Plan

Assisted by the Administration and Guidance department, each student will build an Individual Pathways Plan (IPP). This plan will include, though is not limited to:

- what the student has learned about himself/herself
- explore opportunities available to them
- setting personal goals
- plans to achieve their goals

The IPP is based on four questions to help you plan your post-secondary destination.
(OS, 2016, p30)

iii. Education Planning, Course Selection Process and Parent Engagement

Parental input is welcome at Outstanding International Academy. We openly support parent involvement in the course selection process and view it as a necessary and positive partnership in support of student achievement and well-being.

When students begin at Outstanding International Academy, they will review with the principal their educational goals and become familiarized with the Individual Pathway form to best plan their educational direction. Upon completion of their studies, they will again meet with the principal and guidance counsellor to prepare a personalized transition plan for post-secondary education (university /college or workplace).

iv. Students Deemed to be At Risk & Monitoring Student Success

Teachers work in collaboration with students at risk of not graduating to monitor and track individual student progress. We also have developed a "Techniques for Struggling Students" strategies and checklist form for teacher use.

Outstanding International Academy strives to be pro-active in monitoring student success. The teacher and Principal work closely with parents/guardians to ensure that every student is reaching his or her potential. Outstanding International Academy is monitoring and tracking individual students' progress to;

- provide direct support and/or differentiated instruction to improve their achievement,
- promote school retention, and support significant transitions;
- support students in their education and career pathways planning;
- supporting school-wide efforts to improve outcomes for students struggling with their secondary school program;
- re-engage early school leavers;

- work with parents and the community to support student success.
(Ontario Schools, 2016, p 37)

v. Support for English Language Learners

OIA welcomes newcomers and international students. OIA will assign staff to assess the English language proficiency of all English language learners. The assessment procedure will include:

- a structured interview to assess oral communication skills (i.e., listening and speaking);
- an assessment of reading comprehension;
- an assessment of student writing;
- an assessment of mathematical knowledge and skills

(English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007, p 14, 17, OS P 103)

vi. Reception and Orientation

First impressions are important, and OIA will provide a warm welcome for all English language Learners and their families.

The orientation program at OIA should include: information about course and about considerations related to course selection; explanation of programs and activates; explanation of school policies (including assessment, evaluation, and reporting policies and homework policies); explanation of overall school structure, including School Council's role; and information about community activities and supports (ELL ,2007 p15).

vii. Computer Labs and Resource Centre

All OIA students must have access to a personal computer. All Internet services & a computer lab are provided on-site for students to use while at the school for research and other academic purposes.

viii. Community Resources

Libraries

1. Thornhill Village Library
10 Colborne St, Thornhill, ON L3T 1Z6
2. Jerry & Fanny Goose Judaica Library
770 Chabad Gate, Thornhill, ON L4J 3V9
3. Toronto Public Library - North York Central Library
5120 Yonge St, North York, ON M2N 5N9
4. Bathurst Clark Resource Library
900 Clark Ave W, Thornhill, ON L4J 8C1
5. Thornhill Library

7755 Bayview Ave, Thornhill, ON L3T 4P1

Community Centers

1. Garnet A. Williams Community Centre
501 Clark Ave W, Thornhill, ON L4J 4E5
2. Yonge Center Plus
10 Centre Ave, North York, ON M2M 2L3
3. Mitchell Field Community Centre
89 Church Ave, North York, ON M2N 6C9
4. Dufferin Clark Community Centre
1441 Clark Ave W, Thornhill, ON L4J 7R4
5. Rosemount Community Center
1000 New Westminster Dr, Thornhill, ON L4J 7W5

Insurance Companies

1. MCI Main Exchange
800 Steeles Ave. W., 4A, Toronto ON L4J 7L2
2. MCI Thornhill
300 John St. Unit 203, Thornhill ON L3T 5W4
3. MCI Birchmount
3609 Sheppard Ave. E., 202 Scarborough ON M1T 3K8
4. MCI Scarborough
325 Bamburgh Circle, Scarborough ON M1W 3Y1
5. MCI Jane Street
3869 Jane St. W., Downsview ON M3N 2K1

V. Special Education

OIA does not offer special education programs at this time

VI. Online Practices & Procedures

Further information for online students regarding Hardware and Software requirements and Acceptable Use Policy.

OIA Acceptable Use Policy: Please read this section for appropriate use of this software

Modified and adapted from the complete Acceptable Use Policy of Learning Management System (LMS) as of 2020 located at <https://myoia.oiaedu.com/d2l/login>



Outstanding International Academy is a member of Learning Management System's (LMS) since OIA uses its products, facilities and services. This access to software is used to create and distribute educational information as well as to create communication formats in support of that education. There is an obligation by OIA to respect the intellectual and access rights of others from local to international sources. Such facilities, services and software shall be used exclusively for legitimate educational activity. Computing resources, services and software of Learning Management System, and its respective partners shall be exclusively used by OIA for legitimate activity related to the performance of the educational duties and responsibilities of OIA and its clientele (namely, OIA's students, parent(s) /guardian(s), teachers, partners, affiliates and staff). These duties may be in the administrative, public service, or approved contract purposes so designated between OIA and LMS, specifically to operate an online high school.

In the use of LMS's services by OIA and its clientele to operate and to become involved in an online school, accessing other environments such as YouTube, Twitter, Facebook, LinkedIn, Skype, Google and other such environments directly or indirectly related to the educational objectives of OIA is subject to the same policy by those affiliated with LMS and OIA; that is, to use such LMS for legitimate activity related to the operation of OIA. This is clearly accepted by the clientele of OIA and this acceptance is known and understood.

Personal use of the LMS's services by OIA or its clientele is allowed provided that personal use does not interfere with any of the other client obligations, or other user's ability to use the facilities. The products and software of LMS are not to be used, directly or indirectly, by OIA or its clientele for the viewing, access, duplication, alteration of any files or intellectual property of another, without that intellectual property owners expressed consent. Any attempt to interfere with the services, or using the services or any part thereof on another system is expressly forbidden. When you are uncertain if you have proper permission to perform the task, please consult your system OIA administrator, or teacher. "If in doubt, ask". Individuals or institutions who disregard elements of this OIA policy may be subject to appropriate contractual or legal action by Learning Management System (LMS) and/or Outstanding International Academy (OIA). Violators of this policy may be liable to Learning Management System

and/or Outstanding International Academy.

Accessing the facilities and services of OIA is your express acceptance of this policy. This is referenced in the Student Agreement provided upon registration with OIA. Modifications may be made to this policy at any time, so please check back often. This is the complete Acceptable Use Policy of Outstanding International Academy (OIA) as of June 2020.

Academic Honesty

Taken from: <https://myoia.oiaedu.com/d2l/login>

Academic honesty is paramount to student success. Because plagiarism is a form of academic misconduct, students found guilty face serious consequences. Plagiarism is a serious academic offence. Simply put, plagiarism is any use of another person's research or ideas without properly acknowledging the original source.

The following are the most common types of plagiarism that occur in student work:

- Blatant plagiarism or the direct copying of another's materials without acknowledging the source. The source could be from the Internet, a book or magazine, a classmate, or an unknown source.
- Copying material or using an original idea of someone else without credit in the source of the materials or ideas. The words don't have to be the same, but the idea or material is VERY similar.

Not giving credit to a source can be identified as "cheating". The sources should be indicated in assignments submitted for any course. Students should always consult with their teacher for appropriate writing techniques including how to give reference to sources used in assignments.

Information to be cited or referenced within an assignment includes various forms:

- Audio: Radio, TV, Internet such as YouTube and its sources, including music and speech, personal conversation.
- Visual: print, text or pictures from paper, film, slides, Power Point, movies, written: magazines, newspapers; TV;
- Academic, ideas; thoughts; quotes; expressions; sayings; This includes "rewording" or "putting into words" another person's idea.
- The use of auto translation by computers in second language assignments will be considered plagiarism.

OIA Hardware and Software Requirements

Whenever a student decides to study a course online, technological requirements of your computer or other technological hardware used are to be verified. Some courses require a minimum level of hardware and software. OIA requests such technological criteria of its students as well. That is why prior to registering, students are asked to go to the following link to identify if they have the minimal Hardware and Software requirement for the use of the Learning management System (LMS) used by OIA. This is a safe and secure online, virtual learning environment.

System Check: The following checks ensure that your browser is properly configured to use the system. All Hardware and Software criteria will be checked automatically. The check list will indicate on of 2 states: "not passed" or "passed"! Please note that these usually pertain to a Desktop or Laptop Computer, not a form of mobile phone, pad or book. Various models may provide what you need.

Learning Environment Compatibility Check for your Computer/ Device

(Please do this compatibility check. Copy & Paste the following link in your Internet address bar)

<https://myoia.oiaedu.com/d21/login>

Critical System Checks

JavaScript: Will your web browser supports JavaScript?

Cookies: Are cookies enabled in our browser?

Non-critical System Checks

- Browser: Is our browser is fully supported, safe and secure?
- Flash: Does y-our browser have a compatible Adobe Flash plug-in?
- Display: Does your screen resolution meet the recommended 1,024 by 768 pixels?
- Java: Does your browser support java?
- Rich Content Editing: Does y-our browser support rich content editing?

What else you may need:

Teachers of particular credits may- have more requirements such as access to hardware like a Digital Camera and Scanner or software like Photoshop or Publisher. This will be outlined for each course.

OIA Organization

Administration Structure:

- OIA of Canada is a virtual secondary school that has an administration structure as follows:
- Administration: Principal; Head of Guidance; Curriculum Leader;
- Registrar: Human Resources; Finances; and Technical Support
- Secretary: Reception; Registration; Enrolment; Data management
- Teaching Staff Teaching; Reporting

Class times: Because OIA offers it courses online within the Learning management System that students' access whenever they wish to use o confidential login and password, OIA does not have a "CLASS TIME" according to the traditional 24-hour clock. Class time has 2 connotations:

- **Asynchronous:** Student can log in whenever and wherever there is access to the Internet. The decision to perform learning tasks is subject to a personal schedule. The pace of the student, however, is still regulated by- the p ace at which the teacher can teach, engage and assess the student's work
- **Synchronous:** This is a group specifically designed to 'Work at the same pace", with or without the teacher being online or present. This may be conducted by- a partner Learning Centre or a group from a Private School that provides access to Ontario credits offered by OIA

Reporting Periods: OIA has neither Terms nor Semesters per se unless a synchronous group of students register as one group.

Asynchronous students may register at any time and have 12 months to complete a credit.

As such, there are no formal or established "reporting" period (or either mid-term or (final report cards. Students can begin at any time and complete the credit at any time as long as the student has completed the 110 hours of online and offline study- in meeting the Ontario Ministry of Education expectations for each credit. OIA will use the Ontario approved non-semester report card as per G.S 2010.

Student Support

We also provide “one-on-one support” via our Internet communication formats. Regular communication between student and teacher is emphasized by OIA and required by OIA students using the Student Agreement students must sign.

The following list make up some of the objectives of OIA:

- To enable OIA students to pursue academic excellence (specific to each student’s capacity) and thus prepare our students to be contributing members society.
- To pursue an academic course of study that can lead to an Individual Career Track such as: University, College, Apprenticeship, post-secondary specialized school/ training or Work.
- To foster personal self-worth and academic growth in each student.
- To promote the dignity of all career pathways by providing varied educational programs which suit the individual needs and aspirations of all OIA students.

A major focus of OIA is to ensure SUCCESS to all who engage in our virtual learning model.

OIA is web based. OIA is located within an Internet [virtual, online or e-Learning] environment called LMS or Learning Management system. The provider of the LMS for OIA is Learning Management System (LMS); the SMS is called BrightSpace. Although many people know about various Learning Management Systems, the comments below are included for the clarification and benefit of the students who enroll with OIA.

OIA and the Ontario Ministry of Education: is an approved and accredited Private School in Ontario. OIA is authorized to grant Ontario high school credits. OIA complies with the practices and protocol of the Ontario Secondary Education. OIA (BSID#883495). This number means that OIA can be a provider of Ontario Secondary credits and the Ontario Secondary School Diploma. You can find us on the Ontario Ministry of Education website. Only schools that are inspected by the MOE are found there. This means your OIA credit has the same validity and credibility as any public high school in Ontario.

School Year Calendar

OIA does not comply with the traditional “school year” but is obligated to meet the dates established by the post-secondary or MOE site. e.g. University or College Application or submission guidelines; Ontario Student Data Submission to ONsis or Ontario Student Information System.

How do students apply to OIA: What Should You Know?

It is important for students to read, comprehend and accept this Student Handbook and Course Calendar as presented *prior to registering*. Parent(s), guardian(s) and advisors of students under the age of 18 years should also note the following information.

- Students must provide appropriate official credentials that they have the proper qualifications and/or pre-requisites to register for a course(s) with OIA. For example, proof of age is required via a Birth Certificate, Driver’s License or current Passport. A photo ID is a must. A recent picture must accompany or be part of the submission.
- Official transcripts will be requested. That means they are signed under seal. Such as Report cards and Official Transcripts. Unofficial transcripts are not acceptable in Ontario.
- We are an official school and as such have expectations and a Code of Conduct.
- OIA students receive an overview of School Expectations as well as the Code of Conduct via a Student Agreement upon enrolment that should be signed within a week of enrolment. Signed or not, the student is accountable to OIA policies.
- We are under the jurisdiction and mandates of the Ministry of Education, Province of Ontario.

- Students will have 30 days to produce the photo ID and official Transcript; i.e. a Transcript signed by the proper authority/dated. If it is not in English, it must be TRANSLATED into English by a duly authorized translation agency.
- Once 30 days pass, the student's account will be "frozen" and the login in a state of suspension until the request are fulfilled. Students who are admitted into a course enter at their own risk of either a) no refund/removal OR b) a transfer to another course and related costs.
- No report card will be issued unless the official transcript and proper photo ID is submitted.
- The best course of action is to come fully prepared.

Please Note:

Students who enroll in OIA must be well versed in the use of the English Language, even when online. Once enrolled, each credit will be at the English level that is typical of a student of that age and credit grade level and credit level of study. E.g. Mathematics Gr. 11 MCR3U will be taught at the English level of grade 11 and at the higher “university” level of study. In appropriate and approved English Language Test at the student’s own expense may be requested OIA at the student’s cost. The student may choose to do this independently.

The preferred tests are:

1. TOEFL - Test of English as a Foreign Language
2. IELTS - International Eng. Lang Testing System
3. CAEL - Canadian Academic English Language
4. CTBS - Canadian Test of Basic Skills

The tests assess your English language proficiency for an academic setting. The TOEFL or IELTS will be requested by universities and colleges if a student has not studied English in an English language school for at least 3-4 years. Each college or university Admissions Department should be asked what the policy is for their institution.

Student attendance

Dates or days or periods that are used in typical “ONSITE” schools are not the method of attendance for OIA. OIA is an online school; the teacher is able to see when the student is logged in during the week. In order to complete the course, the student will have to put in 110 hours of work while half credits and makeup credits require 55 hours; hence, the hours are used to record attendance. For this reason, attendance is taken based on the amount of work completed and hours engaged in the completion of the work online.

Such as: research and enquiry for assignments; conferencing with the teacher and class mates; offline study; online and offline projects. **Students should login daily or a minimum of 5 times a week for about 7 hours of study per week.** Exceptions must be requested and shared with the teacher who logs in daily. Not logging in for a long time, minimal participation or non-submission of assignments may be brought to the attention of the Principal. The Principal may intervene in a positive and supportive manner for student success.

Academic Expectation for Parents and Students

1. Accounting for 110 hours

Parents and students must be aware that students are required to log in regularly to engage in learning activities with teachers and other students. Student presence is tracked by course software, and courses are designed to be 110 hours. The teacher will track student activity through a regular review of student work and to verify student identification.

2. Evidence of Assessment and Evaluation

Parents and students will review with the teacher all curriculum expectations through the Course

Outline. Assessments are varied and presented by the teacher in the Course Outline. Evidence is gathered from observations, conversations, and student product using a variety of technologies. Success Criteria and Learning Goals are co-constructed between the teacher and students within Brightspace. Students will receive rubrics, exit cards etc. in all units and all credits that will match to Success Criteria.

Students and Teachers will provide feedback in various formats. The student must engage in this process through responses and questions. Peer and self-assessment is also present and gathered through descriptive feedback, discussion boards, student portfolios, journals, self-reporting & learning logs.

How to Progress Through a Credit:

Students are add-reeed NOT to erratically pick and choose units and lessons to do. OIA courses are based on progressive learning stages and designed to establish successful skills and building blocks to enhance success.

Students are advised to follow the directions of the teacher in each course. If not, assessments may be withheld and units blocked from student access. OIA is not just for “independent learning” OIA believes the value of student-teacher engagement, communication and cooperation. This requires the student and the teacher to connect throughout the course. This Communication portion or category is related to course expectations; therefore, it carries a major portion of the evaluation or mark. It is important for the student to engage with the teacher to demonstrate, be observed and discuss course content, Learning Goals and Success Criteria.

General Information about OIA Virtual Learning: Information You Should Read

- Students receive all the online course content in digital formats on the Internet.
- Students submit all assignments (except a possible proctored final exam) on-line.
- For a proctored exam, the student is responsible for providing a Proctor. Your teacher will advise you and provide you with the appropriate forms prior to and at the time of the proctored exam. The student is responsible for any proctor payment that may ensue.
- Students do not regularly see the teacher “face-to-face”. Skype and Google Hangout and Wiggio may be used within guidelines. OIA offers a form of “distance virtual education” but with teacher interaction as the focus, not just self-directed student learning. There is a required amount of online work and off-line work to be submitted that our teachers will identify.
- Students ask questions of the teacher via email, online “chats”, discussion boards, downloaded audio or video files. Various technologies may support visual modes of contact. Only OIA emails are to be used; no personal emails should be used to communicate with students/teachers.
- **Note:** Emails may be sent out from the LMS’ Bright Space classroom, but emails cannot be sent into the LMS Classroom because of the security of the software. In other words, a teacher can email a parent from within LMS but the parent cannot reply to that email address in LMS unless the parent uses the student’s email and announces this to the teacher.
- Course work that is done can be submitted into the online classroom Drop Box.
- The Assessment, Evaluation, Grading and Recording of the Credit Expectations are according to the Ministry of Education, Ontario, and is to be compliant with “Growing Success 2010”. OIA has an Assessment and Evaluation policy compliant with the MOE.

Successful students are responsible for their own organization and time management.

OIA students must:

- be self-motivated and have the self-discipline when learning independently; you must finish Unit 1 before moving on to Unit 2 etc. Assignments are only marked in correct order.
- keep track of assignments and meet deadlines
- have the ability to use the suitable technology tools for i) software applications such as WORD, ii) accessing the internet, and iii) communicating via the Internet;

- can clearly express ideas and questions electronically and submit assignments in that mode;
- have good problem-solving and communication;
- are interested in a new and flexible way of learning,
- maintain credibility, honesty- and accountability for work done.
- must submit their own work and not be involved in using resources and/or persons without due and proper reference as per OIA and teacher policies and procedures.

Behavioral Expectations of the Students of OIA

The following expectations are typical of any high school in Ontario and Canada. The values, ethics, morals and Canadian societal mores support equity, fairness, respect and tolerance of every individual to one another, regardless of any differences.

The expectations of student behavior are modelled after the Ontario Ministry of Education’s Policies and Procedures regarding safe schools

OIA expectations of Student Behavior: An overview

Online, virtual, or Internet-based schools are no different from “ONSITE” schools except in the delivery of its lessons or content. Students will respect one another, their teachers, and their administrators. There will be no tolerance for inappropriate behaviors based on race, skin color, religion, gender, academic ability, social orientation, physical appearance and/or sexual orientation. Inappropriate language or use of audio or visual media in its various forms including email within or beyond the firewall of OIA will not be tolerated.

Because OIA is an Internet based school, there is also an expectation of the use of the Internet as it relates to OIA Students will be signing a Student Agreement with OIA to ensure that there is clarity of the expectations of student behavior while registered. Students are expected to complete their own work and may be challenged via conversations and discussions with the course teacher. Also, plagiarism will not be tolerated. All infractions of the codes of behaviors and academic integrity are subject to OIA disciplinary measures. Details are included in the Student Agreement (as follows) and within each Course outline and the Teacher Welcome unit for students.

Appendix I

All available courses at OIA link to Ontario Curriculum Documents and can be found online on the Ministry website: www.edu.gon.on.ca/eng/curriculum/secondary/subtects.

Classes which have 5 or more students registered will run, with the exception of compulsory courses.

References

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