

CANADA SCHOOL

COURSE CALENDAR | 2019 - 2020



Your place. Your pace. Your path.

FOR STUDENTS WHO NEED FLEXIBLE START DATES AND THE ABILITY TO WORK AT THEIR OWN PACE

OVER
40 Courses
Available Online

PLUS combine eSchool courses with any current secondary school timetable and create the ideal program customized to suit your personal interests and schedule.

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School Information

Canada eSchool is an Ontario-based private secondary school specializing in distance education programs for students globally. **Canada eSchool is inspected by the Ontario Ministry of Education and has received authority to grant credits towards the Ontario Secondary School Diploma. With over 40 courses available online, Canada eSchool can also supplement the current education delivery system in any region or locale.** This allows students worldwide to complete or upgrade their education, utilizing elearning technology from any place at any time of day or night.

At eSchool we recognize that education must adapt and find ways to accommodate students with specialized needs, learning styles and schedules. We work with many public schools, private schools, tutoring centres and various other institutions (i.e. treatment centers, hospitals and group homes) to provide students with an alternative learning option while they are completing course(s) required to obtain their Ontario Secondary School Diploma.

Canada eSchool will only implement accommodations if possible, as indicated on an Individual Education Plan (IEP) such as extra time on tests and final exams.

We provide online secondary education for many types of students including:

- students who would like to add an online course to their existing high school timetable;
- learners who are seeking entry into a college or university program and need to repeat a course or a necessary prerequisite that their own local high school is not offering;
- students who are pursuing careers in professional athletics, theatre or arts and must travel a great deal during the school year;
- adult students who are working full time and require a more flexible schedule;
- students who are temporarily relocated outside of Ontario and who would like to continue working towards their OSSD;
- international students seeking a quality secondary school curriculum that will qualify them for entrance into university or college programs in Canada, the UK and around the world.

At Canada eSchool, we provide an extensive selection of courses for students to choose from which are often part of a wider selection not currently available at their daytime secondary school. Students can combine Canada eSchool courses with their regular classroom timetable and capitalize on the freedom of an online program designed to meet their needs.

Student Attendance

Students who are six years old on or before the first day of school are required to attend school until they reach the age of eighteen or graduate.

Regular attendance at school is critical for the student's learning. To encourage regular attendance by students, schools will ensure that students and their parents are informed about the school's policy on attendance. Where, in the principal's judgement, a student's frequent absences from school are jeopardizing his or her success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance [OS K-12, 4.2]

Canada eSchool collaborates with many public, private and international schools as well as other educational institutions to help students across the globe stay connected while earning credits towards their secondary school diploma.



Canada eSchool Code of Conduct

Respect is the basic principle by which we operate at eSchool. Students, parents and guardians must conduct communications with eSchool staff and each other in a respectful manner; in return students shall receive respect from all members of the school, both academic and non-academic. This ensures the rights of all students to study and learn in a positive school climate. eSchool is a place of learning and as such, there must be an atmosphere based on mutual respect, concern and a desire to get the best education possible. Students are expected to be courteous and to respect the personal rights and feelings of others.

Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility. (Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2016, 1. 6)

Canada eSchool is committed to the protection and well-being of all students and staff. As part of this commitment, our school has a zero tolerance policy on harassment, intimidation, threatening behaviours (verbal or otherwise) and/or conduct injurious to the moral tone of the school. Profanity, harassment or aggressive behaviours are not acceptable and may result in student suspension or expulsion. The eSchool Code of Conduct helps students fully develop as responsible contributing members to their online learning environment.

Parent Engagement: Student Success and Progress Monitoring

The digital age has provided students with increased opportunities for learning. For many students, this may be their first time taking a secondary school course online and they are at the beginning of an exciting education journey.

Parents and guardians play a vital role in student success in high school elearning programs. The greater the support that families provide for their children's learning and educational progress, the more likely that their children will do well in school and continue on with their education (OS K-12, 2016, 1.3.1). Parental involvement can include helping one's child create a custom schedule for his or her online course, checking in each week to ensure assignments are being submitted on a regular basis, and providing homework support when needed.

eSchool uses a variety of methods to keep parents up-to-date on school news, coming events, and their child's progress:

- School Newsletters
- Website updates and information
- Teacher feedback emails
- Skype

In order to keep parents informed of their son/daughter's progress, parents with students under the age of 18 will receive an email copy of all teacher correspondence and feedback provided to their child as he or she progresses through his/her course. This allows parents to have a greater involvement in their child's instruction and creates a transparent communication process between students, parents and teachers. A parent may request that teachers at a student's local school, tutors or guidance support persons are also copied on teacher communications.

Students who are 18 years of age and older who would like their parents to receive a copy of their teacher feedback reports should complete and submit a consent form.

Student Admissions

Students may register for courses through the school website at www.canadaeschool.ca or by calling the Canada eSchool Admissions Office. eSchool is open all year long and operates on a weekly registration cycle. Any students who have registered by Friday at 5 p.m. EST, will start their course on the following Wednesday after 6 p.m. EST; providing that all of the required documents and tuition fees have been received. When necessary, a student may also request a specific start date be arranged in advance. During the registration process, all students must supply copies of the following documents:

1. Ontario Student Transcript (OST), Credit Summary or Local School Transcript translated into English.
2. A copy of one of the following documents:
 - birth certificate
 - driver's license
 - passport
 - citizenship card
3. Parent Permission form (students under the age of 18).
4. Student Oath of Honour declaration.
5. Consent for Release of Documents form.
6. Proof of course prerequisite to ensure that the student has the necessary prerequisite knowledge to take the course. Mature students with related prior learning or work experience may apply for an exemption from a prerequisite.

Course Prerequisites

In order for a course to be properly taught and understood, instructors depend on their students to have and know the required background knowledge and skills. Students are responsible for ensuring they have obtained the necessary prerequisite for a course.

"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" (OS K-12, 7.2.3).

Students who do not have a course prerequisite, yet can provide reasonable evidence of prior equivalent study or work experiences, may apply for a prerequisite exemption.

Students will be required to submit their school grades and all relevant work/school experience before their request is reviewed by the principal. Incomplete applications will automatically be denied.

Students who enroll in a course for which they do not have a prerequisite, and who have not obtained a waiver from the prerequisite, may be removed from their course at any time. Any refund will be governed by the Canada eSchool refund policy.

Refer to Appendix C



How eSchool Courses Work

Each eSchool course is offered and accessed online. No matter where they are – at home, the library or an Internet café – students can access their courses through any computer with Internet access. Every course has compulsory assignments that are located on an exclusive website. On this same site, there are also discussion boards where students can communicate with their instructor and classmates. Each full credit course is 110 hours and scheduled to take up to 4 months to complete. Students may set their own pace and study schedule to correspond with personal timelines and needs. Students interested in extending the study period for their course may do so for one additional month only ; fee will apply.

*Extenuating circumstances, with documentation acceptable to Canada eSchool, may be considered by the Principal if a student needs to extend their course beyond 5 months (e.g. illness with medical note).

Canada eSchool teachers manage their online classes in a manner similar to traditional classroom courses and will respond to any student queries within 1 business day. Evaluation assignments are returned to students within 5-7 business days. In addition, each teacher has live online office hours once per week through Skype. Our teachers can also work in liaison with a student's regular teacher, tutor and/or support staff at his or her local school to better ensure student success.

Students must achieve the Ministry of Education learning expectations of a course and complete 110 hours of planned instructional time in order to earn a course credit. Students must also keep a learning log throughout their course which outlines the activities they have completed and their total learning hours. The learning log creates a formal record of student attendance and assignment submission in each course. Students' online activity are logged and tracked in our course learning platform. Students who fail to log into courses for one week will be contacted by their teacher to ensure course attendance is regular.

Submission of Assignments

Courses at eSchool are designed to meet the needs of students requiring a flexible study schedule, and who have distinctive demands in everyday life. Students are able to select the time of day, as well as which days during the week or weekend that they will work on their courses.

eSchool's primary objective is student achievement of the Ontario Ministry of Education curriculum requirements. Students are expected to log into to their course and submit assignments on a regular basis; however, students are given timelines in each of their courses for the sole purpose of providing a guideline for achieving their course credit in a four month time-frame. Students may establish their own schedules for regularly submitting assignments and extend the duration of their course(s) at any time they deem necessary (additional tuition fees will apply). All eSchool courses must be completed within a maximum of four months. If needed, students may purchase an additional (one time) one month course extension. This limit preserves the integrity of the academic assessment and evaluation policies as provided by the Ministry of Education in Ontario 'Growing Success' document.

As an online secondary school, eSchool does not accept course assignments via Canada Post, courier or other forms of "snail" mail. Students are encouraged and recommended to complete all assignments electronically. In math and science courses, it can sometimes be difficult for students to express ideas using word processing technologies. If students feel they need to submit a handwritten assignment, the assignment should be scanned and emailed directly to the applicable teacher. eSchool does not recommend submitting work by fax, as often the quality of fax is so low it can be difficult for teachers to read. If students need to fax in coursework, it must be completed in black pen, as work done in pencil is generally not legible.

Turnaround Times (Teacher Assistance and Marks)

While eSchool endeavours to provide students with everything they will need, there are often times when students have questions for their teachers. Teachers will respond to course questions within 1 business day of receiving an email. For example, if an email question is received by an eSchool teacher on Tuesday evening – a response will be issued by Wednesday evening. If an email question is received Friday evening, the teacher has until Monday evening to respond.

Course Questions: 1 business day

Evaluation Assignments: 5-7 business days

Tests: 5-7 business days

Booking Final Examinations (Ontario students): 5 business days

Booking Final Examinations (out of province students): 5-8 business days

Issuing of Report Cards:
10 business days after the final exam is written

It is important for students to receive feedback from their teacher as they proceed through their course; as such, student assignments should be emailed as soon as they are completed. Students should not send their teacher large units of work at one time; it will delay the teacher's ability to provide timely feedback on a student's progress. Tests, large assignments and Independent Study Units may take up to 7 business days to mark and return.

Teacher Live Chat Times

Teachers have live office hours on Skype each week; students should be sure to take advantage of this one-on-one time. It's a great opportunity to discuss the course and ask questions about tests and assignments. Online office hours and Skype information for teachers are posted in the announcements area of each course.

Academic Dishonesty

Academic Dishonesty or Plagiarism is the use of someone else's writing or ideas as your own. It is a serious offence, like theft, and is a form of academic fraud. Plagiarism occurs when a student, with intent to deceive or with reckless disregard for proper scholarly procedures, presents any information, ideas or phrasing of another as if they were his/her own and/or does not give appropriate credit to the original source. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and the source of information and ideas, if from another, must be identified and be attributed to that source. (Duke University <http://library.duke.edu/research/plagiarism/>)

Academic dishonesty has considerable social, financial and ethical implications in distance learning studies and is taken very seriously at eSchool. A student is guilty of plagiarism if he or she:

1. submits an assignment which is not his or her own authentic work (has been copied, purchased or completed by another student, parent, or tutor);
2. shares assignments with other students;
3. attempts to impersonate another student;
4. receives assistance on an evaluation assignment or test from a parent, tutor or friend;
5. provides fraudulent final examination supervisor information, or cheats on a final examination

Plagiarism Policy

If a Canada eSchool student gets caught cheating:

First Offence – I may receive a fine of \$200.00 (CAD) and/or a formal warning. No second attempt to submit work will be given and student will be given a mark of zero for the assignment.

Second Offence – I shall receive a fine of \$300.00 (CAD). No second attempt to submit work will be given and student will be given a mark of zero for the assignment.
*A formal report will be issued by the Principal or designate.

Third Offence – I will be immediately dismissed from my course and expelled from Canada eSchool.*

*Any formal academic dishonesty reports issued will be placed in my Ontario Student Record



Course System Requirements

To optimize your eSchool experience, access your online course using an up-to-date PC with a high-speed internet connection.

Recommended configuration:

Hardware:

- Dual-core PC with 2GB of RAM (or higher)
- 20GB of free disk space (or higher)
- Monitor, keyboard, mouse, sound card, speakers
- Headset with microphone (required for some courses)
- High-speed internet connection (1Mbps or higher)
- Scanner or camera (useful for sending in work completed by hand)

Software:

- Microsoft Windows or MacOS
- Latest version of Chrome or Firefox Internet Browser Requirements

Canada eSchool online courses work best in Chrome and Firefox; we recommend that students who are using an Apple computer access courses using Firefox. Other browsers and mobile devices are not recommended as they may or may not support all of the online classroom features.

Students should also check to see if their browser has any toolbars installed that may block pop-ups, and disable their pop-up blocking feature while accessing the online course site. It is recommended that the following requirements be met when accessing the online classroom:

1. Pop-ups are enabled;
2. Cookies are enabled; and,
3. Java is installed, up-to-date and enabled (<http://www.java.com>).

Please note that eSchool only provides support for Chrome and Firefox issues.

Acceptable Use of Technology

Any use of Canada eSchool eLearning Portal for unlawful activities is prohibited. eSchool will investigate all such occurrences and, in the process, may involve and cooperate with law enforcement authorities. Any access violations of the Canada eSchool eLearning Portal may result in the dismissal of a student, or other remedy as provided by law enforcement.

Unacceptable use includes:

- 1. Defamation:** Causing a statement to be read by others, that is likely to injure the reputation of a person by exposing that person to hatred, contempt, or ridicule, or that is designed to insult the person.
- 2. Harassment:** Sending, without lawful authority, electronic messages that cause people to fear for their safety or for the safety of those they know.
- 3. Hate propaganda:** Disseminating messages or statements that promote hatred or incite violence against identifiable groups. Sending abusive, sexist, or racist messages to anyone via e-mail or voice mail.
- 4. Interception of private communications or electronic mail (in transit):** Unlawfully intercepting someone's private communications or unlawfully intercepting someone's e-mail messages.
- 5. Obscenity:** Distributing, publishing, or possessing, for the purpose of distributing or publicly displaying, any obscene material. Uploading inappropriate pictures into the student learning portal.
- 6. Hacking and other crimes related to computer security:**
 - Gaining unauthorized access to a computer system: using someone else's password to access the eSchool eLearning portal, network or technology systems
 - Attempting to defeat electronic security features by using anti security programs; by using someone else's password, user identification, or computer account; by disclosing personal passwords; by providing network configuration information or access codes to others; or by disabling anti-virus programs
 - Spreading computer viruses with intent to cause harm
 - Destroying, altering, or encrypting data without authorization, and with the intent of making it inaccessible to those with a need to access it
 - Causing the congestion or disruption of electronic networks and systems by sending chain letters, promoting SPAM, or receiving list server electronic mail unrelated to a work purpose
 - Forging any TCP/IP packet header or any part of the header information in any e-mail or newsgroup posting
 - Engaging in electronic network mischief such as "spoofing," using IP addresses without consultation, network sniffing, etc...; attempting to probe, scan, or test the vulnerability of a system or network or to breach security or authentication measures
- 7. Copyright Infringement:** No aspect of Canada eSchool Intellectual Property or Trademarks may be reproduced in any form or by any means, except as expressly permitted by Canada eSchool's prior written consent.

Ontario Secondary School Diploma Requirements

In order to earn an Ontario Secondary School Diploma (OSSD), a student entering Grade 9 in the 1999–2000 school years or in subsequent years must earn a minimum of 30 credits, including 1 compulsory credits and 12 optional credits. Students must also complete 40 hours of community involvement activities and must meet the provincial literacy requirement. The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen postsecondary endeavours.

See Appendix B (OS K-12, 2016, 6.1)

Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the Ontario Secondary School Diploma (OSSD), substitutions may be made for a limited number of compulsory credit courses. The school principal may replace up to three compulsory courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the OSSD and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions will be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student will be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. The principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript. (OS K-12, 2016, 6.2)

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

2 credits in English

1 credit in Canadian Geography or Canadian History

1 credit in Mathematics

1 credit in Science

1 credit in Health and Physical education

1 credit in the Arts, Computer Studies or Technological Education

Optional credits (total of 7)

7 credits selected by the student from available courses (OS K-12, 2016, 6.3)

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. (OS K-12, 2016, 6.4)

Transition from OSIS to OSS/OS

"Beginning in the 1999 - 2000 school year, all students entering Grade 9 will work towards the Ontario Secondary School Diploma (OSSD) under OSS" (OS K-12, 2016 p. 95).

Those students who began Grade 9 before the 1999 - 2000 school year will have the opportunity to complete their diploma requirements under OSIS. Students following the OSIS diploma requirements may take courses developed as part the OSS diploma requirements. Students should understand that meeting OSS diploma requirements is not necessarily equivalent to satisfying OSIS diploma requirements. *Refer to Appendix D

The Credit System

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. The Principal of Canada eSchool is authorized by the Ministry of Education in Ontario to grant secondary school credits leading the Ontario Secondary School Diploma.

For the purpose of granting a credit, “scheduled time” is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through online classroom instruction and activities and/or through community placements related to work experience and cooperative education. (OS K-12, 2016, 7.1)

Curriculum Policy Documents can be accessed on the Ontario Ministry of Education’s Website: <http://www.edu.gov.on.ca/eng/document/curricul/curricul.html>

Community Involvement Requirements

Every student who begins secondary school during or after the 1999 - 2000 school years must complete a minimum of 40 hours of community involvement activities as part of the requirement for an Ontario Secondary School Diploma. The school principal or designate must approve all proposed activities that students intend to participate in, for the purpose of obtaining their 40 hours of community involvement. Students will plan and select their community involvement activities in consultation with a parent or guardian.

Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the principal by the student. This documentation must include for each activity: the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9. (OS K-12, 2016, 6.1.4)

The Secondary School Literacy Graduation Requirement

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). This requirement is based on the expectations for reading and writing throughout the Ontario



curriculum up to and including Grade 9. To meet this requirement, students are expected to take and successfully complete the **Ontario Secondary School Literacy Test (OSSLT)** in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years and/or enroll in the Ontario Secondary School Literacy Course (OSSLC).

Ontario Secondary School Literacy Test (OSSLT)

Students will usually take the OSSLT in their grade 10 school year, unless a deferral is granted by the principal. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Important Notes

- A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered.
- For students with special education needs, accommodations specified in the student’s Individual Education Plan (IEP) will be available on the day of the test.
- Students who are English language learners may be entitled to special provisions.
- Students whose (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT.
- Mature students have the option to enroll directly in the Ontario Secondary School Literacy Course (OSSLC) without first attempting the OSSLT.
- Students who are working towards the OSSD under Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/ OACs): Program and Diploma Requirements, rev. ed., 1989 (OSIS) and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma, are not required to meet the literacy graduation requirement.

(OS K-12, 2016, 6.1.3.1)

**English Language Learners - OSSLT Deferral Policy - Appendix A

The Ontario Secondary School Literacy Course (OSSLC)

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 Ontario Secondary School Literacy Course (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 the OSSLT, if the principal determines that it is in the best educational interest of the student.

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.

For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted. Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enroll directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. (OS K-12, 2016, S. 6.1.3.2)

Elementary School Reach Ahead Students

Under certain conditions, elementary students may "reach ahead" to take secondary school courses. The principal of a student's elementary school and the principal of a secondary school may decide, with parental consent, that it is appropriate for the student to enroll in one or more secondary courses. In such a case, the principal assumes responsibility for evaluating the student's achievement and for granting and recording credits. (OS K-12, 2016, 2.5.2.1)

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits.

The PLAR process involves two components: challenge and equivalency. The challenge process refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark). Determining equivalency involves the assessment of credentials from other jurisdictions.

PLAR for 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. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.

PLAR procedures are also available to exceptional students. Assessment strategies will 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 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. (OS K-12, 2016, 7.2.5.1)

PLAR for Mature Students

The challenge and equivalency procedures are also available to adult students who are returning to school to earn a diploma after being out of high school for at least one year. Requirements concerning application of these procedures differ for this group because of their broader life experience. The principal will determine the number of credits, including compulsory credits that a mature student needs in order to meet diploma credit requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the principal following individual assessment.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways:

- They may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process;
- They may present education and/or training credentials for assessment through the equivalency process; or
- They may take the course.

Mature students will earn a minimum of four Grade 11 and 12 credits by taking approved courses. Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to

bring their total number of credits up to 30 before they will be eligible to receive the Ontario Secondary School Diploma. Mature students working towards the OSSD under OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy test. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

Beginning with the 2003 - 2004 school year, adults who return to secondary school to earn their diploma will be required to comply with the PLAR requirements described above. (OS K-12, 2016, 7.2.5.2)

Ontario Ministry of Education, PPM(#129)

Out of Province International Students

eSchool recognizes a wide range of educational credits from around the world. Students seeking to obtain their OSSD for entrance into a college or university program can have their existing high school credits evaluated and may receive Ontario equivalent credits. eSchool helps students access quality education without leaving their family, friends and local culture. High school students at eSchool have the opportunity to share an online classroom and study with other students across the globe.

Where students who do not have Ontario credits are transferring from a non-inspected private school or a school outside Ontario to an Ontario secondary school, the principal of eSchool will, in the process of deciding where the student should be placed,

determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Students will have to successfully complete the provincial secondary school literacy test. The school principal will determine the number of hours of community involvement activities that the student will have to complete and will note the results of his or her assessment and deliberations in the student's Ontario Student Record (OSR). (OS K-12, 2016, 4.3.2)



Home Schooled Students

Home schooling (also called home education or home learning) is the education of children at home, typically by parents or professional tutors, rather than in a public or private school. These students may register for courses at eSchool by providing detailed records and portfolios of their work.

As per Policy/Program Memorandum No. 131, home schooled students seeking to obtain an Ontario Secondary School Diploma (OSSD) may apply for a maximum of 16 grade 9 and 10 credit equivalencies with the compulsory credits not exceeding 14 credit. The student will need to supply eSchool with complete documentation of the learning that has been completed through their home school program. The nature and number of the equivalencies will be determined by the eSchool principal after reviewing the student information.

The equivalencies granted will be given for placement only and will be recorded on the Ontario Student Transcript as a block. Student may be required to complete additional planned learning activities and evaluations to ensure that all curriculum requirements have been met. In order to have the equivalencies recorded; students need to successfully complete all diploma requirements including at least 3 senior grade 11 courses in English, Mathematics and Science. Students will also be required to successfully complete a grade 12 English course and 2 other compulsory credits (grades 9 -12) of their choosing. Students must also complete 40 hours of community involvement activities and meet the provincial literacy requirement. Mature students who have been home schooled can apply for equivalency credits under the Minister of Education (2003) Policy/Program Memorandum No. 132.

Assessment and Evaluation

Assessment and evaluation of student learning at eSchool is conducted in accordance with the Ontario Ministry of Education (2010) "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools" seven fundamental principles:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles, preferences, needs, and experiences of all students;
- are communicated clearly to students at the beginning of each course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

(OS K-12, 2016, p. 27)

Teachers at eSchool use criterion-referenced assessment and evaluation; student work is assessed and evaluated in a balanced manner with reference to established criteria for four levels of achievement that are standard across Ontario, rather than by comparison with work done by other students, or through the ranking of student performance. (OS K-12, 2016, p. 28)

Assessment

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflect how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the overall curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

As part of assessment for learning, teachers provide students with descriptive feedback that guides their efforts towards improvement. Descriptive feedback helps students learn by providing them with specific information about what they are doing well, what needs improvement, and what specific steps they can take to improve. Multiple opportunities for feedback and follow-up are provided during a student's course to allow for improvement in learning prior to assessment of learning (evaluation). (OS K-12, 2016, 2.3)

Evaluation

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. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Although all curriculum expectations in a course are accounted for in instruction, student evaluations focus solely on a student's achievement of the overall curriculum expectations in his or her course. Evidence of student achievement for evaluation is collected over the duration of a course and is based on observations, conversations, and student products. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout each course, typically at the end of a module of study.

Student marks in eSchool courses are not averaged; instead, a student's final mark is based on his or her most consistent effort with special emphasis on his or her most recent work.

In determining a student's final grade, teachers will consider:

- All evidence collected through observations, conversations, and student products (tests, exams and assignments for evaluation)
- The number of tests/exams or assignments that were not completed or submitted
- The evidence of achievement that is available for each overall expectation for a subject in a particular grade or course
- The teacher will consider that some evidence carries greater weight than other evidence; some performance tasks are rich and reveal more about a student's skills and knowledge than others

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50 or higher. The final grade for each course will be determined as follows :

- Seventy percent of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation in the form of a supervised final examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

"Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgement to determine a student's report card grade" (OS K-12, 2016, 2.3)

Student Learning Skills and Work Habits

As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for university/college education and the world of work. eSchool teachers will work with students to help them develop the following learning skills and work habits:

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

For each of the skills and habits, there are associated behaviours posted for students in online classrooms, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits. The evaluation of learning skills and work habits are not considered in the determination of a student's final grades. [OS K-12, 2016, p. 30]

Final Examinations

Final examinations are normally conducted via the Internet, and under the supervision of an exam proctor approved by Canada eSchool.

Students must complete and submit all course requirements to their teacher prior to booking their final exam.

Course requirements include but are not limited to: assignments, tests, discussion forums, the Independent Study Unit and the student log journal. Once a student has completed all course requirements, his or her teacher will contact the eSchool guidance office and provide approval for the student to write his or her final exam. The eSchool guidance office must receive teacher confirmation of completion of course requirements before a student's final examination can be scheduled. **The final exam must be written within 30 days of receiving teacher permission.**

Students must be supervised during the time they write their exam. An exam supervisor is the person who will confirm students' identity and supervise them while they write their final exam. All students are responsible for booking their own exam and selecting a location to write their exam from the list of **Exam Centres** available on the eSchool website. Exam applications must be approved by eSchool before an exam date can be finalized.

In recognition of individual student learning needs, in some circumstances eSchool may permit a student to select an alternate location where they will write their final examination. Students with an IEP or medical report will need to submit a copy of their documentation to eSchool in order to have an alternate supervisor proctor their examination. Examinations may not be administered at a private residence and alternate supervisors must be on the **List of Acceptable Supervisors** available on the eSchool website.

Students must submit an application for exam supervision at least **5 business days prior to their desired examination date.** International students should allow 5-8 business days for application processing. Please note that if a student does not write his or her exam on the scheduled date, an administration fee will apply to reschedule the examination. Final marks are released approximately 10 business days after the exam is received from the exam supervisor.

Performance Standards - The Achievement Chart

The achievement chart for each course is included in the curriculum policy document for each discipline of study/subject area. The chart provides a reference point for all assessment practice and a framework by which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking, Communication, and Application.

The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions

associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents. The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement.

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement.

Level 1: (50-59%)

Achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.

Level 2: (60-69%)

Achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3: (70-79%)

Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Level 4: (80-100%)

Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

[OS K-12, 2016, p.70]

Alternate Exam Supervision Criteria

Students who cannot write an examination at an eSchool pre-approved exam centre due to geographic limitations or special learning needs, must select an alternate supervisor who meets the provided criteria. The selected supervisor must be approved by eSchool before a student's exam date can be finalized. Examinations must take place in a community environment; they may not be held at a private residence. Supervisors require a professional work email address (Gmail, Yahoo and Hotmail email addresses are not acceptable), and may be required to fax eSchool a copy of their identification and diploma or certificate of qualification or practicing license in order to validate an exam application.

Acceptable Examination Supervisors

- An Ontario certified teacher (OCT), guidance counsellor or librarian with a professional email address
- A government social worker, registered family physician, registered psychologist or professional registered counsellor

International and Out of Province Students Only

- Canadian Embassy or Consulate official
- A valid Canadian teaching certificate or a certification in their country recognized by the International Credential Assessment Service of Canada

Unacceptable Examination supervisors include:

- Any relative (adoption included)
- Any relative through marriage
- Any acceptable supervisor who does not have a professional email address

Failed Examination Policy

Students who receive a mark of less than 50% on their supervised final examination will be subject to an assessment and evaluation review. In cases where a significant discrepancy is established between a student's ongoing assessment and evaluation marks, and his or her supervised final examination mark, the principal will conduct a course credit review to ensure the student has achieved the curriculum expectations of a course.

If it is determined that a student has not achieved the curriculum expectations of a course, the principal and teaching staff, in consultation with the parents and student, will determine what procedure or type of program would best enable the student to meet the expectations and earn credit for the course.

Procedure to identify ELLs who are best served by deferral of OSSLT

The ELL student is working toward an OSSD but will not participate in the current administration of the test because the student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate in the test. The CES Principal, known as the Principal in this Procedure, shall make decisions regarding deferrals.

Decision Making

The parent(s) or adult student may make a written request for deferral addressed to the Principal, or the Principal may suggest a deferral in consultation with the parent(s) or adult student.

Decision on a Deferral

On or about February 1 each year, prior to the administration of the OSSLT the Principal shall review all ELL students eligible to write the OSSLT individually. In consultation with the student and parent(s) or the adult student, and with the appropriate teaching staff. The Principal shall make the decision regarding deferral and inform the ELL student and parent(s) or the adult student. If the adult student or the parents disagree with the principal's decision, they may appeal to the appropriate supervisory officer for a final decision.

Students must be informed of the following: In June 2004, policy was changed to grant principals the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student (see PPM 127).

Limitations & Diploma Requirement

Participation may be deferred only to the next administration of the test. If a deferral is required again, there must be a new request, and the decision-making process must begin again. There is no limit to the number of deferrals a student may receive, but the student will be advised that a deferral will result in fewer opportunities to take the test and that passing either the OSSLT or the Ontario Secondary School Literacy Course (OSSLC) is a diploma requirement.

Required Documentation

All documentation related to the decision to grant a deferral will be kept in the student's Ontario Student Record.

Reporting Student Achievement – Report Cards

Student achievement will be communicated formally to students and parents by means of a Report Card. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting of demonstrated skills required for effective learning.

The report card provides a record of the student's achievement of the curriculum expectations in every course, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. The report card also includes teachers' descriptive comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved.

The report card also provides a record of the learning skills demonstrated by a student in each course within the following six categories: responsibility, organization, independent work, collaboration, initiative and self-regulation. The learning skills are evaluated using a four-point scale:

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

The separate evaluation and reporting of the learning skills in these six areas reflects their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, are not considered in the determination of percentage grades. (Growing Success K-12, 2010 p. 45)

Midterm / Interim report cards are issued when students have completed the first 50% of their course. The Final report card will be issued within 10 business days of the teacher receiving a student's final exam. Students in urgent situations may request express report card processing; express processing does not impact a teacher's marking times. Please note an administration fee for express services will apply.

The Ontario Student Transcript

The Ontario Student Transcript (OST) was developed in 1983 to provide an official and consistent record of the Ontario secondary school credit courses successfully completed by a student.

Each student's OST will include:

- All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;

- All equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or through the equivalency process under OSIS;
- All Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements;
- Confirmation that the student has completed the forty hours of community involvement;
- Confirmation that the student has successfully completed the provincial secondary school literacy requirement. (OS K-12, 2016, 4.1.2)

"As of September 1, 1999, the OST will also include a record of the achievement of exceptional students who have alternative learning expectations in an individualized, non-credit program" (OS K-12, 2016, 6.2.2.2).

The OST is an official component of the OSR and is stored in a student's OSR folder. Students attending eSchool on a supplementary basis while also attending a part-time or full time program at a bricks and mortar school will have their OST updated by their home school.

Student Withdrawal From a Course

Grades 9 and 10: Withdrawals from Grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Grades 11 and 12: If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course prior to or within five instructional days following the issue of the midterm report card (received at the midpoint in a course), the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the interim 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 (OST Manual, 2013).

If the student withdraws after the time allowed, a "W" is entered in the "Credit" column and the student's percentage grade at the time of withdrawal is recorded in the "Percentage Grade" column.

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

(The Ontario Student Transcript (OST) Manual, 2013)

Students may not withdraw from a course prior to receiving their final mark if all course requirements have been submitted to their teacher.

Access to the Ontario Student Record

Every student has the right to have access to his or her Ontario Student Record (OSR). 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 give information concerning the child's health, education, and welfare. A student or authorized parent of a student who wishes to view the student's OSR should send a written request to eSchool. Identification will be requested on the scheduled viewing date. (OS K-12, 2016, 4)

Types of Courses

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. There is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination and open courses in Grades 11 and 12. Because the courses are different, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

Grade 9 and 10 Courses

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

- 1. Academic courses** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- 2. Applied courses** focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- 3. Open courses**, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. (OS K-12, 7.2)

Grade 11 and 12 Courses

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

- 1. University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- 2. University/college preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- 3. College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- 4. Workplace preparation courses** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

***not currently available at eSchool
- 5. Open courses**, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. (OS K-12, 2016, 7.2.2)

Course Coding

Students can determine the level of study in a course by the last digit in the course code.

D = Academic

C = College Preparation

U = University Preparation

O = Open

P = Applied

M = University/College Preparation

For example, ENG4U is a university preparation course.

Changing Course Types / Transfer Courses

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. Transfer courses offer students a means of transferring from one type of course to another (from applied to academic or from college preparation to university preparation) if their interests and goals change during secondary school. Like the other types of courses, transfer courses are credit based and are counted towards the 30 credits required to meet diploma requirements.

Transfer courses in the 2013-2014 school year have been discontinued by the Ontario Ministry of Education, with the exception of MPM1H (Mathematics Transfer Course, Gr. 9, Applied Academic).

Students who would like to move from an applied to academic course of study without having taken the corresponding pre-requisite may apply for a prerequisite waiver. (OS K-12, 2016, 7.2.3)

Repeat Courses

Students who would like to improve their mark in a course can repeat the course at Canada eSchool. A repeat course is comprised of 110 hours of planned learning activities covering the overall curriculum expectations of a course. Upon completion of the course, the student will be issued a final mark reflecting his or her level of achievement of the curriculum expectations. Students in Gr. 9 and 10 will have the course attempt resulting in the highest final mark recorded on their Ontario Student Transcript. Students attempting Gr. 11 and 12 courses will have both course attempts and the corresponding final marks recorded on their Ontario Student Transcript.

Canada eSchool Course List Grades 9 - 12

Our current academic program has been created to supplement the traditional classroom education system. The following is a catalog of courses we are offering at eSchool this year. Additional courses may be added throughout the year as required. Complete course outlines for active courses can be obtained by emailing the eScho administration office.

Business Studies

Financial Accounting Fundamentals, Gr. 11, University / College Preparation (BAF3M)

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision skills that will assist them in future studies and/or career opportunities in business. Student will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting. No prerequisite.

Financial Accounting Principles Gr. 12, University / College Preparation (BAT4M)

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations. Prerequisite: (BAF3M) Business, Grade 11, University/College Preparation.

Business Leadership: Management Fundamentals, Gr. 12, University / College Preparation (BOH4M)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. No prerequisite.

Canadian & World Studies

Issues in Canadian Geography, Gr. 9, Academic (CGC1D)

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. No prerequisite.

Civics and Citizenship, Gr. 10, Open (CHV20)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. No Prerequisite.

World History since the Fifteenth Century, Gr. 12, University Preparation (CHY4U)

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Canadian and International Law, Gr. 12, University Preparation (CLN4U)

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

English

English, Academic, Gr. 10 (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. Prerequisite: (ENG1P or ENG1D) English, Grade 9, Academic or Applied.

English, College, Gr. 11 (ENG3C)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity.

Prerequisite: (ENG2P) English, Grade 10, Applied. English, University, Gr. 11 (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. Prerequisite: (ENG2D) English, Grade 10, Academic.

The Ontario Secondary School Literacy Course (OLC40)

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 (OSSLT). 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 portfolio containing a record of their reading experiences and samples of their writing. Prerequisite Note: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. Mature students may take the course without having previously attempted the literacy test.

English, College Preparation, Gr. 12 (ENG4C)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. Prerequisite: (ENG4C) English, Grade 11, College Preparation.

English, University Preparation, Gr. 12 (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 analyse 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. Prerequisite: (ENG3U) English, Grade 11, University Preparation.

The Writer's Craft, Gr. 12, University Preparation (EWC4U)

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. Prerequisite: (ENG3U) English, Grade 11, University Preparation.

Guidance and Careers

Career Studies, Gr. 10, Open (GLC20) *

***Under Revision**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. No Prerequisite.

Mathematics

Principles of Mathematics, Gr. 9, Academic (MPM1D)

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. No prerequisite.

Foundations of Mathematics, Gr. 10, Applied (MFM2P)

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: (MFM1P or MPM1D) Mathematics, Grade 9, Applied or Academic.

Principles of Mathematics, Gr. 10, Academic (MPM2D)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: (MPM1D) Mathematics, Grade 9, Academic.

Foundations for College Mathematics, Gr. 11, College Preparation (MBF3C)

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: (MFM2P) Mathematics, Grade 10, Applied.

Functions and Applications, Gr. 11, University / College Preparation (MCF3M)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: (MFM2P or MPM2D) Mathematics, Grade 10, Academic or Applied.

Functions, Gr. 11, University Preparation (MCR3U)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: (MPM2D) Mathematics, Grade 10, Academic.

Foundations for College Mathematics, Gr. 12, College Preparation (MAP4C)

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades. Prerequisite: (MBF3C or MCF3M) Mathematics, Grade 11, College or University/College Preparation.

Calculus and Vectors, Gr. 12, University Preparation (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in 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. Prerequisite Note: The new Advanced Functions can be taken concurrently with or can precede Calculus and Vectors.

Advanced Functions, Gr. 12, University Preparation (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. Prerequisite Note: (MCR3U or MCT4C) Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.

Mathematics of Data Management, Gr. 12, University Preparation (MDM4U)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. Prerequisite Note: (MCF3M or MCR3U) Functions and Relations, Grade 11, College/University Preparation, or Functions, Grade 11, University Preparation.

Science

Science, Gr. 9, Academic (SNC1D)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. No prerequisite.

Science, Gr. 10, Academic (SNC2D)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter. Prerequisite:(SNC1D orSNC1P) Science, Grade 9, Academic or Applied.

Biology, Gr. 11, University Preparation (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Prerequisite:(SNC2D) Science, Grade 10, Academic.

Biology, Gr. 12, University Preparation (SBI4U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. Prerequisite:(SBI3U) Biology, Grade 11, University Preparation.

Chemistry, Gr. 11, University Preparation (SCH3U)

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. Prerequisite:(SNC2D) Science, Grade 10, Academic.

Chemistry, Gr. 12, University Preparation (SCH4U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. Prerequisite: (S CH3U) Chemistry, Grade 11, University Preparation.

Earth and Space Science, Gr. 12, University Preparation (SES 4U)

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence. Prerequisite: (S NC2D) Science, Grade 10, Academic.

Physics, Gr. 12, University Preparation (SPH3U)

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: (S NC2D) Science, Grade 10, Academic.

Physics, Gr. 12, University Preparation (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite:(SPH3U) Physics, Grade 11, University Preparation.

Social Sciences

Exploring Family Studies, Grade 10, Open (HIF20)

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. No Prerequisite.

World Religions and Belief Traditions: Perspectives, Issues, and Challenges, Gr. 11, University / College Preparation (HRT3M)

This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the way in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief. No prerequisite.

Introduction to Anthropology, Psychology, and Sociology, Gr. 11, University Preparation (HSP3U)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

Human Development Throughout the Lifespan, Gr. 12, University/College Preparation (HHG4M)

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development. Prerequisite: Any university, college, or university/ college preparation course in social sciences and humanities, English, or Canadian and world studies.

Challenge and Change in Society, Gr. 12, University Preparation (HSB4U)

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change.



Transfer Courses and Descriptions

The following is a catalogue of transfer courses we are offering at eSchool this year. Additional courses may be added throughout the year as required. Complete course outlines for active courses can be obtained by emailing the eSchool administration office.

Mathematics

Mathematics Transfer Course, Gr. 9, Applied to Academic (MPM1H)

This transfer course will provide students who have successfully completed Foundations of Mathematics, Grade 9, Applied with an opportunity to achieve the expectations not covered in that course but included in Principles of Mathematics, Grade 9, Academic. On successful completion of this transfer course, students may proceed to Principles of Mathematics, Grade 10 Academic (MPM2D) .

This transfer course focuses on developing number sense and algebra, linear relations, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Foundations of Mathematics, Grade 9, Applied (MFM1P). Credit value: 0.5

Appendix A

Canada eSchool (CES) procedure to identify ELLs who are best served by deferral of OSSLT

Background:

The ELL student is working toward an OSSD but will not participate in the current administration of the test because the student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate in the test. The CES Principal, known as the Principal in this Procedure, shall make decisions regarding deferrals.

Decision Making:

The parent(s) or adult student may make a written request for deferral addressed to the Principal, or the Principal may suggest a deferral in consultation with the parent(s) or adult student.

Decision on a deferral

On or about February 1 each year, prior to the administration of the OSSLT the Principal shall review all ELL students eligible to write the OSSLT individually. In consultation with the student and parent(s) or the adult student, and with the appropriate teaching staff. The Principal shall make the decision regarding deferral and inform the ELL student and parent(s) or the adult student.

If the adult student or the parents disagree with the principal's decision, they may appeal to the appropriate supervisory officer for a final decision.

Limitations & Diploma Requirement

Participation may be deferred only to the next administration of the test. If a deferral is required again, there must be a new request, and the decision-making process must begin again. There is no limit to the number of deferrals a student may receive, but the student will be advised that a deferral will result in fewer opportunities to take the test and that passing either the OSSLT or the Ontario Secondary School Literacy Course (OSSLC) is a diploma requirement.

Students must be informed of the following: In June 2004, policy was changed to grant principals the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student (see Ontario Ministry of Education, PPM 127).

Required Documentation

All documentation related to the decision to grant a deferral will be kept in the student's Ontario Student Record.

What do you need to graduate from high school?

18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

✓	12 optional credits†
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

Group 1:

- English or French as a second language**
- a Native language
- a classical or international language
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education***

Group 2:

- health and physical education
- the arts
- business studies
- French as a second language**
- cooperative education***

Group 3:

- science (Grade 11 or 12)
- technological education
- French as a second language**
- computer studies
- cooperative education***

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

** In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

*** A maximum of 2 credits in cooperative education can count as compulsory credits.

† The 12 optional credits may include up to 4 credits earned through approved dual credit courses.



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Appendix C

Refund Policy

Course Withdrawal

A student may withdraw from a course in which he or she is enrolled within 7 calendar days of his or her start date, and receive a monetary refund less a \$150.00 admission application processing fee per course.

Course Extension

Students who do not complete their course(s) in the scheduled 4 month period, may apply for a one time only extension of their course(s) for one month. A course extension fee of CDN \$175 will apply. If a course has expired for more than 7 calendar days, an additional CDN \$100 administrative fee is required.

Expired Course

If your course has expired for more than 7 calendar days, an administration fee of \$100.00 applies to be reinstated in your course. Please be sure to submit your completed application and payment within 7 calendar days of course expiry to avoid the additional administration fee. No reinstatement in a course is allowed if the course has expired for more than 15 calendar days.

Pre-requisite

Students are responsible for ensuring they have the proper pre-requisite course or a pre-requisite course exemption from Canada eSchool. Students will not be allowed to start a course without the proper pre-requisite. If a student pays for a course and is not allowed to start the course, the student may apply for a refund of tuition fees paid less a \$150 administrative fee.

Dismissal from course or program due to violation of School Policies

Any student who does not adhere to the Canada eSchool Student Code of Behaviour or School Policies, as outlined in the Canada eSchool Course Calendar, may be dismissed from his or her course, or the Canada eSchool program at any time. No tuition refunds or credits shall be issued.

*Textbook sales are NON-REFUNDABLE.

**The Refund Policies at Canada eSchool may be updated or changed at any time as deemed necessary by the school. Changes to refund policies or prices will be posted on our website for your convenience.

*** Where there are exceptional and unforeseen circumstances, the Canada eSchool Principal will consider each refund request upon receipt of acceptable documentation.

Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR) Guideline 2000. Access to OSR Records may be obtained by contacting the principal.

Appendix D

Requirements for the secondary school graduation diploma (SSGD) under Circular H.S.1, 1974–1984

Note: The following table and all of the notes are taken from and refer to *Circular H.S.1, 1979–81*.

Students who began their secondary school program between 1974 and the beginning of the 1984–85 school year may work towards the SSGD under Circular H.S.1. (They may also work towards the OSSD under OS.)

Minimum number of credits	School year* in which the student began the first year of a secondary school program				Notes
	1974–75 1975–76 1976–77	1977–78	1978–79	1979–80 1980–81 1981–82 1982–83 1983–84	
For an SSGD including, within this total, the following:	27	27	27	27	Students should be encouraged to enrich their programs by taking more than the minimum 27 credit courses.
• from each area of study	3	3	3	3	<i>Areas of study:</i> Communications, Social and Environmental Studies, Pure and Applied Sciences, and Arts
• from English studies	4	2	2		Courses in English language and literature that have as their major purpose the development of skills in reading, writing, listening, and speaking
• from Canadian studies	2				Courses that have as their major purpose a study of some aspect of Canadian society, be it historical, environmental, cultural, economic, political, geographic, or sociological
In required subjects: <i>Intermediate division:</i> • English (or anglais) • mathematics • science • Canadian history • Canadian geography • Canadian history or Canadian history and Canadian geography <i>Senior division:</i> • English (or anglais)	}	2 2 1 2 or 1 each	2 2 1 1 1 2	2 2 1 1 1 2	Students in occupational programs require a minimum of 4 credits, 2 of which must be in English. <i>See Appendix A in Circular H.S.1 for further information</i>

* In this document, the school year is considered as beginning on September 1 of one year and ending on August 31 of the following year.

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

Appendix D

Requirements for the Ontario Secondary School Diploma (OSSD) under OSIS, 1984–1999

Note: The following table and all of the notes are taken from and refer to *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements, 1989* (OSIS).

Students who began their secondary school program between 1984 and the beginning of the 1999–2000 school year* may work towards the OSSD under OSIS or OS.

Minimum number of credits		Notes
For an OSSD including, within this total, the following:	30	Students may choose to take more than 30 credits, especially students who are incorporating OACs into their programs.
In required subjects:		<ul style="list-style-type: none"> The listing of subjects under areas of study no longer applies. The principal may grant a substitution for up to 2 compulsory credits, and up to 4 compulsory credits for students identified as exceptional.
<ul style="list-style-type: none"> English (or français) 	5	The 5 compulsory credits in English (or français) will include at least 2 credits from Grade 11, 12, and/or OACs. See Appendix B in OSIS, 1989, for further information.
<ul style="list-style-type: none"> French as a second language (or anglais) 	1	
<ul style="list-style-type: none"> mathematics 	2	
<ul style="list-style-type: none"> science 	2	
<ul style="list-style-type: none"> Canadian geography 	1	
<ul style="list-style-type: none"> Canadian history 	1	
<ul style="list-style-type: none"> additional social science (Senior) 	1	
<ul style="list-style-type: none"> arts 	1	
<ul style="list-style-type: none"> business studies or technological studies 	1	
<ul style="list-style-type: none"> physical and health education 	1	

* In this document, the school year is considered as beginning on September 1 of one year and ending on August 31 of the following year.

CANADA SCHOOL

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For the most current version of the school policies document, please refer to the HTML version available on our website at www.canadaeschool.ca. This document contains material issued by the Ontario Ministry of Education.

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