CANADA e SCHOOL

Course Calendar 2026-2027

Your place. Your pace. Your path.

For students who need flexible start dates and the ability to work at their own pace

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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 authorization to grant credits towards the Ontario Secondary School Diploma (OSSD).

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. Students can combine Canada eSchool courses with their regular classroom timetable and capitalize on the flexibility 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 absence 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).

While there is no formal attendance schedule at Canada eSchool, students must complete each course within four months. In order to achieve this, students are expected to log into their course(s) for a minimum of 7 hours per week. Teachers and administrators will monitor student login times to ensure consistency. In addition, the online learning platform has a Course Completion Status checklist which will be monitored by teachers and administrators throughout the term.

Beginning in the 2026-2027 school year, attendance will be considered as a percentage of the final course mark (Please see the details under "Assessment and Evaluation" on page 17).

Canada eSchool Code of Conduct

Respect is the basic principle by which we operate at Canada eSchool. Student, parents and guardians must conduct communications with Canada 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 environment. Canada 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 conflicts and differences 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 behaviors (verbal or otherwise) and/or conduct injurious to the moral tone of the school. Profanity, harassment, or aggressive behaviors are not acceptable and may result in student suspension or expulsion. The Canada 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 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.

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

- Parent access to Ontario Curriculum
- Website updates and information
- Teacher feedback emails
- Teacher Academic Support Hours

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 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 be 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's 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 the required documents and tuition fees have been received. When necessary, a student may also request a specific start date to 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. (original copies)
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 Honor declaration.
5. Consent for Release of Documents form.

Mature students with related prior learning or work experience may apply for an exemption from a prerequisite (following Ministry Premature student policy).

Course Prerequisites

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

Canada eSchool Courses

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 teachers 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; fees 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 remote academic support hours once per week through online conferencing applications (Zoom and/or Microsoft Teams). 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 activities 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.

Canada 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, Canada eSchool does not accept course assignments via Canada Post, courier or other forms of postal systems. 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.

Support and Resources Canada eSchool is supported by the resources of Columbia International College, the largest private boarding school for international students in Canada. Students at Canada eSchool are able to make use of these resources with respect to guidance, tutoring and university placement.

Turnaround Times

While Canada eSchool endeavors 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 one business day of receiving an email. For example, if a Canada eSchool teacher receives an email question 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 Question: 1 business day

Evaluation Assignment: 5 business days

Tests: 5-7 business days

Confirmation of Final Examination(s): 5 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 courses; as such, student assignments should be submitted as soon as they are completed. Students should not post 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 course culminating assessments take up to **seven business days** to mark and return.

Academic Integrity Policy

Canada eSchools' primary objective is student achievement of the Ontario Ministry of Education curriculum requirements. It is necessary that all students engage with, and complete assigned work provided, and must only submit originally produced materials, as required, for the following reasons:

- Citing reliable information gives credibility to your work
- Not citing your sources means you are stealing ideas of others

- Cheating is unethical
- There are consequences to academic dishonesty and plagiarism which will impact your academic progress and violations will be tracked

For the purposes of this policy, the following definitions apply:

Academic Dishonesty - Submitting or presenting the words, ideas, images, sounds, graphs, etc., of others as your own (even if you paraphrase it) without giving the original author credit. This includes submitting your own work to a teacher that has already been submitted and marked by a different teacher in another class.

Plagiarism - involves the submitting or presenting work that is in whole or in part either the ideas, language, or other intellectual property of another person, without acknowledging the source. Plagiarism applies to all assignments, projects, submissions, tests, exams, or otherwise.

Consequences for Breach of Policy

Any student suspected of committing Academic Dishonesty will immediately be assigned a grade of zero, until such time that a student is able to demonstrate that the work is his or her own, if authorized.

Consequences include, but are not limited to, the following:

- Counselling
- Written warnings
- Resubmission of assignment or retaking an alternate test
- Deduction of marks
- A mark of zero (0%)
- Discharge

Course System Requirements

To optimize your Canada eSchool experience, access your online course using an up-to-date computer and a high-speed internet connection

Recommended Hardware:

- Dual-core PC with 2GB of RAM and 20GB of free disk space
- Monitor, keyboard, mouse, sound card, speakers
- Headset with microphone
- High-speed internet connection *(Minimum 1 Mbps)*

Recommended Software:

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

Browser Requirements:

Canada eSchool online courses work best in **Chrome** and **Firefox;** Students using Apple computers are encouraged to use **Firefox** for best performance. Other browsers and mobile devices are **not recommended**, as they may not fully support online classroom features.

Browser Setting Checklist:
To ensure proper access to your online courses, please make sure:

1. Pop-ups are **enabled**
2. Cookies are **enabled**
3. Java is **installed**, up-to-date and enable www.java.come

Acceptable Use Policy

Any use of the Canada eSchool eLearning Portal for unlawful or inappropriate activities is strictly prohibited. Canada eSchool will investigate all such occurrences and may involve and cooperate with law enforcement authorities as necessary. Violations of this policy may result in disciplinary action, including dismissal from the school, and/or legal consequences.

Unacceptable Use Includes, but is Not Limited to:

1. **Defamation:** Publishing or sharing statements that could damage a person's reputation by exposing them to hatred, contempt, ridicule, or intentional insult.

2. **Harassment:** Sending electronic messages, without lawful authority, that cause others to fear for their own safety or the safety of those they know.

3. **Hate Propaganda:** Disseminating content that promotes hatred or incites violence against identifiable groups. This includes sending abusive, sexist, racist, or discriminatory messages via email or voicemail.
4. **Interception of private communication:** Unlawfully intercepting or accessing private communications or email messages during transmission.

5. **Obscenity:** Distributing, publishing, or possessing obscene material for public display. This includes uploading inappropriate images or content into the student-learning portal.

6. **Unauthorized System Access:** Accessing the Canada eSchool eLearning Portal, network, or technology systems using someone else's password or credentials.

7. **Security Breach Attempts:** Attempting to bypass security features using anti-security programs; sharing or misusing passwords, access codes, or configuration details; or disabling antivirus software.

8. **Malware and Viruses:** Spreading computer viruses or malicious software with the intent to cause harm.

9. **Data Tampering:** Destroying, altering, or encrypting data without authorization, especially to prevent access by those who need it.

10. **Network Disruption:** Causing congestion or disruption of networks by sending spam, chain letters, or receiving irrelevant mass emails.

11. **Email or Network Forgery:** Falsifying any part of an email header or network transmission, such as a TCP/IP packet header, in emails or online postings.

12. **Electronic Mischief:** Engaging in harmful network activities such as spoofing, unauthorized use of IP addresses, network sniffing, or attempting to probe, scan, or test system vulnerabilities.

13. **Copyright Infringement:** Reproducing, distributing, or using any part of Canada eSchool's intellectual property or trademarks without prior written consent.

The Ontario Secondary School Diploma (OSSD)

In order to earn an Ontario Secondary School Diploma, a student commencing a secondary school program on or after September 1, 1999, must earn a minimum of 30 credits. A student must:

Students who started Grade 9 in 2023 or earlier

- ✓ Earn 18 Compulsory Credits
- ✓ Earn 12 optional Credits
- ✓ Complete 40 hours of community involvement activities
- ✓ Successfully complete the Provincial Secondary School Literacy diploma requirement (OSSLT)
- ✓ Complete 2 eLearning credits

Substitutions for Compulsory Courses

Substitutions may be made for a limited number of compulsory credit requirements to allow flexibility in designing a student's program and ensure that all students can qualify for the Ontario Secondary School Diploma (OSSD).

The total number of compulsory and optional credits will not be less than thirty (30) for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen (14) for those aiming to earn the Ontario Secondary School Certificate. Each substitution will be noted on the student's Ontario Student Transcript

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.

The decision to make a substitution for a student will be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student request a substitution, the principal will determine whether 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)

Graduation Requirements: Students entering Grade 9 September 2024

In 2024, there have been fundamental changes to the graduation requirements for students who are just ***entering Grade 9 (September 2024):***

- ✓ **Earn 17 compulsory credits**
- ✓ **Earn 13 optional credit**
- ✓ **Earn 1 Technological education credit (Grade 9 or 10)**
- ✓ **Earn 1 credit in STEM (science, technology, engineering, and math)**
- ✓ **Complete 40 hours of community involvement activities.**
- ✓ **Successfully complete the provincial secondary school literacy diploma requirement (OSSLT).**
- ✓ **Complete 2 eLearning credits**

For more information click on the link: https://www.ontario.ca/page/earning-your-high-school-diploma

The Math Literacy Graduation Requirement (Starting in September 2025)

If you started Grade 9 in the Fall of 2024 and after, you must earn a new **financial Literacy graduation requirement** as part of your compulsory Grade 10 mathematics course. You will need to **achieve a mark of 70% or higher to pass the new requirement and earn your high school diploma.**

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 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)

Community Involvement Diploma Requirement

As part of the diploma requirements, students must complete 40 hours of community involvement. Normally, students are expected to complete at least 10 hours of community service each year of secondary school. This requirement is designed to encourage students to

develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities.

Commencing from the **summer between Grade 8 and Grade 9**, students are encouraged to embark on their community involvement journey, with **July 1st** making the official start date for accumulating volunteer hours.
Students will plan and select their community involvement activities in consultation with a parent or guardian. You can also reach out to your principal or guidance counsellor for more information.

The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place during students designated lunch hours, after school, on weekends, or during school holidays.

Community involvement activities may take place in a variety of settings such as, local businesses, hospitals, long-term care, retirement homes, non-for-profit organizations, public sector institutions, like your town, city region, First Nations, Metis and Inuit communities or organizations, religious, cultural events and community activities.

The school principal must approve all proposed activities that students intend to participate in, to obtain their 40 hours of community involvement. At the principals' discretion, the following activities will be deemed ineligible for secondary students for their community involvement activities for the 2024-2025 school year.

- ✓ Activities that take place during school hours (not including lunch breaks or "spare" periods
- ✓ Activities that would normally be done for wages or a salary by a person in that workplace or organization
- ✓ Duties that you would normally do in your house, such as daily chores, or personal recreation activities.
- ✓ Duties that you would normally do in your house, such as daily chores, or personal recreation activities.

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 day activity the name of the person/supervisor or organization receiving the service, the activity performed, the dates and hours, the signature of the student and his or her parents, and a signed acknowledgement by the person/representative.

For more information click on the link: https://www.ontario.ca/page/get-your-high-school-volunteer-hours

Provincial Secondary School Literacy Diploma Requirement

All students must successfully complete the Provincial Secondary School Literacy Test (OSSLT) in order to earn a Secondary School Diploma. The test will identify those students who have not demonstrated the required skills and will identify which areas in which these students need

remediation. All students will write this test and successfully pass or complete the Literacy Course in order to graduate.

Ontario Secondary School Literacy Course

Grade 12 (OLC4O)

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.

Eligibility Requirement: Students who have written the OSSLT **at least once and were unsuccessful**.

Deferrals of the Ontario Secondary Literacy Test

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

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

Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students before the test, on an individual basis. The following procedures should be applied:

- A request for a deferral may be made by either a parent (or the student over 18) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal. The principal may grant the deferral.

- A Principal may also initiate consideration of a deferral with the parent or adult student.

- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.

- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.

- If an additional deferral is required, the principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.

- The decision to defer must be entered, with all pertinent details, in the Student Data Collections System provided by the EQAO.

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

Exemption from the Literacy Graduation Requirement

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and a clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption.
Exemptions are to be provided to students on an individual basis. The following procedures should be applied:

- As part of the IEP development process, the principal decides, on the basis of the student's learning expectations and in consultation with the parent or adult student (a student who is eighteen years of age or older), whether the student is working towards the OSSD.

- If it is decided that the student is not working towards the OSSD, the Principal also decides, again in consultation with the parent or adult student, whether to grant the student an exemption from writing the OSSLT or taking the OSSLC.

- The final decision must be communicated in writing to the parent or adult student as part of the IEP development process.

- In cases of disagreement, where the principal decides that the student should be exempted from writing the test or taking the course, but the parent or adult student disagrees with this decision, the student must be allowed to write the test or take the course. When the Principal decides that the student should write the test or take the course but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final.

- Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and special education services is to take

the test or the course, the Principal must ensure that the student has a fair and equal opportunity to successfully complete the test or the course. The necessary accommodation will be provided in accordance with the policies outlined in section 6.1.3.1, 6.1.3.2, and Appendix 3, section 1, above.

- If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the OSSLT, the OSSLC, or the adjudication process in order to be eligible to receive the diploma.

- All documentation related to the decision to grant an exemption from taking the test or the course must be kept in the student's Ontario Student Record.

Special Provisions for English Language Learners Pertaining To the Ontario Secondary School Literacy Test

Special provisions are adjustments to the setting and/or timing for writing the test for English language learners. They do not affect the validity or reliability of the test.

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

Decisions about special provisions must always be made on an individual student basis:

- Be made by the Principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff.
- Be made prior to taking the OSS Literacy Test.
- Conform to the permitted special provisions outlines in the EQAO document titled *Guide for Accommodations, Special Provisions, Deferrals and Exemptions.*
- Be clearly communicated in writing to the parents, or directly to the adult student, in advance of the writing of the test.
- Be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSS Literacy test.

Accommodation of the Test

To qualify for accommodation for taking the test, a student must normally have an IEP (Individual Education Plan) that describes the required accommodations. The student may be, but does not have to be, formally identified as an "exceptional pupil" by an identification; placement, and the Review Committee (IRPC) in order to have an IEP.

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. Students may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order

to earn credits toward the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). Prior Learning Assessment and Recognition procedures are carried out under the direction of the school Principal, who grants credits.

A maximum of four (4) credits may be granted through the challenges process for Grade 10, 11 and 12 courses, with no more than two (2) IN ONE SUBJECT AREA. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario Secondary schools, from non-inspected private schools or schools outside Ontario.

Out of Province International Students

Canada 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. Canada eSchool helps student's access quality education without leaving their family, friends and local culture. High school students at Canada 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 from a school outside Ontario to an Ontario secondary school, the principal of Canada eSchool is responsible for determining their appropriate placement. As part of this process, the principal will determine, as fairly as possible, the total credit equivalency of the student's prior learning and identify the number of compulsory and optional credits the student still needs to earn. 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 student's assessment and deliberations in the student's Ontario Student Record (OSR).

Home-Schooled Students

Homeschooling or Home schooled (also known as home education or elective home education) is the education of school aged children at home, typically by parents, professional tutors, or an online teacher rather than in a public or private school. These students may register for courses at eSchool 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 credits equivalencies, with the compulsory credits not exceeding 14 credits. The student will need to supply eSchool with completed 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 (OST) as a block.

Students 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, Math and Science. Students will 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 forty hours of community involvement activities. Confirmation that the student has completed the 40 hours of community involvement is required. Mature students who have been home schooled can apply for equivalency credits under the Ministry of Education (2003) 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:*

1. are fair, transparent, and equitable for all students

2. support all students, including those with special education of needs, those who are learning the language of instruction (English or French) and those who are First Nation, Metis, or Inuit;

3. are carefully planned to relate to the curriculum expectation and learning goals and, as much as possible, to the interests, learning styles, preferences, needs, and experiences of all students;

4. are communicated clearly to students at the beginning of each course;

5. are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;

7. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning;

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2024.
Click on the link below:
https://www.ontario.ca/document/ontario-schools-kindergarten-grade-12-policy-and-program-requirements-2024

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 improving student learning is seen as both "assessment for learning" and "assessment as learning". Information gathered through assessment helps teachers 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. 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 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 Canada 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.

Beginning in the **2026-2027** school year, most secondary courses will require written exams as a percentage of the final course mark. https://www.ontario.ca/page/growing-success-assessment-evaluation-and-reporting-ontario-schools-kindergarten-grade-12

In Grades 9 and 10, a student's final mark will be based on:

- **65%** classroom work completed throughout the course
- **20%** mandatory final evaluations, broken down as described below
- **15%** attendance and participation

Grades 9 and 10 Mandatory final evaluation breakdowns (written exam and culminating task) by subject

SUBJECT	GRADE 9	GRADE 10
English Mathematics Science	20% written exam Note: The EQAO Grade 9 Assessment of Mathematics counts as the written exam for the MTH1W course and makes up 20% of the student's mark	20% written exam
The Arts Computer Studies Health and Physical Education Technological Education	10% written exam 10% culminating task	10% written exam 10% culminating task
Canadian and World Studies	20% written exam (Geography)	20% written exam (History, Civics, and Citizenship)
Business Studies Social Sciences and Humanities	10% written exam 10% culminating task	10% written exam 10% culminating task
Classical Studies and International Languages French as a second Language Native Languages	10% written exam 10% culminating task	10% written exam 10% culminating task
First Nations, Metis, and Inuit Studies	10% written exam 10% culminating task	10% written exam 10% culminating task

Guidance and Career Education	N.A.	Grade 10 Career Studies (GLC2O) students only: 5% financial literacy graduation requirement 15% culminating task

In Grades 11 and 12, a student's final mark will be based on:

- **65%** classroom work completed throughout the course
- **25%** mandatory final evaluations, broken down as described below
- **10%** attendance and participation

Grades 11 and 12 Mandatory final evaluation breakdowns (written exam and culminating task) by subject

SUBJECT	GRADE 11	GRADE 12
English Mathematics Science	25% written exam	25% written exam
The Arts Computer Studies Health and Physical Education Technological Education	10% written exam 15% culminating task	10% written exam 15% culminating task
Canadian and World Studies	15% written exam 10% culminating task	15% written exam 10% culminating task
Business Studies Social Sciences and Humanities	15% written exam 10% culminating task	15% written exam 10% culminating task
Classical Studies and International Languages French as a Second Language Native Languages	10% written exam 15% culminating task	10% written exam 15% culminating task
First Nations, Metis and Inuit Studies	10% written exam 15% culminating task	10% written exam 15% culminating task

	Note: NBE3U and NBE3C require a 25% written exam	

Starting September 2026, all Canada eSchool final exams will be proctored. Students will need to use a computer with a video camera and will be asked to use a safe exam browser to complete the exam.

Attendance and Participation

Attendance and participation are demonstrated through regular and active engagement in the online learning environment. Students are expected to log into the course on a regular basis, complete learning activities and assessments by established deadlines, communicate with their teacher, and make consistent progress toward course completion.

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. Canada eSchool teachers will work with students to help them develop the following learning skills and work habits:

- ✓ **Responsibility**: Taking ownership of one's actions and learning.
- ✓ **Organization**: Effectively managing time and resources.
- ✓ **Independent Work**: Completing tasks with minimal supervision.
- ✓ **Collaboration**: Working effectively with others.
- ✓ **Initiative**: Demonstrating a willingness to take on new tasks and challenges.
- ✓ **Self-Regulation**: Managing emotions and behaviors to achieve goals.

Final Examinations

Students must complete and submit all coursework required to their teacher prior to completing the final exam.

Courses 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 Canada eSchool administrator and provide approval for the student to write his or her final exam. The Canada eSchool administrator must receive teacher confirmation of completion of course requirements before a student's final examination can be scheduled.

Canada eSchool had adjusted the policy and procedure for students writing their final exam during Covid-19 closures. As of **April 20th, 2022,** students were permitted to write the final exams from their own home. All final exams are located in their designated eLearning portals.

Starting September 2026, all Canada eSchool final exams will be proctored. Students will need to use a computer with a video camera and will be asked to use a safe exam browser to complete the exam.

In recognition of individual student learning needs, in some circumstances Canada eSchool may permit a student to select to write a modified final exam. Students with an IEP (Individual Education Plan) or medical report will need to submit a copy of their documentation to Canada eSchool in order to write the modified final exam.

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 practices 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/Inquiry** **Communication** **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 standards. 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 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 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.

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (Grades 1-12) is available from The Ontario Ministry of Education's website.

Ministry of Education | ontario.ca

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 reflect these two aspects of student achievement, the report card contains separate sections more clearly for reporting on achievement of the curriculum expectations and for reporting 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 that 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 were 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 twenty hours of community involvement;

"*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 OST. Only successfully completed courses are recorded on the OST.

Grades 11 and 12: If a student (including a student with a completed Individual Educational Plan) withdraws from a Grade 11 or/and 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 of the OST.

(The Ontario Student Transcript (OST) Manual 2013)
https://www.ontario.ca › page › Ontario-student-transcript-manual

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

Access to the Ontario Student Record

Every student has the right to have access to his or her Ontario Student Record (OSR). A student's parents have the right to access the student's OSR until the student becomes an adult (18 years old). 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 Canada eSchool. Identification will be requested on a scheduled viewing date (OS K-12, 2016, 4).

https://www.ontario.ca/page/ontario-student-record-osr-guideline

Course Descriptions and Prerequisites

The courses offered by this school have developed according to the Ontario Curriculum documents developed by the Ontario Ministry of Education. You can access these from *The Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites (2011)*

Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites, 2018
https://www.dcp.edu.gov.on.ca/en/course-descriptions-and-prerequisites

Outline of the Courses of Study

All course outlines and Ontario Curriculum Policy Documents are available from the principal and Canada eSchool administrator for parents and students to examine.

Academic Courses

These courses focus on essential concepts and include additional related materials. Greater emphasis is placed on theory and abstract thinking than on practical applications. Students in Grade 9 who successfully completed these courses may choose either the academic or the applied courses in the same subject in Grade 10. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination.

Applied Courses

These courses focus on essential concepts, with greater emphasis placed on practical hands-on applications of the concepts. Students in Grade 9 who successfully complete their courses may choose either the applied or the academic course in the same subject in Grade 10.

Students in Grade 10 will choose courses in Grade 11 depending on their planned destination.

Open Courses

Open courses are offered in all secondary grades and are designed to prepare students for further study in certain subjects and to enrich their education.

De-streamed Courses

De-streaming is an approach to learning that intends to better support students in having every opportunity to pursue the pathway of their choice after their K-12 education. De-streaming means that students will no longer be separated into Academic or Applied Streams. Students will take a combination of courses made up of De-streamed, Academic, and Open level courses. Locally developed courses will still be available for some students as well. In De-streamed classrooms, there will be a distinct shift in pedagogical practices and assessment to ensure improved equitable outcomes for all students. De-streamed courses will prepare students for university, college, apprenticeship, and workplace pathways, providing more post-secondary options for students.

Ontario Educators - De-streaming
https://www.dcp.edu.gov.on.ca/en/teaching-destreamed

Repeated 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.

Courses Offered

Our current academic program has been created to supplement the traditional classroom education system. The following is a catalogue of courses we are offering at eSchool this year. Additional courses may be added throughout the year as required.

Business Studies

BBB4M International Business Fundamentals

Grade 12, University/College Preparation
110 Hours – 1 Credit

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets.

Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: None

BEP2O Launching and Leading a Business

Grade 10, Open
110 hours – 1 Credit

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Prerequisite: None

BOH4M Business Leadership: Management Fundamentals

Grade 12, University/College Preparation
110 Hours – 1 Credit

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

Canadian & World Studies

CHC2P Canadian History since World War I

Grade 10, Applied

110 Hours – 1 Credit

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada, including First Nations, Métis, and Inuit individuals and communities, since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to heritage and identities in Canada. Students will develop an understanding of some key political developments and government policies that have had an impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Prerequisite: None

English

ENG2D English

Grade 10, Academic

110 Hours – 1 Credit

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 analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9 Academic or Applied

ENG4C English

Grade 12, College Preparation

110 Hours – 1 Credit

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze 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 practice and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade 11, College Preparation

ENG3U English

Grade 11, University Preparation

110 Hours – 1 Credit

This course emphasizes the development of literacy, communication, critical and creative thinking skills from various periods, countries and cultures, as well as a range of information and graphic text and create oral, written, and media texts in variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

ENG4U English

Grade 12, University Preparation

110 Hours – 1 Credit

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

Prerequisite: English, Grade 11, University Preparation

OLC4O Ontario Secondary School Literacy Course
Grade 12
110 Hours – 1 Credit

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.

Eligibility Requirement: 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. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal).

Guidance and Careers

GPP3O Leadership and Peer Support
Grade 11, Open
110 Hours – 1 Credit

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities.

Prerequisite: None

GLC2O Career Studies
Grade 10, Open
110 Hours – 0.5 Credit

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace.

Students will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Mathematics

MCR3U Functions
Grade 11, University Preparation
110 Hours – 1 Credit

This course provides students with the foundational mathematical concepts required for success in all Grade 12 university-level mathematics, science, and business pathways. This course extends students' knowledge of linear and quadratic relations, introducing them to the abstract properties of polynomial, rational, exponential, logarithmic, and trigonometric functions through numerical, algebraic, and graphical representations. Students will develop advanced problem-solving and reasoning skills as they explore real-world modeling and discrete functions like sequences and series.

Prerequisite: Principles of Mathematics, Grade 10, Academic.

MHF4U Advanced Functions
Grade 12, University Preparation
110 Hours – 1 Credit

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

MCV4U Calculus and Vectors
Grade 12, University Preparation
110 Hours – 1 Credit

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 3-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: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U)

MDM4U Mathematics of Data Management
Grade 12, University Preparation
110 Hours – 1 Credit

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

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

English as a Second Language, Grades 9-12

ESLAO, Level 1, Open
110 Hours – 1 Credit

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short, adapted texts; and write phrases and short sentences. The course also provides students with knowledge and skills they need to begin to adapt to their new lives in Canada.

Prerequisite: None

ESLBO, Level 2, Open
110 Hours – 1 Credit

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Prerequisite: ESLAO Level 1 English as a Second language

ESLCO, Level 3, Open

110 Hours – 1 Credit

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

Prerequisite: ESLBO Level 2 English as a Second language

ESLDO, Level 4, Open

110 Hours – 1 Credit

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

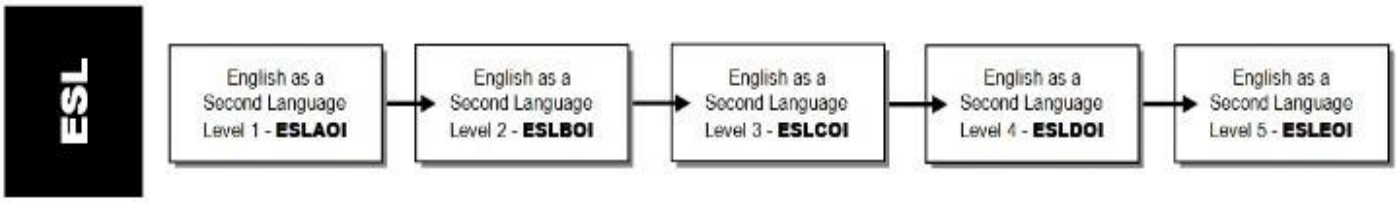
Prerequisite: ESLCO Level 3 English as a Second language

ESLEO, Level 4, Open

110 Hours – 1 Credit

ESLEO prepares students with the skills and strategies they need to make the transition to college and university preparation courses in English. Throughout this course, students will be encouraged to develop independence in a range of academic tasks, including responding critically to print and media texts. They will be expected to read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively.

Prerequisite: ESLDO Level 4 English as a Second language



Science

SNC2D Science
Grade 10, Academic
110 Hours – 1 Credit

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

Prerequisite: Science, Grade 9, Academic or Applied

SBI3U Biology
Grade 11, University Preparation
110 Hours – 1 Credit

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: Science, Grade 10, Academic

SBI4U Biology
Grade 12, University Preparation
110 Hours – 1 Credit

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: Biology, Grade 11, University Preparation

SCH3U Chemistry
Grade 11, University Preparation
110 Hours – 1 Credit

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gases. Students will further develop their analytical skills and investigate the

qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

SCH4U Chemistry
Grade 12, University Preparation
110 Hours – 1 Credit

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

Prerequisite: Chemistry, Grade 11, University Preparation

SPH3U Physics
Grade 11, University Preparation
110 Hours – 1 Credit

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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

SPH4U Physics
Grade 12, University Preparation
110 Hours – 1 Credit

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, 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 analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation

Social Science and Humanities

HIF2O Exploring Family Studies
Grade 10, Open
110 Hours – 1 Credit
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 family's function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

Prerequisite: None

HHS4U Families in Canada
Grade 12, University Preparation
110 Hours – 1 Credit
This course enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships.
Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

Prerequisite: Any University or University/College preparation course in social sciences, English, or Canadian and World Studies

HSB4U Challenge and Change in Society
Grade 12, University Preparation
110 hours – 1 Credit
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 and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies

Refund Policy

Course Withdrawal within 7 calendar days of enrollment:
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 admissions application-processing fee per course. There will be no refund of any fees after 7 calendar days.

Failure to enroll in course within 30 calendar days of tuition fee payment:
Students who fail to enroll and start a course within 30 calendar days of tuition payment are not eligible for a refund of any fees paid.

Course Extension:
Students who do not complete their course(s) in the scheduled 4-month period may apply for a one-time extension of their course(s) for one month. A course extension fee of $175.00 in CDN funds will apply.

Express Processing Fee:
There is no refund of the express processing fee once purchased.

Dismissal from course or program due to violation of School Policies:
Any student who does not adhere to the Canada eSchool Code of Conduct or School Policies, as out lined in the Canada eSchool Course Calendar, may be dismissed from the course or the Canada eSchool program at any time. No tuition refunds or credits shall be issued.

**The refund policy 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.*

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.
https://www.ontario.ca/page/ontario-student-record-osr-guideline

This school policy document is published by Canada e-School and is updated as school policies change. The PDF and print editions of this document may be out of date at the time of reading. This edition of the school policies document was current at time of publication in May.

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 materials issued by Ontario Ministry of Education.

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