



## **SCHOOL CALENDAR 2023-3034**

### **1. The importance and value of completing a secondary education and the school's commitment to reach every student to help them achieve a successful outcome from the secondary school experience.**

Every student in Ontario is required to remain in secondary school until they reach the age of eighteen or obtain an Ontario Secondary School Diploma (OSSD). OSA Private School is not a traditional high school. We believe we offer a high-quality education that embraces the changing face of education and provides students with opportunities to meet their goals while learning the skills they need to succeed in post-secondary education and the workforce.

OSA Private School's Administrative staff promise to create and maintain meaningful and productive interactions between students to ensure that technology and learning online do not in any way deter the learning process. The Principal and teachers promise to provide meaningful and quality course content to meet the Ministry Curriculum expectations and adequately prepare students for post-secondary opportunities and the workforce. The Principal and teachers also promise to allow parents to be involved in their child's education by allowing access to course materials and assessments. In addition, online grades, report cards, feedback and conferencing enable parents to stay up to date on their child's progress.

### **2. The requirement to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD)**

#### 2.1 Ontario Secondary School Diploma (OSSD) Requirement

#### **Earning an Ontario Secondary School Diploma (OSSD)**

OSA Private School is a Ministry of Education accredited private high school. You can accumulate credits towards an Ontario Secondary School Diploma (OSSD), just like students at any Ontario high school.

### **What You Need: OSSD Requirements**

The credits needed for graduation with an OSSD are different depending on when a student first enrolled in high school. But all diplomas require that students have a minimum amount of study in English, Mathematics, Science and other subject areas. Adult students (18 and over) may receive credits for courses and training programs they took outside of secondary school.

### **Credit for Learning Outside High School**

Get the credit you deserve. Students over 18 may get a maximum of 12 credits for learning outside of Ontario high schools. In addition, you may be eligible for either maturity equivalent credits or Prior Learning Assessment (PLAR).

## **3. The school's overall goals and philosophy.**

3.1 The mission of OSA Private School High School is to develop critical thinkers, foster resilience in students that is essential for significant accomplishments, and motivate students to be discerning believers in the importance of lifelong learning.

3.2 OSA Private School's Philosophy:

### **Every Child Is Valued**

Our teachers and support staff are dedicated to making our students feel safe, important and valued. We teach our students to be curious, confident, resilient and independent learners by providing a stimulating atmosphere that supports risk-taking and encourages students to express their ideas.

### **Setting Our Students Up For Success**

Our school follows the curriculum set out by the Ontario Ministry of Education. It adheres to the principles and policies outlined in "*Growing Success: Assessment and Evaluation, and Reporting in Ontario Schools*" to improve student learning. Due to the nature of our online courses, we can also enhance the curriculum to engage students, promote interaction and differentiate activities to meet the needs of all learners.

### **Leadership Opportunities**

We encourage leadership through participation in the Duke of Edinburgh Award program, Cooperative Opportunities in the community, Community Volunteer work,

and being encouraged to model and share knowledge and ideas through class discussion.

### **Anti-Bullying**

We do not tolerate bullying in our school. Students are expected to follow an online code of conduct. Teachers encourage their students to seek to understand the actions and feelings of others without passing judgement. We provide a structured, safe and respectful environment wherein students are expected to show compassion, empathy and acceptance.

### **Communication With Students and Parents**

OSA Private School fosters communications between the student and teacher upon enrollment to begin the dialogue concerning teacher expectations in the course. Parents are kept up-to-date through regular communication in the form of newsletters, online blogs, Twitter posts, Facebook pages and access to teacher's contact information. Teachers make themselves available to answer any questions from students or parents. Parents and students appreciate the emphasis our teachers place on ensuring good communication between home and school. All school administrative staff will have their contact information viewable from our main website. OSA Private School will enable all staff to receive student feedback to create the best course to meet the needs of their students. OSA will encourage an environment where student and parent voicing of concerns is encouraged and welcomed and that any concerns are addressed promptly and effectively.

### **International Students**

OSA Private School intends to welcome International students to take Ontario High school credits. OSA Private School will be aware of the unique educational needs of international students and provide support to ensure the best possible educational experience.

### **Flexible to the *Educational Needs* of Our Students**

OSA Private School provides a student-centred education in an online environment. OSA offers students a continuous intake course option, a work at their pace model for completely online students and a monitored and structured model for the blended learning day students. The teacher contacts the student upon registration to provide the necessary information to the student so they can begin the online course right away,

### **To provide professional School Services to our Students**

OSA Private School will establish and maintain OUAC or OCAS accounts for our OSR students planning to enter post-secondary institutions upon graduation from high

school. OSA will produce and forward copies of the Ontario Student transcripts to post-secondary institutions promptly. OSA will make arrangements for students to write the Ontario Secondary School Literacy Test (OSSLT) and offer services to help all students prepare for the test and receive accommodations if applicable. To establish an OSA Private School Individual Education Plan (IEP) for exceptional students to identify their specific learning expectations and how these expectations are to be accommodated within their online course. OSA Private School's responsibility is to establish and maintain Ontario Student Records (OSR) for those students who are the sole responsibility of OSA Private School, following the Ontario Ministry of Education's guidelines. Finally, OSA Private School's responsibility is to determine the equivalent credits earned by students entering the Ontario school system in their previous educational setting and advise the student on the remaining requirements to be completed to earn the Ontario Secondary School Diploma (OSSD).

#### **4. School organization, including the school's terms, reporting periods, and timetable organization.**

Any interested person in learning more about secondary education at OSA Private School will find the relevant policies set out in [Ontario Schools: Policy and Program Requirements, 2011 \(OS\)](#) as set out by the Ministry of Education of Ontario to be particularly informative.

Links to all of the appropriate Ontario Curriculum Documents are made available to parents, guardians and students from the Introduction Unit of each course. (See subsection 6.3) They are also available to the general public from the [Ministry of Education's website](#).

#### 4.2 Reporting periods

##### **OSA Private School**

***Semester 1: September 20, 2023 - February 9, 2024***

**Progress Report 1:** October, 20, 2023

**Midterm Report Card:** November 17, 2023

**Progress Report 2:** December 15, 2023

**Final Report Card:** February 12, 2024

## **Semester 2: February 12, 2024 - June 28, 2024**

**Progress Report 1:** April 6, 2024

**Midterm Report Card:** May 6, 2024

**Progress Report 2:** June 7, 2024

**Final Report Card:** June 28, 2024

## **5. The school's expectations regarding students' responsibilities, achievement, and attendance**

### 5.1 Academic Integrity

It is the responsibility of students to be academically honest in all aspects of their schoolwork so that the marks they receive are a true reflection of their achievement. Academic dishonesty, therefore, is a serious offence, and, as a result, it is imperative that students understand what academic dishonesty entails and are clear as to consequences. It is the responsibility of school staff to communicate to students that academic honesty is required in all aspects of their school work.

#### ***Practicing academic honesty also demonstrates that students are:***

1. Self-directed, responsible, lifelong learners;
2. Collaborative contributors, and
3. Responsible citizens.

OSA Private School is committed to ensuring the integrity of student achievement within its courses by promoting academic honesty among its students. Students are responsible for upholding their integrity and will be held accountable for the quality of their work and actions. OSA Private School takes preventative measures to reduce the incidence of academic dishonesty among its students. Academic dishonesty consists of any deliberate attempt to falsify, fabricate, or otherwise tamper with data, information, records, or other material relevant to any course's student participation.

#### ***Academic Dishonesty is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited, to the following:***

1. Copying from another student or making information available to another student for the purpose of copying during a test/ examination/ quiz or individual/ group assignments;

2. Failing to follow instructions of the presiding teacher during an examination;
3. Submitting any written work (electronic or hard copy) in whole or in part which has been written by someone else;
4. Using direct quotations or paraphrased material in any assignment without giving the proper acknowledgement.

## 5.2 Attendance Policy for Day Students

Students must be punctual and attend all classes, regular school activities, and special events as announced. Parents are asked to call (613-801-6885), email [attendance@osaprivateschool.com](mailto:attendance@osaprivateschool.com) or write to the teacher in advance of an absence and to indicate the reason.

For a medical absence of four days or longer, a note from a doctor is required. Parents have an important obligation to fully support the school's regulations and are asked not to give permission for absences to enable a student to complete school assignments or catch up on late work. Students who have day-time appointments are required to present a note in advance to the teacher explaining the reason for their leaving, or a parent or guardian can phone or email the school.

Students leaving the school premises must sign out upon departing and sign in upon returning. Whenever possible, parents are asked to schedule appointments during holidays or the students' study periods. Students in Grades 9 and 10 may not sign out or leave the school grounds during the school day, unless for a scheduled appointment. Students who have unassigned spare period(s) in the morning may arrive at school later than 8:30 a.m., but are required to be on time for their first class, and should sign in at the front desk. Students in Grades 11 and 12 may sign out for spare periods.

### ***Unexcused Absences***

Students who have an unexcused absence from class will be emailed by the Administrative Assistant and given 48 hours to provide information verifying that the absence is excused. Students who skip a class or who have an unexcused absence that remains unaccounted for after this time period has elapsed will be assigned a detention.

It is the student's responsibility to ensure the information is provided to the Attendance Officer. Persistent skipping of classes will result in suspension or other serious disciplinary consequences. Students who are absent excessively may not qualify for course credits.

## ***Lates to School***

Students who are late to school (late to their first class of the day) must obtain a Late Pass from the Front Reception before they are permitted to enter their first class. A note, email or phone call from a parent to the school in advance will indicate this late as excused (appointment, etc.). Students who are late to class three or more times in a week will receive detention. Cases of repeated detentions will be referred to the Principal. Students are expected to adjust their transportation schedule to weather conditions so that they arrive at school on time. In winter, reasonable allowance is made by our staff for inclement weather or road conditions.

**It is important to note that as of December 20, 2006, all students under 18 years of age are required to attend school unless they have already graduated or are otherwise excused from attendance at school.**

### 5.3 Attendance Policy for Online-Only Students

At OSA Private School, **online students** have **10 months to complete their courses**. Students should follow the calendar co-created with the teacher. If students consistently miss due dates, parents will be notified. The course outline indicates that the course will take 110 hours and highlights the breakdown of each unit. Even though Attendance is not tracked as in a regular school, the teacher and Principal will regularly monitor a student's progress, logins and participation. Regular login, participation and communication in an online course are mandatory for success.

Regular attendance and participation are essential to school success. Students who do not regularly participate in their online courses regularly will risk experiencing a negative learning experience. OSA Private School will maintain attendance records to ensure that students and teachers log in to their course regularly. Due to our fully online courses' continuous entry and exit model, no yearly or semester calendar is followed. Students who leave a course before completion must communicate their intentions either in writing to the Principal or over the phone before officially withdrawing. Constant and relevant feedback and communication will be given to students to encourage regular attendance and participation. Students who have not completed their course within 18 months from enrollment will be automatically unenrolled from the course.

Students who do not participate regularly in their online courses will risk experiencing a negative learning experience. OSA Private School will maintain

attendance records to ensure that students and teachers log in to their course on a regular basis. Due to the continuous entry and exit model of our fully online courses, there is no yearly or semester calendar followed. Students who leave a course before completion must communicate their intentions either in writing to the Principal or over the phone before they will be officially withdrawn. Constant and relevant feedback and communication will be given to students to encourage regular attendance and participation. Students who have not completed their course within 10 months from the day of enrolment in that course, will be automatically removed from the course.

Teachers will monitor attendance patterns for their students and will work with them and their parents/guardians to support students in any way they can. Students will be assigned a due date calendar to follow, and will sign off on the calendar dates and the dates will be shared with parents. Calendars, student logins to Edsby and student logins to our tutoring portal will be regularly monitored by the course teacher and course teaching assistants. If a student is a week or more late on meeting a deadline, an email will be sent home to parents.

Calendars can only be adjusted with the approval of the parents. If student attendance issues cannot be resolved, the administration will be informed and possible consequences may include: student and parental/guardian contact, attendance contracts, or removal from the program.

Attendance for record keeping purposes will be based on the number of completed lessons.

For example, if a course has 20 lessons to complete and the student has completed 16 of these, the attendance register would indicate that the student was in attendance for 80% of the 110 hours. This value will be scaled accordingly for the mid-semester report card.

Students who do not complete their courses within 10 months will be removed from the course and will not be reinstated, unless there are extenuating circumstances that can be verified by appropriate documentation.

Reporting periods and full disclosure dates can be found on your individualized calendar.

### 5.3 Code of Conduct for Computer Use

The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:



The Brightspace Integrated Learning Platform at OSA Private School is intended for educational purposes only. Any use of any LMS tool within the course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

Student access into the LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws.

If the LMS is used inappropriately or in a prohibited manner, the Principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.

Malicious LMS network damage, interference or mischief will be reported to the appropriate authorities.

### 5.3 Attendance Policy for Online-Only Students

At OSA Private School, the online courses do not have schedules or due dates to follow. The courses are run on a continuous intake basis. Attendance is tracked by tracking student sign-ins to the Learning Management System and/or Discussion Forum Posts. Students must log in to the course five days a week between Monday and Sunday. Teachers may also require students to post on the Discussion Forum as a form of attendance. Students have up to **18 months** to complete their courses and have the option to pay for course extensions if needed. **The course outline indicates that the course will take 110 hours and highlights the breakdown of each unit.**

## **6. The school's code of conduct and safe school policy**

### 6.1 Code of Conduct for Computer Use

The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:

- The Customized Edsby LMS is intended for educational purposes only. Any use of any LMS tool within a course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses

include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

- Student access into the LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws.
- If the LMS is used inappropriately or in a prohibited manner, the Principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.
- Malicious LMS network damage, interference or mischief will be reported to the appropriate authorities.
- It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material placed in a user's account and remove it if deemed necessary.
- The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:
  - Never reveal your password to your course to any individual except your parents.
  - Always report to your Principal any email or chat message that causes you concern or any message that requests inappropriate personal information.
  - Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

## 6.2 Plagiarism

Plagiarism occurs when a student presents another person's work as the student's own. The OSA Private School Plagiarism Policy is designed to teach the student to identify plagiarism, distinguish between the two types of plagiarism, identify strategies to avoid plagiarism, practice proper paraphrasing, and explain the consequences of plagiarism by the student. OSA Private School teachers have access to software that detects plagiarism. Commercial search engines are often very good at detecting work copied from material available online.

***Negligent Plagiarism*** means presenting someone else's work as your own in an accidental, naïve, careless or reckless way. This often happens when a student paraphrases incorrectly or when a student borrows words or phrases from another source and *forgets* to cite the source.

**Dishonest Plagiarism** means that the student has knowingly presented a person's work as their own. All instances of plagiarism that are not considered to be negligent plagiarism will be assumed to be dishonest plagiarism.

### 6.3 Online Code of Conduct

OSA Private School provides on-line systems and resources for use by teachers and students. Online resources include all material that is accessed through a computer or telecommunications network. All policies, procedures, codes of behaviour and rules of the OSA Private School apply to those using online systems and resources provided by or on behalf of OSA Private School.

The **“Code of Online Conduct”** pertains to the use of on-line systems and resources. This Code has been prepared to protect the rights and safety of all. OSA Private School takes appropriate measures to ensure the security of the facilities and information that may be contained in them. OSA Private School reserves the right to monitor the use of online resources by all that access the systems.

1) **Personal Safety Rules:** Never reveal information about your personal identity (such as your name, address, phone number, age, physical description or school) to strangers whom you may encounter online. Likewise, do not reveal such information in a public online forum where you may not know everyone who might see the information. Never reveal personal information online about someone else unless you have their prior permission and you know the information will not be used for harmful purposes. Never reveal your access password or that of anyone else. Never send a picture of yourself, another person or a group over an electronic network without prior informed permission of all the individuals involved and, in the case of minors, their parents or guardians. Report immediately to a teacher any message or request that you receive that bothers you or that suggests personal contact with you. Never publish the specific dates, times and locations of your whereabouts to people who are not directly entitled to such information or to public forums where unknown persons might access the information.

2) **Unacceptable Sites and Materials:** On a global network such as the Internet it is impossible to effectively control the content of the information. On occasion, users of online systems may encounter material that is controversial and which other users, parents or staff might consider inappropriate or offensive. It is the responsibility of the individual user not to intentionally access such material. If such material is accessed by accident, the incident must be reported immediately to a teacher or appropriate authority. OSA Private School is committed to meeting obligations under the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code by providing safe schools and workplaces that respect the rights of every

individual. Discrimination and harassment will not be tolerated. It is not acceptable to use online systems to knowingly access sites, which contain material of a discriminatory or harassing nature. Users of the OSA Private School On-Line systems will not knowingly access, upload, download, store, display, distribute or publish any information that: is illegal or that advocates illegal acts or facilitates unlawful activity; threatens or intimidates any person or suggests violence, hatred or discrimination toward other people; uses inappropriate and/or abusive language or conduct; contains inappropriate religious or political messages; violates or infringes the rights of any other person according to OSA Private School policies, Ministry of Education policies, the Ontario Human Rights Code, or the Canadian Charter of Rights and Freedoms; is racially, culturally or religiously offensive; encourages the use of controlled substances, participation in an illegal act or uses the system to incite criminal actions; is of a defamatory, abusive, obscene, profane, pornographic or sexually explicit nature; contains personal information, images, or signatures of individuals without their prior informed consent; constitutes messages of sexual harassment or which contains inappropriate romantic overtones; solicits any users on behalf of any business or commercial organization without appropriate authorization; supports bulk mail, junk mail or "spamming"; propagates chain letters, or other e-mail debris; attempts to hide, disguise or misrepresent the identity of the sender.

#### 6.4 Safe School Environment

A positive learning and teaching environment is essential if students are to succeed in school. **OSA Private School** is committed to creating school learning environments that are caring, safe, peaceful, nurturing, positive, respectful and that enable all students to reach their full potential. When a school has a positive climate, all members of the school community feel safe, included, accepted and actively promote positive behaviours and interactions with each other. OSA Private School will conduct a School Climate Surveys to hear directly from students, school staff and parents about how they view our school climate. The results of the survey will allow us to make informed planning decisions about programs to help prevent bullying and promote safe and inclusive schools.

#### ***Positive Social Behaviour and Dealing with Conflict and Bullying***

When a student does not feel safe at school, it affects everything else in that child's life. When students are anxious or worried about their own safety, they are derailed from maximizing their learning potential. It is important to point out that all students engage in bullying behaviour at some level. OSA Private School does not want to label students as "bullies," but rather foster positive social interaction. Students today

can be exposed to intimidation, humiliation, embarrassment, name-calling, labeling, put-downs and written abuse. Students being bullied need and deserve adult intervention and help. The problem is too serious for them to solve alone; without intervention the problem will not go away.

OSA Private School College strives to cultivate an environment free of emotional, psychological and physical threats. It is with a proactive approach that we will provide our students with an environment to succeed both socially and academically. Prohibited Activities OSA Private School is committed to providing as safe and secure an environment as possible. Clearly the school cannot produce an exhaustive list of actions for which there are serious consequences such as suspension or expulsion. The good order of the school depends upon a positive climate.

Prohibited activities are those which endanger physical and emotional well-being. The following represent prohibited activities at OSA Private School or while on school sanctioned trips and activities. Students who engage in prohibited activities are subject to disciplinary action proportional to the situation and previous disciplinary record.

Examples of prohibited activities include, but are not limited to, the following:

- Breach of trust
- Theft, dishonesty, and plagiarism
- Bullying, harassment, disrespect, intimidation and extortion
- Bringing to school or carrying real or toy weapons
- Consumption, possession or distribution of alcohol, tobacco or illegal drugs
- Defacing or destroying student, staff, visitor or school property
- Unauthorized use of matches/lighters in or around school buildings • Prank 911 calls or pulling the fire alarm
- Use of technology, including cell phone cameras and recorders, to harass, intimidate or embarrass

The school may contact the School Resource Officer (Ottawa Police).

***Consequences of Inappropriate Behaviour Students who make choices that violate the school's expectation of behaviour need to be challenged.***

There are various methods that teachers and the school can use. An effort is made to clarify those expectations in school handbooks, assembly, and classroom situations, before incidents occur. Parents can assist by ensuring that students understand the expectations by reviewing the contents of the student handbook. Parents can also assist by supporting the school when consequences are given out by the school.

Issues that may involve suspension or expulsion are referred to a Discipline Committee. Students who have a pattern of engaging in repeated inappropriate behaviour may not receive a re-enrollment agreement for the subsequent year

### **Ministry of Education Policies and Procedures Website Links:**

[Promoting a Positive School Environment](#)

[Ontario's Safe School Strategy](#)

[Shaping a Culture of Respect in Our Schools](#)

[Ontario's Code of Conduct](#)

[Progressive Discipline](#)

[Caring and Safe Schools](#)

### **The following processes have been put into place to create a safe school environment for the student:**

- Google Drive and Gmail or Microsoft Onedrive and Outlook are provided to all students for school functions, but remain the property of OSA Private School. Inappropriate electronic material is not permitted in Google Drive, Gmail, Onedrive or Outlook. The school reserves the right to inspect a student's Google Drive, Gmail, Outlook and Onedrive when and where the welfare of the school is involved.
- All students are expected to treat other students, teachers and admin staff with respect, courtesy and consideration. Profanity will not be acceptable in any of the communication tools provided within the online courses.
- All students will accept the authority of the teachers and all teachers will demonstrate respect for all students.
- Threats, distasteful remarks, abuse of any kind, or harassment by any individual which impairs the health and welfare of any student or staff member is not permitted and is to be reported to the OSA Private School Principal immediately.

### **7. The requirements for the OSSD, including:**

7.1 Started Grade 9 On or After September 1, 1999

To graduate with an Ontario Secondary School Diploma (OSSD) you must earn credits, participate in community involvement activities, and complete the provincial secondary school literacy requirement.

## Credits Needed to Graduate

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

# 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:

1	<b>Group 1:</b>
	• English or French as a second language**
	• a Native language
	• a classical or international language
	• social sciences and the humanities
1	• Canadian and world studies
	• guidance and career education
	• cooperative education***
	<b>Group 2:</b>
1	• health and physical education
	• the arts
	• business studies
	• French as a second language**
	• cooperative education***
1	<b>Group 3:</b>
	• 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.



## 7.2 Substitution Credits

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the OSSD or the OSSC, substitutions may be made for up to 3 compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of their parents or guardians, or the OSA Principal, are best served by such substitution. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with [section OS 6.1.1](#).)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

[Each substitution will be noted on the student's Ontario Student Transcript.](#)

## 7.3 Ontario Secondary School Literacy Requirement

### **The Ontario Secondary School Literacy Test**

All students who enter Grade 9 in the 1999-2000 school year or in subsequent years must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. Students will normally take the literacy test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9. The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in



which these students need remediation. School boards are required to provide remedial assistance for students who do not compete the test successfully. This assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. Once students have successfully completed the literacy test, they may not retake the test in the same language (i.e. English or French).

Students who have not been successful on the OSSLT and have been eligible to write it at least once, may take the OSSLC Literary Course in lieu of rewriting the test in order to achieve the literacy standard.

### **OSSLT Accommodations, Deferrals, and Exemptions Accommodations**

The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

#### **Deferrals**

Students who might benefit from a deferral from the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

If a parent requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

#### **Exemptions**

A student whose IEP indicates that a student is not working toward the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students who do not successfully complete the literacy test will not be able to

receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point to allow the student to work towards the attainment of the secondary school diploma, the student would be required to successfully complete the secondary school literacy test.

### **Special Provisions for English Language Learners**

English language learners as defined by *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007) are eligible for special provisions. Decisions are made by the principal in consultation with the student and parent(s) or the adult student, and with the appropriate teaching staff prior to the test.

The permitted special provisions include the setting and timing. The student information must be recorded in the student collection data system and there must be an information letter from the principal to the parent(s) or adult student outlining the approved special provisions. English language learners who have special education needs and an IEP are also entitled to accommodations in accordance with "Students with Special Education Needs". The student must complete the test by the end of the administration day. The time allowed for reading instructions, the break and the questionnaire is not considered part of the time allotted for the student to complete the test.

Please find a Guide for Accommodations, Special Provisions, Deferrals and Exemptions for the OSSLT [here](#).

### 7.4 The 40-hour Community Involvement Requirement

As part of the diploma requirements, you must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time while you earn your secondary school credits. This requirement is additional to the 30 credits needed for a high school diploma. Students who are the sole responsibility of OSA Private School will be able to choose their own community involvement activities, within guidelines that will be provided by OSA Private School. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a tracking booklet supplied by the school. The student is required to submit the tracking document yearly, the data from which is placed on the OST to be kept in the student's OSR. Students will provide documentation of completion of volunteer hours to the Principal of the school where the student's OSR is held.

In order to promote community values by involving students in their community in a positive and contributive manner, students must complete the 40 hours of community activities outside of scheduled class time. Students are to select community activities appropriate to their age, maturity and ability. The student is not to partake in any activity in which the student's safety will be compromised. Any activity NOT on the approved list must receive written approval of the Principal of OSA Private School before beginning the activity.

**Community Involvement Activities not approved:**

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

**Community Involvement Activities approved:**

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

### 7.5 Ontario Secondary School Certificate

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

**Note:** *The Principal, to better serve a student's educational interest, and in consultation with the parent, may replace up to three courses with courses meeting the requirement for compulsory credits. Either the Principal or the parent may initiate the process. The total of compulsory and optional credits will still not be less than 14 for granting an OSSC. The substitution will be noted on the OST.*

### 7.6 Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met 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 kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included. Students who return to school to complete additional credit and noncredit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

## 8. Types of Secondary School Courses

### 8.1 The definition of a credit

The Ontario secondary school program is based on a credit system. Full credit courses are 110 hours in length. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education.

### 8.2 definitions of the types of courses available in the Ontario curriculum

#### **Grades 9 and 10 courses**

In Grade 9 subjects are offered as De-Streamed, Academic, Locally Developed and Open.

#### Destreamed "W"

- Math (MTH1W) and Science (SNC1W) and English (ENL1W) are currently offered as de-streamed courses.
- The vast majority of students will take Math, Science and English as de-streamed courses.

#### Academic "D"

- French (FSF1D) and Geography (CGC1D) are offered as Academic courses. English will no longer be offered as an Academic course after August 2023.
- The vast majority of students will take French as Academic courses.

#### Locally Developed "L"

- Some schools offer Locally Developed programs in Grade 9 for English, Math and/or Science.
- Locally Developed courses support students who have not yet demonstrated achievement of the majority of curriculum expectations in Grade 7 and 8.
- Locally Developed courses accommodate educational and/or career preparation needs that are not met through other courses.
- Programs at college and university as well as some apprenticeship programs may not accept courses in this pathway for admission.

#### Open "O"

- Healthy Active Living Education (PPL1O, PAF1O, PAL1O or PAI1O) is offered as an Open course. Almost all students will take this course.
- French (FSF1O) is offered as an Open course for students who have fewer than 600 hours of Elementary French instruction.

- English Second Language (ESLA, ESLB, ESLC, ESLD & ESLE) are offered as an Open course. Students that need to take ESL courses should choose 2 ESL levels, or if choosing ESLEO they should also choose ENLIW.
- All optional courses are offered as Open courses. Most students will take two optional courses.

In Grade 10, subjects are offered as Academic, Applied, Locally Developed or Open.

#### Academic “D”

- In OSA Private School, History (CHC2D) and Math (MPM2D) are only offered as Academic courses.
- The vast majority of students will take History and Math as Academic courses.
- English, French and Science courses may be taken as either Academic or Applied courses.
- Academic courses lead most directly to university and college courses in grade 11 and 12

#### Locally Developed “L”

- Some schools offer Locally Developed programs in grade 10 English, Math, Science and/or History.
- Locally Developed courses support students who have not yet demonstrated achievement of the majority of curriculum expectations in Grade 7 and 8.
- Locally Developed courses lead most directly to workplace courses in Grade 11 and 12 but can also lead to other destination courses through additional courses
- It’s important to note that programs at college and university as well as some apprenticeship programs may not accept courses in this pathway for admission.

#### Open “O”

- French (FSF2O) is offered as an Open course.
- Some optional courses are offered as Open courses. Most students will take three optional courses.

### **Grades 11 and 12 courses**

As students plan for grade 11 and 12 courses, they will need to familiarize themselves with the different course types. The courses being offered are intended to help prepare students for their initial post-secondary destination. Students may choose to take a combination of course types to suit their individual pathway plans.

### College “C”

- College courses are designed to equip students with the knowledge and skills needed to meet the entrance requirements for many apprenticeship or college programs.

### University/College “M”

- University/College courses are designed to equip students with the knowledge and skills needed to meet the entrance requirements for many apprenticeship, college or university programs
- not all University bound courses in Grade 12 are directly accessible through Grade 11 University/College courses

### University “U”

- University courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs

### Workplace “E”

- Workplace courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace, admission to some apprenticeship programs and other community training programs

### Open “O”

- Open courses allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals
- Students should choose Open courses that reflect their interests and to inform decisions about their post secondary pathway plans.

### Grades 11 and 12 Courses

At OSA Private School , Grade 11 and 12 students will choose from among destination-related course types: university preparation, university/college preparation, college preparation, and open courses. Students will make their choices based on their interest, achievement, and career goals. Prerequisites are specified for many of the courses offered in Grades 11 and 12. These prerequisites are identified in the Course of Study document for each course. The following four types of courses are offered by OSA Private School in Grades 11 and 12:

1. 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. The code of a college preparation course ends with the letter "C", ie MBF3C

2. University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The code of a university preparation course ends with the letter "U", ie SCH3U
3. 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. The code of an university / college preparation course ends with the letter "M", ie MCF3M
4. 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 .The code of an open course ends with the letter "O", ie EMS3O

### 8.3 an explanation of the course coding system

The common course code of all courses consists both of a five code character and a course title component, as designated by the Ministry of Education and Training in Ontario:

#### **Reading Course Codes**

Every course in an Ontario Secondary School has a six-character course code with each character identifying the course discipline, grade, course type or pathway, and a school-specific program.

**Consider this example:** CGC1D1

The first character identifies the course discipline, which in this example is Canadian and World Studies.

- A = Arts
- B = Business
- C = Canadian and World Studies
- E = English or English as a Second Language (ESL) or English Literacy Development (ELD)
- F = French
- G = Guidance and Career Education
- H = Humanities and Social Sciences
- I = Interdisciplinary Studies or Computer Studies
- L = Classical Studies and International Languages



- M = Mathematics
- N = First Nations, Métis, and Inuit Studies
- P = Physical and Health Education
- S = Science
- T = Technology
- 

The fourth character identifies the grade level, which in this example is Grade 9.

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12
- Note: ESL/ELD courses use the letters A, B, C, D, and E to differentiate courses but are not linked to specific grade levels

The fifth character identifies the course type or pathway, which is Academic in this example.

- W = Destreamed
- D = Academic
- P = Applied
- L = Locally Developed
- O = Open

8.4 Descriptions of all courses offered by the school, including courses that are not part of the Ontario curriculum, such as locally developed courses (compulsory and optional)

### Prerequisite Courses

A prerequisite course prepares students for further studies and ensures they have the prior knowledge to succeed in subsequent work. Such prerequisite work must be completed before the student can enrol in the following course. For example, with English courses, students must complete ENG3U before beginning ENG4U. Prerequisite courses are identified in Ministry curriculum policy documents and are provided on each course outline.

When you register for a OSA Private School course, you must submit a copy (scan or image) of original documentation such as an Ontario Student Transcript (OST), final report card, or credit counselling summary, to show that you meet the course prerequisite.

Courses in Grades 10, 11, and 12 often require the student to have completed a prerequisite course. All prerequisite courses are identified in curriculum policy

documents published by the Ministry of Education, and no course apart from these may be identified as prerequisites. Any school operating in Ontario must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the OSA Private School Principal will determine whether or not the prerequisite should be waived. The Principal may also initiate consideration of whether a prerequisite should be waived. The Principal will make his or her decision in consultation with the student, the appropriate school staff and the parent or guardian.

### **Prerequisite Waivers**

If a student wishes to take a course with OSA Private School but does not directly meet the prerequisite, they may be eligible for a prerequisite waiver. Students wishing to apply for a prerequisite waiver should complete a Prerequisite Waiver Application online. In addition, the prerequisite application should be completed before registering for a course. Prerequisites waived will be noted in an individual student's OSR.

### **Prerequisite waivers may be considered under, but not limited to, the following circumstances:**

- An individual is changing programs at a post-secondary institution.
- For example, a graduated student was applying to university and did not take the appropriate courses in high school.
- A homeschooled student wishes to earn OSSD credits.
- An individual has been in the workforce for some time, plans to attend post-secondary education, and must complete certain courses for admission.
- An individual in the workforce requires a course to apply for a new position and does not have the prerequisite.
- A student from another province/country requires the prerequisites for post-secondary education and cannot take the course(s) within their province/country.

### **8.5 Online Learning Graduation Requirement and Opt-Out Process**

The Ontario Ministry of Education has introduced through [Policy/Program Memorandum 167](#), a new graduation requirement for secondary students to complete **two** online learning credits as part of the thirty credits required for the Ontario Secondary School Diploma (OSSD). The new graduation requirement begins

with students who entered Grade 9 in the 2020-2021 school year. This graduation requirement doesn't apply to the current grade 12 students.

### **What are online courses or credits?**

For the purposes of [Policy/Program Memorandum 167](#), *online learning courses* or *online learning credits*, previously known as “e-Learning” courses or credits, are courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may be needed for examinations and other final evaluations and/or access to internet connectivity, learning devices or other school-based supports.

### **Opt-out of mandatory online courses**

As part of this mandate, parents and guardians of students currently in grades 9-11 may choose to opt-out of the mandatory online learning courses required for graduation from secondary school. If you have a child currently enrolled in Grades 9-11, and would like to opt them out of mandatory online learning courses in secondary school, please print and complete the [OSA Private School's Online Learning Graduation Requirement Opt-Out Form](#), and return it to the school. Only hard copies of the Opt-Out Form will be accepted. The Opt-Out form will be stored in the student's Ontario Student Record (OSR).

**NOTE:** If you do not wish to opt-out of mandatory online courses, you do not need to complete this form

### **Grade 12 courses**

#### **1. ENG4U - English**

**Course Title:** English

**Course Code:** ENG4U

**Grade:** 12

**Course Type:** University

**Credit Value:** 1.0

**Prerequisite:** ENG3U, English, Grade 11, University

**Curriculum Policy Document:** [English, The Ontario Curriculum, Grades 11 and 12, 2007](#)

**Department:** English

**Course Developer:** KAI Global School

**Development Date: 2022-2023****Course Description:**

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. The course is intended to prepare students for university, college, or the workplace.

**2. MHF4U - Advanced Functions****Course Title:** Advanced Functions**Course Code:** MHF4U**Grade:** 12**Course Type:** University**Credit Value:** 1.0**Prerequisite:** MCR3U, Functions, Grade 11, University or MCT4C, Mathematics for College Technology, Grade 12, College**Curriculum Policy Document:** [Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007](#)**Department:** Mathematics**Course Developer:** *KAI Global School***Development Date: 2022-2023****Course Description:**

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.

**3. MCV4U - Calculus and Vectors****Course Title:** Calculus and Vectors

**Course Code:** MCV4U

**Grade:** 12

**Course Type:** University

**Credit Value:** 1.0

**Prerequisite:** MHF4U, Advanced Functions, Grade 12, University (may be taken concurrently)

**Curriculum Policy Document:** *Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007*

**Department:** Mathematics

**Course Developer:** KAI Global School

**Development Date:** 2022-2023

**Course Description:**

This course expands on the students' prior knowledge of functions and their growing awareness of change rates. Students will solve problems involving geometric and algebraic representations of vectors, as well as representations of lines and planes in three dimensions; they will broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and they will apply these concepts and skills to the modelling of real-world relationships. Students will also improve their understanding of the mathematical procedures required for senior mathematics success. This course is designed for students interested in professions in science, engineering, economics, and some sectors of business, as well as those who will need to take a university-level calculus, linear algebra, or physics course.

#### **4. SCH4U - Chemistry**

**Course Title:** Chemistry

**Course Code:** SCH4U

**Grade:** 12

**Course Type:** University

**Credit Value:** 1.0

**Prerequisite:** SCH3U, Chemistry, Grade 11, University Preparation

**Curriculum Policy Document:** [\*Science, The Ontario Curriculum, Grades 11 and 12, 2008 \(Revised\)\*](#)

**Department:** Science

**Course Developer:** KAI Global School

**Teacher:** To be determined at time of student registration

**Development Date:** 2022-2023

**Course Description:**

This course enables students to strengthen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. As they examine chemical processes, students will improve their problem-solving and laboratory skills while also honing their ability to communicate scientific facts. The relevance of chemistry in everyday life will be emphasized, as well as assessing the environmental impact of chemical technologies.

## 5. SPH4U - Physics

**Course Title:** Physics

**Course Code:** SPH4U

**Grade:** 12

**Course Type:** University

**Credit Value:** 1.0

**Prerequisite:** SPH3U, Physics, Grade 11, University

**Curriculum Policy Document:** *Science, The Ontario Curriculum, Grades 11 and 12, 2008*

**Department:** Science

**Course Developer:** *KAI Global School*

**Teacher:** *To be determined at time of student registration*

**Development Date:** 2022-2023

### **Course Description:**

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.

## 6. ICS4U - Computer Science

**Course Title:** Computer Science

**Course Code:** ICS4U

**Grade:** 12

**Course Type:** University Preparation

**Credit Value:** 1.0

**Prerequisite:** ICS3U, Introduction to Computer Science, Grade 11, University Preparation

**Curriculum Policy Document:** [Computer Studies, The Ontario Curriculum, Grades 10 to 12, 2008 \(Revised\)](#)

**Department:** Computer Studies

**Course Developer:** *KAI Global School*

**Development Date:** 2022-2023

**Course Description:**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

## 7. HFA4U - Nutrition and Health

**Course Title:** Nutrition and Health

**Course Code:** HFA4U

**Grade:** 12

**Course Type:** University Preparation

**Credit Value:** 1.0

**Prerequisite:** Any university or university/college preparation course in social sciences

and humanities, English, or Canadian and world studies

**Curriculum Policy Document:** [Social Sciences and Humanities: The Ontario Curriculum Grades 9 to 12, 2013](#)

**Department:** Social Sciences and Humanities

**Course Developer:** *KAI Global School*

**Development Date:** 2022-2023

**Course Description:**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

## **8. BBB4M- International Business Fundamentals**

**Course Title:** International Business Fundamentals

**Course Code:** BBB4M

**Grade:** 12

**Course Type:** University

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006 \(Revised\)](#)

**Department:** Business

**Course Developer:** KAI Global School

**Development Date:** 2020

### **Course Description:**

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.

## **Grade 11 courses**

### **1. ENG3U - English**

#### **COURSE Description**

**Course Title:** English

**Course Code:** ENG3U

**Grade:** 11

**Course Type:** University

**Credit Value:** 1.0

**Prerequisite:** ENG2D, English, Grade 10, Academic

**Curriculum Policy Document:** [English, The Ontario Curriculum, Grades 11 and 12, 2007](#)

**Department:** English

**Course Developer:** KAI Global School

**Development Date:** 2015-2016

**Course Description:** This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in



academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

## 2. MCR3U - Functions

**Course Title:** Functions

**Course Code:** MCR3U

**Grade:** 11

**Course Type:** University

**Credit Value:** 1.0

**Prerequisite:** MPM2D, Principles of Mathematics, Grade 10, Academic

**Curriculum Policy Document:** [Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007](#)

**Department:** Mathematics

**Course Developer:** KAI Global School

**Development Date:** 2020-2021

### **Course Description:**

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.

## 3. SCH3U - Chemistry

**Course Title:** Chemistry

**Course Code:** SCH3U

**Grade:** 11

**Course Type:** University

**Credit Value:** 1.0

**Prerequisite:** SNC2D, Science, Grade 10, Academic

**Curriculum Policy Document:** [Science, The Ontario Curriculum, Grades 11 and 12, 2008](#)

**Department:** Science

**Course Developer:** KAI Global School

**Development Date:** 2020-2021

**Course Description:**

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.

#### **4. SPH3U - Physics**

**Course Title:** Physics

**Course Code:** SPH3U

**Grade:** 11

**Course Type:** University

**Credit Value:** 1.0

**Prerequisite:** SNC2D, Science, Grade 10, Academic

**Curriculum Policy Document:** [Science, The Ontario Curriculum, Grades 11 and 12, 2008](#)

**Department:** Science

**Course Developer:** KAI Global School

**Development Date:** 2020-2021

**Course Description:**

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.

#### **5. GWL30 - Designing Your Future**

**Course Title:** Designing Your Future

**Course Code:** GWL30

**Grade:** 11

**Course Type:** Open

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [Guidance and Career Education, The Ontario Curriculum, Grades 11 and 12, 2006 \(Revised\)](#)

**Department:** Guidance and Career Education

**Course Developer:** KAI Global School

**Development Date:** 2022-2023

**Course Description:**

This course prepares students to make successful transitions to post-secondary destinations as they investigate specific post-secondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will focus their portfolios on their targeted destination and develop an action plan for future success.

## **6. BMI3C - Marketing: Goods, Services, Events**

**Course Title:** Marketing: Goods, Services, Events

**Course Code:** BMI3C

**Grade:** 11

**Course Type:** College

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [Business, The Ontario Curriculum, Grades 11 and 12, 2007](#)

**Department:** Business Studies

**Course Developer:** KAI Global School

**Development Date:** 2022-2023

**Course Description:**

This course covers the fundamentals of product marketing, which includes the promotion of goods, services, and events. Students will investigate how consumer

purchasing habits are influenced by trends, issues, global economic changes, and information technology. Students will conduct marketing research, create marketing strategies, and create a marketing plan for a product of their choice.

## **7. AWQ3M - Photography**

**Course Title:** Photography

**Course Code:** AWQ3M

**Grade:** 11

**Course Type:** University/College

**Credit Value:** 1.0

**Prerequisite:** AWQ3M, Photography, Grade 11, Open or AWQ2O, Photography, Grade 10, Open

**Curriculum Policy Document:** [The Arts, The Ontario Curriculum, Grades 11 and 12, 2010](#)

**Department:** Arts

**Course Developer:** KAI Global School

**Development Date:** 2022-2023

### **Course Description:**

In this course, students will explore photography as an expressive art form. Students will learn about manual photography with a particular focus on traditional SLR camera, film and darkroom techniques. DSLR and/or digital point-and-shoot camera techniques, as well as Photoshop image enhancement and manipulation techniques will also be explored. Design theory as it relates to photography as an artistic medium is another essential component of this course, as is the history of art, especially pertaining to photography. This course is designed to provide students with the knowledge and skills needed to meet the entrance requirements for specific college and university programs. It is also recommended for students who, in addition to furthering their enjoyment in the visual arts, wish to develop skills that relate strongly to the workplace, such as critical thinking, creative problem solving, time management, organization, mentorship, and collaboration

## **8. AVI3M - Visual Arts**

**Course Title:** Visual Arts

**Course Code:** AVI3M

**Grade:** 11

**Course Type:** University/College Preparation

**Credit Value:** 1.0

**Prerequisite:** Visual Arts, Grade 9 or 10, Open

**Curriculum Policy Document:** [The Arts, The Ontario Curriculum, Grades 11 and 12, 2010](#)

**Department:** Arts

**Course Developer:** *KAI Global School*

**Development Date:** 2022-2023

**Course Description:**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

## Grade 10 courses

### 1. ENG2D - English

**Course Title:** English

**Course Code:** ENG2D

**Grade:** 10

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisite:** [ENG1D, English, Grade 9, Academic](#) or [ENG1P, English, Grade 9, Applied](#)

**Curriculum Policy Document:** [English, The Ontario Curriculum, Grades 9 and 10, 2007](#)

**Department:** English

**Course Developer:** *KAI Global School*

**Development Date:** 2022-2023

**Course Description:**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

## 2. MPM2D - Foundations of Mathematics

**Course Title:** Foundations of Mathematics

**Course Code:** MPM2D

**Grade:** 10

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisite:** MPM1D, Principles of Mathematics, Grade 9, Academic or MFM1P, Foundations of Mathematics, Grade 9, Applied and MPM1H, Mathematics Transfer Course, Grade 9

**Curriculum Policy Document:** Mathematics, The Ontario Curriculum, Grades 9 and 10, 2005

**Department:** Mathematics

**Course Developer:** *KAI Global School*

**Development Date:** 2015-2016

**Course Description:**

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.

## 3. SNC2D - Science

**Course Title:** Science

**Course Code:** SNC2D

**Grade:** 10

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisite:** SNC1D, Science, Grade 9, Academic or SNC1P, Science, Grade 9, Applied

**Curriculum Policy Document:** [Science, The Ontario Curriculum, Grades 9 and 10, 2008](#)

**Department:** Science

**Course Developer:** *KAI Global School*

**Development Date:** 2020-2021

**Course Description:**

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.

#### **4. IDC20 - Digital Technology and Innovations in the Changing World**

**Course Title:** Digital Technology and Innovations in the Changing World

**Course Code:** ICD20

**Grade:** 10

**Course Type:** Open

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [The Ontario Curriculum, Grades 10–12: Computer Studies, 2008](#)

**Department:** Computer Studies

**Course Developer:** KAI Global School

**Development Date:** 2023

**Course Description:**

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

#### **5. GLE20 - Learning Strategies 1: Skills for Success in Secondary School**

**Course Title:** Learning Strategies 1: Skills for Success in Secondary School

**Course Code:** GLE20

**Grade:** 10

**Course Type:** Open

**Credit Value:** 1.0

**Prerequisite:** Recommendation of principal

**Curriculum Policy Document:** [Guidance and Career Education, The Ontario Curriculum Grades 9 and 10, 2006](#)

**Department:** Guidance and Career Education

**Course Developer:** KAI Global School

**Development Date:** 2022-2023

**Course Description:**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

## 6. FSF2D - Core French

**Course Title:** Core French

**Course Code:** FSF2D

**Grade:** 10

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisite:** Core French, Grade 9, Academic or Applied

**Curriculum Policy Document:** [French as a Second Language, The Ontario Curriculum, Grades 9 to 12, 2014](#)

**Department:** French

**Course Developer:** KAI Global School

**Development Date:** 2022-2023

**Course Description:**

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

## 7. CHC2D - Canadian History Since World War I

**Course Title:** Canadian History Since World War I

**Course Code:** CHC2D

**Grade:** 10

**Course Type:** Academic



**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2013](#)

**Department:** Canadian and World Studies

**Course Developer:** KAI Global School

**Development Date:** 2022-2023

**Course Description:**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting 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 key issues and events in Canadian history since 1914.

## 8. CHV20 - Civics and Citizenship

**Course Title:** Civics and Citizenship

**Course Code:** CHV20

**Grade:** 10

**Course Type:** Open

**Credit Value:** 0.5

**Prerequisite:** None

**Curriculum Policy Document:** [Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2013](#)

**Department:** Canadian and World Studies

**Course Developer:** KAI Global School

**Development Date:** 2022-2023

**Course Description:**

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.

## **Grade 9 courses**

### **1. ENL1W - English**

**Course Title:** English

**Course Code:** ENL1W

**Grade:** 9

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [The Ontario Curriculum, Grades 9 and 10: English, 2007](#)

**Department:** English

**Course Developer:** KAI Global School

**Development Date:** 2023

#### **Course Description:**

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

### **2. MTH1W - Mathematics**

**Course Title:** Mathematics

**Course Code:** MTH1W

**Grade:** 9

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [Mathematics, The Ontario Curriculum, Grades 9 and 10, 2005](#)

**Department:** Mathematics

**Course Developer:** *KAI Global School*

**Development Date:** 2022-2023

**Course Description:**

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

### 3. SNC1W - Science

**Course Title:** Science

**Course Code:** SNC1W

**Grade:** 9

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [Science, The Ontario Curriculum, Grades 9 and 10, 2008](#)

**Department:** Science

**Course Developer:** *KAI Global School*

**Development Date:** 2020-2021

**Course Description:**

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.

### 4. BTT10 - Information and Communication Technology in Business

**Course Title:** Information and Communication Technology in Business

**Course Code:** BTT10/20

**Grade:** 9/10

**Course Type:** Open

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [Business Studies, The Ontario Curriculum, Grades 9 and 10, 2006](#)

**Department:** Business Studies

**Course Developer:** KAI Global School

**Development Date:** 2022-2023

**Course Description:**

This course introduces students to information and communication technology in a business setting and lays the groundwork for success in a technologically driven society. Students will learn how to use word processing software, spreadsheets, databases, desktop publishing software and presentation software. The course places a strong emphasis on digital literacy, effective electronic research and communication skills, and current issues concerning the impact of information and communication technology.

## 5. AV110 - Visual Arts

**Course Title:** Visual Arts

**Course Code:** AV110

**Grade:** 9

**Course Type:** Open

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [The Arts, The Ontario Curriculum, Grades 9 and 10, 2010](#)

**Department:** Arts

**Course Developer:** KAI Global School

**Development Date:** 2022-2023

**Course Description:**

This course provides students opportunities to sharpen the skills they have previously acquired through various assignments ranging from interactive independent learning tutorials, essays, critical analysis, digital media activities, video and photography creation. Presentation techniques form the basis of study as students create oral presentations through screencasts, and audio files in

conjunction with media arts-related assignments that reflect their understanding of visual arts.

## **6. CGC1D - Issues in Canadian Geography**

**Course Title:** Issues in Canadian Geography

**Course Code:** CGC1D

**Grade:** 9

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2013](#)

**Department:** Canadian and World Studies

**Course Developer:** KAI Global School

**Development Date:** 2022-2023

### **Course Description:**

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.

## **7. PPL1O - Healthy Active Living Education**

**Course Title:** Healthy Active Living Education

**Course Code:** PPL1O

**Grade:** 9

**Course Type:** Open

**Credit Value:** 1.0

**Prerequisite:** None

**Curriculum Policy Document:** [The Ontario Health and Physical Education Curriculum, Grades 9-12](#)

**Department:** Health and Physical Education

**Course Developer:** KAI Global School

**Development Date: 2022-2023**

**Course Description:**

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.

**8. FSFID - Core French**

**Course Title:** Core French

**Course Code:** FSFID

**Grade:** 9

**Course Type:** Academic

**Credit Value:** 1.0

**Prerequisite:** Minimum of 600 hours of French instruction, or equivalent

**Curriculum Policy Document:** [French as a Second Language, The Ontario Curriculum, Grades 9 to 12, 2014](#)

**Department:** French

**Course Developer:** *KAI Global School*

**Development Date: 2022-2023**

**Course Description:**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

## Programs for Exceptional Students

Recognizing the needs of exceptional students and designing courses to meet those needs are important and challenging aspects of program planning. Students who have an existing Individual Education Plan will have that IEP honoured at OSA Private School through the implementation of appropriate accommodations.

## Reaching Ahead

Elementary school students may reach ahead and take high school credits. This may occur only after the Principal of OSA Private School consults with the student, the parents or guardian, and the Principal of the elementary school of the student. The OSA Private School Principal must ensure that the learning expectations of the Grade 8 course have been met. The OSA Principal is also responsible for evaluating the student's achievement of the expectations of the OSA Private School High School course. OSA Private School will issue the OSSD credit.

## Online Courses Available

Students may register for any course at any time during the calendar year, progress through at their own rate and finish the course at any time up to 18 months from the time of registration.

### 8.5 How to gain access to Outlines of the Courses of Study

All course outlines can be accessed on the OSA Private School Website ([www.osaprivateschool.com](http://www.osaprivateschool.com)) by clicking on the course code.

### 8.6 How to gain access to Ontario curriculum policy documents

All curriculum policy documents can be accessed on the OSA Private School Website ([www.osaprivateschool.com](http://www.osaprivateschool.com)) by clicking on the course code. Alternatively, they can be found on the Ontario Ministry of Education website.

### 8.7 Descriptions of experiential learning programs such as cooperative education and job shadowing

## **Cooperative Education**

Cooperative education is a hands-on method of learning that allows students to earn secondary school credits towards their OSSD by combining in-school studies with related work experiences. The student's learning activities at the work placement are closely aligned to one or more related course(s) in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course(s) together constitute a student's cooperative education program.

The cooperative education course includes pre-placement, integration and placement components. The Ontario Ministry of Education Policy document for Cooperative Education and Other Forms of Experiential Learning, provides an overview of required hours for each of these components.

Students must remain at their placements until the date stipulated in their Work Education Agreement, even in cases where the required course hours have been completed before the end of the school term. The completion date of this agreement coincides with the completion date of other school courses.

Cooperative education will be available to OSA students from Grades 11-12. It is possible for a Grade 10 student to be placed in the Cooperative education program, but it will be determined by the principal on a case-by-case basis.

### 8.8 policy regarding student withdrawal from courses in Grades 11 and 12

### 8.9 procedures related to changing course types

## **Changing Course Types**

A student may change his or her educational goals in secondary school. If the student decides to embark on a new pathway, he or she may find that a prerequisite course that has not been completed, is now required. OSA Private School makes provisions to allow its students to make such changes of direction and clearly describes these provisions in the OSA Private School course calendar. In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the OSA Private School Principal. In Grades 11 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through OSA Private School. If the OSA Private School Principal believes that a



student can be successful in a particular course without having taken the specified prerequisite course, then either Principal may waive the prerequisite.

#### 8.10 the Prior Learning Assessment and Recognition processes for equivalency and if applicable, challenge

**Prior Learning Assessment and Recognition (PLAR)** is the formal evaluation and credit granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that you have acquired, in both formal and informal ways, outside of secondary school. You may have your knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.

Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools in inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The PLAR process developed by an inspected private school in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

#### **PLAR for Regular Day School Students:**

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

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

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students. [PPM No. 129](#) outlines in detail the PLAR policy and requirements that apply to regular day school students.

### **PLAR for Mature Students:**

A mature student is a student who is at least 18 years of age on or after January 1st of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD). Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment. "A minimum of four Grade 11 and 12 credits must be earned by taking the necessary courses, with the following exception: at the discretion of the principal, mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution may qualify for the OSSD under OS by completing a minimum of one Grade 11 or Grade 12 credit in the corresponding language of instruction (i.e., English or French) as their postsecondary credential.

If a mature student who is working towards the OSSD under OS has not already successfully completed each of the four Grade 11 and 12 compulsory credit requirements, a mature student must obtain a credit that meets the compulsory credit requirement(s) under OS in each of the following:

(1) English, Grade 11 – Only the following substitution is permitted:

\*Students may count a maximum of three credits in ESL or ELD towards the four compulsory credits in English. The fourth credit must be for a Grade 12 compulsory English course.

(2) English, Grade 12 - No substitution is permitted

(3) Mathematics, Grade 11 or 12 - No substitution is permitted

(4) \*Computer Studies, Science, Technological Education, or Math, Grade 11 or 12”they may present education and/or training credentials for assessment through the equivalency process; or

- It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.
- Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in section 10). 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 OSSD. Mature students working towards the OSSD under OS/OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

Mature students should be encouraged to meet the literacy graduation requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). Mature students also have the option to enrol directly in the Ontario Secondary School Literacy Course without attempting the OSSLT.

Principals will determine, at their discretion, the number of hours of community involvement activities that a mature student who is working towards the OSSD under OS may have to complete (i.e., between 0 and 40).

School boards may, at the recommendation of the principal, leverage courses such as Advanced Learning Strategies: Skills for Success After Secondary School -

(GLS4O/GLE4O/GLE3O) to help prepare students for the PLAR process. At the recommendation of the principal, a mature student may be enrolled in the GLE courses without an Individual Education Plan.

Boards may adapt the required and or sample forms provided Any adaptations by boards, must include, at a minimum the information required in the forms provided in the PPM

[PPM No. 132](#) outlines in detail the PLAR policy and requirements that apply to mature students.

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST. The equivalent credits should be entered as a total, and the required items of information should appear as follows: "Equivalent Credits" should be entered in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; the total number of credits in the "Credit" column; and the total number of compulsory credits in the "Compulsory" column.

The Ontario Student Transcript (OST): Manual, 2010, p.13-1

### **Request for a PLAR Assessment**

- You may ask for an assessment of your diploma requirements after you have successfully completed one course with OSA Private School and submitted an **original** student transcript.
- If you have completed the eligibility requirements outlined on the PLAR Fact Sheet, you will be asked to complete the PLAR Application Package.

### 8.11 information on evaluation and examination policies

#### **Final Evaluations**

a) At the beginning of the course, students are informed of the component(s) that will make up the 30% final evaluation and the timelines for those components.

b) The final evaluation may be comprised of an examination (scheduled during exam days) and/or a culminating activity (scheduled during the final six weeks of the course and completed prior to the pre-exam moratorium).

### **In-Class Culminating Activities:**

c) Almost all of the student work should be done in class under teacher supervision.

d) The culminating activity should not impose any more than the normal recommended homework load for each class.

e) The teacher will specify the due date, the ultimate deadline and the methods of submission accepted. No culminating activity will be accepted after the ultimate deadline.

### **Examinations:**

f) Examinations are scheduled over a ten-day period in June.

g) Students who arrive late for an examination will not be allocated extra time.

Absences for Final Evaluations (Both Culminating Activities and Examinations):

h) OSA Private School strongly discourages absences at any time during January, February May and June (the Final Evaluation time period). There are no extensions or exemptions for Final Evaluations, barring those necessitated by extenuating circumstances.

i) If a student or parent does not communicate with a Vice Principal and the teacher about a missed final evaluation, the student will automatically receive a mark of zero.

j) Any absence due to extenuating circumstances must be documented by a medical certificate or other official document and approved by a Vice Principal. Neither vacation time nor employment is a valid reason for missing a final evaluation.

k) For an absence due to participation in an OSA-sponsored event (for example, sports or music), students are expected to speak to the teacher prior to the absence.

8.12 information on reporting procedures, including the school's report card and the Ontario Student Transcript

#### **8.12.1 Ontario Student Record**

A student's OSR continues to reside at their home school. If a student takes a Reach Ahead or Make-up course with OSA Private School, when the course is finished, OSA will send official copies of the final report card back to the home school where the credit will be added to the ongoing transcript for that student.

The Ontario Student Record (OSR) is a physical file folder containing the official school records for a student. An OSR must exist for every student registered in an

Ontario School. The contents of the OSR are protected by the *Education Act* and *Freedom of Information* legislation for the Province of Ontario.

If a student is no longer registered with their school, but wishes to take a course or courses with OSA Private School then the OSR must be moved to OSA Private School.

A student who **has not** previously attended a public, a Catholic, an inspected Ontario private school or an Ontario International School will not have an OSR and an OSR will have to be established. OSA Private School will be responsible for establishing the OSR and issuing an Ontario Education Number (OEN) to the student.

#### **OSR Transfer:**

If the student transfers to another Ontario school prior to earning their diploma with OSA Private School, the OSR must follow them. OSA Private School will be required to send the OSR and all its associated documents to the new school.

**8.12.2 The Ontario Student Transcript (OST)** is an official document issued by public, Catholic, and inspected private schools in Ontario or Ontario International Schools. The OST contains a list of the courses completed (successfully or unsuccessfully), withdrawals from courses occurring 5 days or longer after the midterm report card has been issued, repeated courses in Grades 11 and 12, and equivalent credits granted for work in non-inspected Ontario private schools or schools outside of Ontario. The OST is stored in the OSR and retained for 55 years after a student retires from school.

If the student is currently attending another school - public or private - and is simply taking a single course from OSA Private School, then that student's OSR continues to reside at the school that the student is attending. Upon completion of the course with OSA Private School, OSA will send a copy of the report card back to the home school where the course will be added to the ongoing list of courses on the student's transcript.

The Ontario Student Transcript (OST) is an official document maintained by Ontario schools for each student. The OST is stored in the student's Ontario Student Record (OSR) and retained for 55 years after a student retires from school. It is a record of all secondary school coursework and diploma requirements. The OST will be issued to students whose OSR is held by OSA Private School.

#### **8.12.2 a** Withdrawal from a Course

- Withdrawals occurring within 5 days of the issuing of the first report card from OSA Private School will result in the mark **not** being recorded on the OST.
- A withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W " being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal.
- Withdrawals at any time from Grade 9 or 10 courses are not recorded on the OST.
- If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.
- Please refer to 4.1.2 [Ontario Schools: Kindergarten to Grade 12](#)

#### 8.12.2 b Repetition of a Course

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

#### 8.12.2 c Equivalent Credits

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

- "Equivalent Credits" are entered in the "Course Title" column.
- "PLE" entered in the "Course Code" column.
- "EQV" in the "Percentage Grade" column.
- the total number of credits entered into the "Credit" column.
- and the number of compulsory credits entered into the "Compulsory" column.

***Please note: In September 1999, the Ontario Ministry of Education instructed that schools in Ontario implement a policy of full disclosure. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts.***

#### **8.12.3 Assessment, Evaluation & Reporting of Student Achievement**

Every student attending OSA Private School is considered to be unique. Each student must have opportunities to achieve success according to his or her own interests, abilities and goals. The OSA assessment and evaluation policy requires that all educators be:

1. Fair for all students.

1. Support all students, including students with an Individual Education Plan (IEP).
2. Relate to curriculum expectations as well as interest of all students.
3. Clearly communicate to students and parents.
4. Ongoing, varied in nature.
5. Provide descriptive feedback that is meaningful and timely to support learning.
6. Develop student self-assessments

#### **8.12.4 Assessment and Evaluation Strategies**

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan (IEP);
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement, and
- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

#### **8.12.5 The Achievement Chart**

The achievement chart for each subject matter is included in the curriculum policy document, specific to that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

- The chart is organized into four broad categories; Knowledge / Understanding, Thinking / Inquiry, Communication, and Application / Making Connections.



The names of the categories differ slightly from one discipline to another, reflecting differences in the disciplines.

- The achievement chart 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, to enable teachers to make consistent judgements about the quality of student work, and to provide clear feedback to students.
- The achievement chart provides teachers with a provincial standard to use in assessing and evaluating their students' achievement. A variety of materials are to be made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.
- The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

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

NOTE: Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or a subsequent course. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

### **8.12.6 Reporting Student Achievement**

Student achievement is communicated formally to students and parents by means of the OSA Private School" Secondary School Report Card, Grades 9-12".

### **8.12.7 Reporting on Achievement of Curriculum Expectations**

The report card, which follows the Provincial Report Card very closely, provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade. This reflects the corresponding level of achievement as described in the achievement chart for the discipline.

- 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 in Grades 9-12 will be determined as follows: 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. 30% of the grade will be based on a final evaluation. This may be a final examination, a rich summative task t, or a combination of both an exam and an RST.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and to assign a value to represent that quality. Evaluation is based on "assessment of learning".

While all curriculum expectations must be accounted for in instruction and assessment, the evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectation is evaluated on the basis of their achievement of related specific expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations. Evidence of student achievement for evaluation is collected over time from three different sources; observations, conversations and student products. Evaluation is the responsibility of the teacher and does not include the judgement of the student's peers.

### **8.12.8 Reporting on Demonstrated Learning Skills and Work Habits**

The report card provides a record of the learning skills demonstrated by the student in every course. The 6 identified learning skills and work habits are: (1) Responsibility, (2) Organization, (3) Independent Work, (4) Collaboration, (5) Initiative, (6) Self-regulation. The learning skills and work habits are evaluated using a four-point scale: (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement).

### **8.12.9 Teacher Comments**

The report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed.

### **8.12.10 Methods of Evaluation**

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. Teachers will consider all evidence collected from all products submitted or not submitted. Some evidence may carry more weight than others. Teachers will consider all evidence and use their professional judgement to determine the student's report card grade. Determining a report card grade will involve teacher's professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to the more recent evidence. The Principal will work with teachers to ensure common and equitable grading practices that follow Ministry policy. For Grades 7 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement chart and will be reported as percentage grades. It is expected that both mathematical calculations and professional judgement will inform the determination of the percentage mark.

### **8.12.11 Final Examination**

- Each course has a final assessment that will be given as a final examination, a final project, or a combination of both an exam and a project.
- Students in the same course should be similarly evaluated, which means that final exams assessments will use the same format although particular questions may be different among the students.
- A course with a final examination must be written in a supervised environment with a proctor. A proctored exam is one that is overseen by an impartial individual, the Proctor, who monitors and supervises a student while he or she is taking the final exam. The Proctor enters the private password to allow student access to the final exam. The Proctor ensures the security and integrity of the exam process. Students in online courses with final exams, must fulfill their responsibilities in arranging and taking a proctored final exam.

### **8.12.12 Coursework**

- Students must complete all of the assigned coursework.
- Coursework may include assignments, tests, projects, labs, discussions, etc.
- Students assume the responsibility to ensure that they have completed all of the assigned requirements of the course before completing the final exam or assessment task.

- Once the final exam is written or the final assessment is submitted, no further assignments may be submitted, unless prior arrangements have been made between the student and the teacher. Students will receive zeros for any incomplete assignments.

## **9. The types of school supports and resources that are available, including:**

### **Guidance and Career Programs**

OSA Private School will provide individual student counselling with respect to course selection and post-secondary planning. By doing so, individual student needs and concerns are met and appropriate plans can be put into place. In addition, the skills and competencies that students acquire through the guidance and career education program outlined in Ontario's "[Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013](#)" will not only help students succeed in school, but will also contribute to their success in the workplace.

### ***OSA Private School does the following to support students:***

1. supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;
  2. provides opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in all newly revised courses;
  3. provides individual assistance and short-term counselling to students, when requested;
  4. provides current information on post-secondary programs and admission requirements to all of its college/university bound students;
  5. provides the opportunity for Grade 8 students to "Reach Ahead" to Grade 9 courses with the approval of their elementary school Principal. This program allows students to explore course options and academic interests early in their high school career;
  6. provides access to Career Cruising or My Blueprint for all students whose Ontario Student Record is held at OSA Private School. This program allows students to plan their education, review their options for post-secondary programs and assists in the course selection process;
- communicates directly with Ontario Universities Application Centre and Ontario College Application Service regarding student achievement;

- communicates directly with post-secondary institutions regarding student achievement.

### **What is an Exceptional Student?**

All students require support from teachers, classmates, family, and friends in order to thrive and to gain full benefit from their school experience. Some students have special needs that require supports beyond those ordinarily received in the school setting. In Ontario, students who have behavioural, communicational, intellectual, physical or multiple exceptionalities, may have educational needs that cannot be met through regular instructional and assessment practices. These needs may be met through accommodations, and/or an educational program that is modified above or below the age-appropriate grade level expectations for a particular subject or course. Such students may be formally identified as exceptional pupils.

### **What is OSA Private School's role?**

OSA Private School must develop an *Individual Education Plan (IEP)* for every full time identified student. OSA Private School also has the discretion to develop an IEP for students who have not been formally identified as exceptional, but who are receiving special education programs and/or special education services.

An IEP is a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning.

A student's IEP must typically have a direct progress reporting link to the Report Card. If the student has an existing IEP, please send a copy of this IEP to OSA Private School upon registration.

### **What does an IEP enable?**

An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations within their online and blended learning courses. Using the IEP, OSA Private School will implement those capabilities of the system which will be particularly appropriate in meeting the student's needs.

### **How does an IEP work?**

Assignments and activities within the online and blended learning courses must take into account the strengths, needs, learning expectations, and accommodations identified in the student's IEP. Accommodations may include reducing the workload, simplifying tasks and material, differentiating lessons and assignments and providing more time for learning and the completion of activities. The assistance of other persons and the use of specialized equipment may also be required to accommodate the student's needs.

**What if the student does not have an IEP, but requires accommodations?**

In special circumstances, a student may require accommodations to be made in their course. If a student requires accommodations due to reasons not outlined in an IEP, the student will need to submit a note from a consulting physician and/or professional. This document should indicate the accommodations required and the reasons for the accommodations to be made. However, at OSA Private School we strive to individualize and differentiate our teaching strategies for all students to meet their learning styles and needs.

