School Calendar

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Ontario eSchool
ONLINE HIGH SCHOOL

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Ontario eSchool: Our Mission

To give every Ontario eSchool student the opportunity to succeed through the use of technology as a learning medium and by providing the best professional guidance as the students make choices regarding their journey in learning.

Ontario eSchool (OeS)

Ontario eSchool is a private secondary school. The foundation of the school is built on the recognition that students in the twenty-first century can receive instruction and learn in a manner that reflects the technological environment in which they have been brought up. Ontario eSchool is designed to serve the student by allowing them to have **flexible** control of their learning needs while **ensuring that the expectations and policies of the Ontario Ministry of Education are adhered to**.

The twenty first century student is faced with growing competition from within and beyond the borders of the province of Ontario. Students must take advantage of the accessibility to higher learning and strive to reach their full potential. To emphasize the importance of high school education and its commitment to educate students until adulthood, the Ontario Government has made it **mandatory** for Ontario students to attend school until the age of **18** (or until the OSSD is obtained).
Ontario eSchool students can work on their chosen course(s) and tasks within those course(s) at their **own pace**. The OeS platform allows students globally to complete and/or supplement their education utilizing online technology from any place in the world at any time of day or night.

An online teacher will manage the course as the students work their way through the curriculum. The course content is online, as assignments are completed and submitted through the system, teachers will return them within **3 days** graded and with constructive comments. Students can track their progress and have **access to updated marks** at all times.

Whether it is one course or several, Ontario eSchool puts the student in the **"driver's seat"** of their education. Students needing more time to practice their learning can choose to move slowly through their course whereas they may move quickly through other portions of their courses to remain engaged. If the student isn't ready to write a test on a certain unit or concept, he/she can review the material, ask the teacher via email the relevant questions and write the test when he/she feels completely ready to do so.

Students have **one full year** from the course start date to complete the course expectations. At the end of the course, students choose when and where to write their exam with an approved proctor. After the exam, the assigned teacher will forward the final mark to the main office which then issues the report card.

Hardware and Software Minimum Requirements

To complete an online course or take courses completely from your home computer, your computer system will need to meet some basic minimum requirements to be able to use D2L Brightspace, our online learning management system.

Recommended Desktop Standards: PIII, 256 MB, Macintosh G3, or better (minimum: P II 128MB). Windows XP Service Pack 2, OS 10.3, or better (minimum: Windows 98, Mac OS 8.6). Internet Explorer
6.0 or better (minimum: Internet Explorer 5.5.) Adobe Acrobat Reader 6 or better (minimum: Reader 5). Windows Media Player 9. Macromedia plug-ins (including mandatory: Flash). A DSL or better connection to the Internet. Speakers. Monitor (screen resolution 800 x 600, 16 bit colour) or better. A typical Office suite of applications; specifically, a word processor application, spell checker, equation editor, and a spreadsheet application are mandatory. Math students are encouraged to use a scanner to submit handwritten assignments rather than typing up their math assignments. Students taking English courses will need access to a microphone connected to their computer.
Data Transmission Standards: TCP/IP. Minimum Bandwidth Standards Single Computer: modem. LAN - Switched 10/100 Mb.

Brightspace features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Browser Support

Learn what browsers and versions are supported by D2L Brightspace

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft© Edge	Latest	n/a
Microsoft© Internet Explorer©	n/a	10, 11
Mozilla© Firefox©	Latest	n/a
Google© Chrome©	Latest	n/a
Apple© Safari©	Latest	6, 7, and 8

2. Tablet and Mobile Support

Learn which mobile devices, operating systems and mobile device browsers are supported

Device	Operating System(s)	Browser	Supported Browser Version(s)
Android™	Android 4	Android	Latest
Apple	iOS 6, 7, 8, and 9	Safari	Latest
Microsoft	Windows 8	Internet	11

Surface™		Explorer	

Check your system compatibility at: https://community.desire2learn.com/d2l/systemCheck

Registering/Admissions

Student enrolment in OeS is open and continuous. Registration is available 24 hours a day, seven days a week through **www.ontarioeschool.com**. Proof of Ontario residency in the form of an OEN number, birth certificate, transcript, or report card from an Ontario School would allow a student to enroll in an OeS course. If any difficulties are experienced the OeS office may be contacted for assistance. Before registering for any course it is imperative that students ensure that they have the required prerequisite for the course they are planning to undertake. A list of courses offered by OeS and the required prerequisites are listed at the end of this document as well as on the course registration page. Mature students with related prior learning or work experience may apply for an exemption from a prerequisite by contacting the OeS administration office.

Exceptional students may request for the development of an **Individual Education Plan** (IEP). Even though the OeS learning environment already provides a self-paced program that is multifaceted with teacher support, there may be areas for which a student needs further support. An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations within their online courses. Using the IEP, OeS will implement those capabilities of the system which will be particularly appropriate in meeting the student's needs. After an Identification, Placement, and Review Committee (IPRC) identifies a student as exceptional, an Individual Education Plan (IEP) is developed for that student. If the student has an existing IEP, then send along a copy of this IEP after you register for a course to the OeS office via fax or email.

Course Prerequisites

Students are responsible for ensuring they have obtained the necessary prerequisite prior to enrolling in a course. To assist students in this regard, potential students should call or email Ontario eSchool in with any questions regarding the course they plan to take.
Students who have enrolled in a course will be immediately emailed by the OeS office to remind them of the requirement of proof. Further information regarding the required prerequisite for a course may be obtained from the registration page.

The deadline for submitting proof of prerequisite is prior to the submission of the first major assignment in the course. Assignments that are submitted prior to the required documents will not be marked and the remainder of the course will be locked until the proof is received by the OeS office. The office and the teacher will communicate with the student to ensure that the student clearly understands the importance and necessity of submitting the proof before the student may proceed in the course. A locked course may take up to 3 business days to be unlocked once the documents have been received by the OeS office.Students who enroll in a course for which they don't have the designated prerequisite may be removed from their course **without refund** at any time.

Ontario Secondary School Diploma Requirements

Students started Grade 9 in Fall 2024 and after:
17 compulsory credits

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 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 and citizenship
- 1 credit from the STEM-related course group

The following apply to compulsory credit selections.

- They can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- They can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

STEM-related course group

Of the 17 compulsory credits, they must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required) Optional credits

They must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

Student Started Grade 9 on or after September 1st, 1999

18 compulsory credits

4   English (1 credit per grade) *

3   Mathematics (at least 1 credit in Grade 11 or 12)

2   Science

1   French as a Second Language

1   Canadian History

1   Canadian Geography

1   The Arts

1   Health and Physical Education

.5 Civics

.5 Career Studies

Plus, *ONE* credit from each of these three groups:

Group 1: 1 additional credit in English *or* French as a Second Language**, or a Native

1   language, or a classical or an international language, *or* social sciences and the

humanities (family studies, philosophy, world religions), *or* Canadian and world studies, *or* guidance and career education, or cooperative education***

1   Group 2: 1 additional credit in health and physical education, *or* the arts, *or* business studies, *or* French as a Second Language**, *or* cooperative education***

Group 3: 1 additional credit in science (Grade 11 or 12) *or* technological education

1   (Grades 9 to 12), *or* French as a Second Language**, *or* computer studies, *or* cooperative education***

In addition to the compulsory credits, students must:

12   earn 12 optional credits (courses you get to choose)†

Additional Requirements

complete 40 hours of community involvement activities complete the provincial literacy

requirement

earn a minimum of 2 online credits

*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. 2010

Started Grade 9 Before September 1, 1999

If you first enrolled in Grade 9 before September 1, 1999, you get your OSSD by completing the requirements that were in effect at that time.

OSSD Requirements Under the Old Curriculum

16 compulsory credits

5	English/français (at least 2 Senior Division*)
1	French/anglais
2	Mathematics
2	Science
1	Canadian History
1	Canadian Geography
1	Arts
1	Physical and Health Education
1	Business/Technology Studies
1	Additional Credit in Social Science** (Senior Division*)
16	**Total Compulsory Credits**
14	**Elective Credits**
30	**Total Credits**

*Senior Division: Grade 11, Grade 12, and OAC

**Social Science: Geography, History and Contemporary Studies, Personal Life Management, Family Studies, and Economics. Principal may substitute up to two credits for compulsory courses

Accessing More Information For Parents

For more information or details on education in Ontario, parents or students can go to the Ontario Ministry of Education website: http://www.edu.gov.on.ca/eng/secondary.html The site contains all the policy and curriculum documents as well as the latest developments, changes or announcements about your secondary school education in Ontario.

What is a credit?

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of **110 hours**. Credits are granted by the principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

Ontario eSchool students' learning is self-directed but, the nature of the nature of the learning will dictate that students spend time with on the OeS platform, reading, practicing, exploring, discussing and being evaluated. By virtue of the fact that OeS courses are entirely online, students will experience first-hand the benefit of a technologically enriched education and the ability to take more time with their learning in order to achieve at their own potential.

Substitution for Compulsory Courses

In order to provide the flexibility to tailor an individual student's program to

the student's needs and to support his or her progress through secondary school, principals may

substitute up to three compulsory credits with courses from other subject areas specified in the list of

compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1. Substitutions

should be made to promote and enhance student learning or to respond to special needs and interests.

Two half-credit courses may be used through substitution to meet one compulsory credit requirement

(counted as one substitution); one full-credit course may be used through substitution to meet the two

compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student should be made only if the student's

educational interests are best served by such a substitution. If a parent or an adult student (a student

who is eighteen years of age or older) requests a substitution, the principal will determine whether

the substitution should be made. A principal may also initiate consideration of whether a substi-

tution should be made. The principal will make his or her decision in consulta- tion with the parent or

the adult student and appropriate school staff. In all cases where the parent or the adult student

disagrees with the decision of the principal, the parent or the adult student may ask the appropriate

supervisory officer to review the matter.

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 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 (see section 7.3.1).

Each substitution will be noted on the student's Ontario Student Transcript.

Students Enrolled in Grade 9 Prior to September 1st, 1999

Students who began Grade 9 before the 1999 - 2000 school year will have the opportunity to complete their diploma requirements under OSIS. Students following the OSIS diploma re-quirements may take courses developed as part of the OSS diploma requirements. Students should understand that meeting OSS diploma requirements is not necessarily equivalent to satisfying OSIS diploma requirements. This option provides students with a temporary opportunity that will no longer exist after the OSIS policy and its corresponding curriculum guideline have been completely discontinued in all grades.

Community Hours Requirement

As stated in https://files.ontario.ca/edu-ontario-schools-policy-programs-2016-en-2022-01-19.pdf

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process (see section 2.4).

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9. (The details to support implementation of this change will be in a forthcoming revision of PPM No. 124a.)

For mature students,8 principals will determine the number of hours of community involvement

activities required. PPM No. 124a includes the policy and procedures as well as sample documents relating to the 40-hour community involvement diploma requirementw

What Cannot Be Included As Community Involvement?

The Ministry of Education has developed a list of activities that may NOT be chosen as community involvement activities:

- Is a requirement of a class or course in which the student is enrolled (e.g. Cooperative Education, job shadowing, work experience).
- Takes place during school hours, except during the student's lunch break or spare periods.
- Takes place in a workplace other than a factory, if the student is under 14 and is not accompanied by an adult.
- Takes place in a mining or logging environment, if the student is under 16.
- Takes place in a factory, if the student is under 15.
- Involves the operation of a vehicle, power tools or scaffolding (e.g. Snow blower, power mower, hedge trimmers etc.).
- Would normally be performed for wages by a person in the workplace.
- Involves the administration of any type or form of medication or medical procedure to other persons.
- Involves the handling of substances classed as "designated substances" under the Occupational Health and Safety Act (e.g. asbestos, lead, dangerous chemicals, toxic materials, etc.).
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of jewelry, works of art, antiques or other valuables.
- Consists of duties normally performed in the home or personal recreational activities.
- Involves activities for a court-ordered program (e.g. community-service program for young offenders, probationary program).

Students planning to start or complete their community involvement requirements need to obtain the Community Involvement Form and submit it to guidance@ontarioeschool.com for approval. Once approved, the student may continue with the involvement.

Grade 10 Literacy Requirement

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD).The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Students who pass the course will be considered to have met the literacy graduation requirement.

Students who are receiving special education programs and services and who have an Individual Education Plan may receive the accommodations set out in the student's IEP. The EQAO website provides answers to frequently asked questions and also provides preparation materials that parents, and students can access at home to help prepare for the test. Additionally, according to the latest ministry memo, the OLC4O course will also count as one credit toward the Ontario Secondary School Diploma.

Accommodations, special provisions, deferrals, and exemptions are provided to support students with special education needs and English language learners in completing the Ontario Secondary School Literacy Test (OSSLT) and the Ontario Secondary School Literacy Course (OSSLC)

The Secondary School Literacy Graduation Requirement: Accommodations, Special Provisions, Deferrals, and Exemptions

As outlined in Part Two, section 6.1.3, of this document, all students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). To meet this requirement, a student must successfully complete the Ontario Secondary School Literacy Test (OSSLT), the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process.

In this appendix, information about accommodations for students with special education needs is provided in section 1; special provisions for English language learners are discussed in section 2; rules that apply to deferrals of the OSSLT are outlined in section 3; and rules that apply to exemptions from the literacy graduation requirement are outlined in section 4.

SECTION 1:

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

School boards must provide accommodations12 that enable students with special education needs to participate in the educational setting. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC.

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

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

To qualify for accommodations during the test or the course, a student must have an IEP that outlines accommodations to be provided during the test or course that are also necessary for and consistent with regular classroom practices and that are provided for all of his or her assessments. (The student may be, but does not have to be, formally identified as an exceptional student by an Identification, Placement, and Review Committee (IPRC) in order to have an IEP.)

PROCEDURES FOR MAKING ACCOMMODATIONS

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

always be made on an individual student basis;

be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff (including special education and professional support services staff, where appropriate);
be made prior to the taking of the OSSLT or enrolling in the OSSLC;

take into consideration all accommodations included in the student's IEP that are also permitted in

accordance with this appendix and with the Education Quality and Accountability Office (EQAO) document entitled Guide for Accommodations, Special Provisions, Deferrals and Exemptions (see the subsection "Permitted Accommodations", below) and be consistent with regular classroom practice, including assessments;

be clearly communicated in writing to the parents, or directly to the adult student,13 in advance of the writing of the test or enrolment in the course;

be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

PERMITTED ACCOMMODATIONS

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

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

environment in which the test is administered;

adjustments in the time allowed for the test;

changes/adjustments to the format of the test (e.g., alternative forms of print); changes/adjustments to the

format of responses.

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

If an accommodation that is described in a student's IEP is also one that is permit- ted in accordance with the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions, the principal must ensure that the accommodation is available to the student during the OSSLT.

If an accommodation that might be necessary is not included in the student's IEP, or if the student doesn't have an IEP but the provision of an accommodation might be necessary, a request for special consideration may be submitted as described in the following subsection, "Requests for Special Consideration of Accommodations".

Accommodations other than those listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions will be given consideration by the EQAO upon receipt of a request, as outlined in the following subsection.

See also, below, the subsection *"Human Resources Required for the Implementation of Accommodations during Administration of the OSSLT"*.

REQUESTS FOR SPECIAL CONSIDERATION OF ACCOMMODATIONS

Accommodations That Are Listed in the EQAO Guide

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

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

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

If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test or the course, the principal may grant permission for use of any appropriate accommodations that are permitted in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions. If the principal determines that it is not possible to provide an accommodation that will allow the student to take the test, a deferral should be considered. Where the parent or adult student disagrees with the decision of the principal, he or she may make an appeal to the appropriate supervisory officer. The decision of the supervisory officer is final.

For students in Provincial and Demonstration Schools, the request must be made to the appropriate superintendent. The decision of the superintendent is final.

For students in approved education programs in care and/or treatment, custody, and correctional facilities, the request must be made to the appropriate supervisory officer. The decision of the supervisory officer is final.

For students in ministry-inspected private schools and Native schools, the request must be made to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

Accommodations That Are NOT Listed in the EQAO Guide

When a parent, adult student, or principal identifies a need for an accommodation:

that is not listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions or that involves more than double the time allowed for the test,

that conforms to the definition of accommodations in the guide, and that is described in the student's IEP,

then the parent, adult student, or principal must submit the request for consideration to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

HUMAN RESOURCES REQUIRED FOR THE IMPLEMENTATION OF ACCOMMODATIONS DURING ADMINISTRATION OF THE OSSLT

Any person who is engaged to assist with the accommodations of one or more students and who is not a teacher must work under the direct supervision of a teacher. Only adult persons who are not relatives of students writing the test may provide assistance in these circumstances. It is important that such individuals be given training and that the guidelines below be followed:

The role of individuals who assist with the implementation of accommodations for students with special education needs is to ensure that the student is properly supervised during the administration of the test and that the accommodations are appropriately implemented.

These individuals shall not provide students with any assistance that would compromise the validity of the test; that is, they shall not provide assistance that helps students to understand the questions or to formulate their answers, or give any instructions or suggestions (for example, suggestions about pacing their work) not given to all students writing the test.

It is generally an advantage if the student knows the person who assists with the implementation of accommodations. However, as noted above, the person must not be a relative.

All non-teaching personnel providing assistance with the implementation of accommodations will be required to adhere to the same security provisions and other guidelines for the administration of the OSSLT as the teachers and principals involved in its administration.

The role of the scribe is to print or type the student's dictated answers to questions. The scribe must not in any

way help the student to formulate answers to the questions. In the course of the test, the scribe: must not

give any assistance or suggestions relating to the content of the test;

must not give advice related to the order of the questions or the time to be spent on them; must print or

type the student's answers exactly as they are dictated by the student;

may read back what has been recorded, at the student's request;

may enter student responses to multiple-choice questions on the Student Answer Sheet;

must adhere to the EQAO policy on the duty to report child abuse, as prescribed in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions.

Prompters are allowed for students with severe attention difficulties. Since the sole purpose of the prompts is to draw the attention of a student who has been distracted back to the test, prompts are considered process-related aids that do

not affect the integrity or validity of the student's performance on the test. Additional details will be provided by the EQAO.

For complete instructions, please refer to the EQAO *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

SECTION 2:

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

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

Special provisions for English language learners may be provided for the test if the principal deems such provisions to

be in the best educational interest of the student. Decisions about special provisions must:

always be made on an individual student basis;

be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff;

be made prior to the taking of the OSSLT;

conform to the permitted special provisions outlined in the EQAO document entitled Guide for Accommodations, Special Provisions, Deferrals and Exemptions;

be clearly communicated in writing to the parents, or directly to the adult student, in advance of the writing of the test;

be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

SECTION 3:

Deferrals of the Ontario Secondary School Literacy Test

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

students who have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and who would not be able to participate in the test even if all accommodations were provided;

students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;

students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9.

Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness,14 injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.

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

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

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

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

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

If an additional deferral is required, the principal must review the request again with the parent or adult

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

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

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

Record.

SECTION 4:

Exemptions from the Literacy Graduation Requirement

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

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

As part of the IEP development process, the principal decides, on the basis of the student's learning

expectations and in consultation with the parent or adult student (a student who is eighteen years of age or older), whether the student is working towards the OSSD.

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

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

In cases of disagreement, where the principal decides that the student should be exempted from writing the test or taking the course but the parent or adult student disagrees with this decision, the student must be allowed to write the test or take the course. Where the principal decides that the student should write the test or take the course but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate

supervisory officer. The supervisory officer's decision is final.

Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and special education services is to take the test or the course, the principal must ensure that the student has a fair and equal opportunity to successfully complete the test or the course. The necessary accommodations will be provided in accordance with the policies outlined in sections 6.1.3.1 and 6.1.3.2 and Appendix 3, section 1, above.

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

All documentation related to the decision to grant an exemption from taking the test or the course must be

kept in the student's Ontario Student Record.

Online learning graduation requirement

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

Definition of "online learning" for this graduation requirement

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

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

Occasional meetings with educators and other school staff, and access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualization linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition).

In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led. Students from the same online class may follow different timetables and be from different schools or school boards. Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning. Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation. Students age 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control can also opt out of the graduation requirement. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change.

Opt-out form

I agree with the following statements:

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

I understand the following statements:

Upon receipt of this form by my child's school/my school, my child/I will not be required to earn two online learning credits to earn an Ontario Secondary School Diploma.

My child/I will face no academic penalties for opting out of this graduation requirement. My child/I will

continue to complete all other applicable graduation requirements.

This will be recorded on my child's/my transcript as "Online Learning Graduation Requirement - Non-Applicable".

_____

Student's First Name

_____

Parent/Guardian First Name (if applicable)

_____

Signature of Parent/Guardian or Student Age 18 or Older, or Student who is 16 or 17 and has Withdrawn from Parental Control

_____

Student's Last Name

_____

Parent/Guardian Last Name (if applicable)

_____

Date

Reach Ahead

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

OntarioeSchool does not offer Reach Ahead service to students at this time.

Cooperative Education

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course may serve as the relaed course for a coop program.

In their cooperative education program, student may earn a minimum of one and a maximum of 2 coop credits for each related course, whether it is a full or half credit course. If the related course is a multiple -credit course, a student may earn a maximum of 2 co-op credits for each credit earned in the related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a coop program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student's workplace supervisor.

Ontario eSchool does not operate a Cooperative Education Program at this time.

The Ontario Secondary School Certificate (not being offered by OeS)

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 my 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.

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 non-credit 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.

Prior Learning Assessment and Recognition (PLAR)

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

Students from Outside of Canada

Students from out of Province seeking to earn credits toward an OSSD for entrance into a college or university program can have their existing high school credits evaluated and may receive Ontario equivalent credits. Ontario eSchool helps students access quality education without leaving their family, friends and local culture. OES students High school have the opportunity to share an online classroom and study with other students from Ontario and around the world. Where students who do not have Ontario credits are transferring from a non-inspected private school or a school outside Ontario to an Ontario secondary school, the principal of OES will, in the process of deciding where the student should be placed, determine as equitably as

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

**Adult Students and Day School students Looking For Credit Equivalency: Ontario eSchool is not in a position to grant credits through the challenge process at this time.

Assessment, Evaluation and Reporting on Student Achievement

Each student is unique in his or her interests, abilities and goals thus they must have opportunities to achieve success according to his or her own attributes. Assessment, evaluation, and reporting practices and procedures must be fair, transparent and equitable for all students. Students and parents need to know that evaluations are based on evidence of student learning and that there is consistency in the way grades are assigned across all Ontario schools.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achiev-ing the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document and in the curriculum policy document for each discipline. 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,

-are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

The Achievement Chart

The achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills: 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 nature of the disciplines. The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feed-back to students and parents.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is being made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement. 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 the next course. It should be noted that an evaluation of achievement in the 80–100% range (level 4) does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving in the 70–79% range (level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

Levels of Achievement

-**Level 4**—The student demonstrates the specified knowledge and skills with a **high degree of effectiveness**. Achievement surpasses the provincial standard.

Level 3—The student demonstrates the specified knowledge and skills with **considerable effectiveness**. This represents the provincial standard for achievement**.**

Level 2—The student demonstrates the specified knowledge and skills with some effectiveness.
Achievement approaches the provincial standard.

-**Level 1**—The student demonstrates the specified knowledge and skills with limited effectiveness.
Achievement falls below the provincial standard.

-**Level R**- Insufficient achievement of curriculum expectations. A credit will not be granted.

Letter Grade: A, Percentage Mark: 80-100%

Letter Grade: B, Percentage Mark: 70-79%

Letter Grade: C, Percentage Mark: 60-69%

Letter Grade: D, Percentage Mark: 50-59%

Letter Grade R, Percentage Mark: Below 50%

Reporting on Student Achievement

Student achievement will be communicated formally to students and parents by means of a Report Card. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning. The report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Midterm report cards are issued once a student has completed the first 50% of their course. A Final report card will be issued within 7 business days of the teacher receiving the student's final exam.

Reporting on Achievement of Curriculum Expectations

The report card provides a record of the student's achievement of the curriculum expectations in every course, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline.

The report card provides a record of the student's achievement of the curriculum expectations in every course, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. 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 in the form of an examination and or performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

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 judgment 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 difference sources; observations, conversations and student products. Evaluation is the responsibility of the teacher and does not include the judgment of the student's peers.

Reporting on Demonstrated Learning Skills

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale:

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

Exam Supervision Criterion/Final Exam

All courses will have final examinations unless otherwise agreed to by the Principal. 7 days prior to the preferred examination date, students will submit a supervisor approval form. The selected supervisor must be approved by OeS before their exam date can be finalized.
Examinations must take place in a community environment, they **may not be held at a private residence**. Supervisors require a professional work email address and may be required to fax eSchool a copy of their diploma or certificate of qualification or practicing license in order to validate an exam application. Acceptable supervisors include Ontario Certified Teacher, registered family physician, registered nurse, government social worker, registered psychologist and professional registered counselor. **Relatives, acceptable supervisors without a professional email address and hired tutors will not be approved to proctor a student exam**. The approved supervisor is sent a password that is to be entered at the time of the exam allowing the student access. The supervisor 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.

Tests and Assignments

The number of tests within a course can vary. As well, the number and type of assignments may include labs, projects, discussion board participation, short answer questions as well as essays, audio recordings and presentations. All assignments at OeS are submitted through the online learning platform. Students assume the responsibility to ensure that they have befo**re** writing the final exam. No further assignments may be submitted, or tests taken after the final exam, unless prior arrangements were made with the teacher. Students will receive zeros for any non-submitted assignments or untaken tests.

Courses at OeS ds of students requiring a flexible study schedule, and who have distinctive demands in everyday life. Students are able to select the time of day, as well as which days during the week or weekend that they will work on their courses. Any questions that a student may have can be addressed through the internal email platform. Teachers will diligently deal with student concerns or questions using this medium.

The primary objective in courses at Ontario eSchool is student achievement of the Ministry curriculum requirements. In keeping with this objective, the concept of missed or late assignments is nonexistent. Students are given timelines in each of their courses for the sole purpose of providing a guideline for achieving the course credit in a three-month time frame. Students may establish their own schedule for regularly submitting assignments. OeS teachers will return submitted assignments within three business days of its submission.

There is a 1 year time limit for all courses at OeS thus preserving the integrity of the assessment and evaluation policy set out by the Ontario Ministry of Education.

Ontario Student Transcript (OST)

The Ontario Student Transcript is an official document issued by a secondary school to a student upon graduation and stored in the student's Ontario Student Record (OSR). It is a record of all secondary school course work and diploma requirements. It is retained for 55 years after a student retires from school.

In September 1999, The Ontario Ministry of Education instructed that schools in Ontario implement a policy of full disclosure. This policy states that all senior courses attempted (completed, dropped or failed) by students must be recorded on Ontario Student Transcripts. People needing a certified copy of their Ontario Student Transcript are required to contact the OeS administration office of the last secondary school at which they were registered. As of September 2009, all publicly funded schools are required to include a P notation on the OST when recording credits earned privately.

Course Withdrawal

-Withdrawals occurring within 5 days of the issuing of the first report card from the OeS course 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 anytime 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.

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

Ontario Student Record (OSR)

The Ontario Student Record is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation.

If the student is currently attending another school - public or private - and is simply taking a single course from the Ontario eSchool, then that student's OSR will reside at the school that the student is attending.

Where students registered in a publicly funded secondary school, earn a credit or credits with OeS, the principal of the publicly funded secondary school is responsible for ensuring that the Ontario eSchool credit is recorded on the student's OST. Ontario eSchool establishes or obtains the student OSR containing the OST, only if the student becomes the sole responsibility of the Ontario eSchool.

 The OSR contains:

i)   Form 1A
ii)   Provincial Report Card: OeS will file both the midterm and final report cards in the student's OSR
        or OeS will send these report cards to the student's school where this OSR is held
iii)   Ontario School Transcript (OST)
iv)   Documentation Files for such as IPRC, IEP, psych assessments, Violent Incident Form, etc.
v)   PLAR Challenge for Credit: Cumulative Tracking Record
vi)   Annual Community Involvement Report
vii)   Ontario Secondary School Literacy Test results

Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

Access to OSR

Every student has the right to have access to his or her Ontario Student Record (OSR). The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare. A student or authorized parent of a student who wishes to view the student's OSR should send a written request to eSchool. Identification will be requested on the scheduled viewing date.

Guidance Support

OeS students will be encouraged to asked to direct any specific questions regarding course selection, marks or general guidance support through email: **guidance@ontarioeschool.com**

Code of Conduct

1) **Respect for Authority and Respect for Fellow Students**

All persons associated with the daily operation of the school have an obligation to provide the best possible service for each student. In return, the student has the responsibility to treat each person with human dignity. Abuse is defined as any expression of physical or verbal abuse that impinges upon the human rights of another person. Although Ontario eSchool is not a brick and mortar school, communication between student and teacher as well as between students is a large part of the learning experience. Although technology and especially the learning platform used for OeS has enormous advantages in terms of being an effective learning medium, students need to ensure that the level of communication via email is respectful at all times. Abusive or threatening language used will not be tolerated. Students found to be using such language with an authority figure or another student will be withdrawn from the course(s) without refund.

2) Inappropriate Use of Computer Technology

In the case that a student is found to use technology in an unacceptable manner, the student and parent (if under the age of 18) will be contacted. The consequences of such actions may result in the removal of the student from the course or courses without refund.

Unacceptable behaviours may include, but may not be limited to the following:

- creation and transmission of offensive, obscene, or indecent document or images;

- creation and transmission of material which is designed to cause annoyance, inconvenience or anxiety;

- creation of defamatory material;

- creation and transmission that infringes copyright of another person;

- transmission of unsolicited commercial or advertising material and deliberate unauthorized access to other services accessible using the connection to the network/Internet.;

- causing technical staff to troubleshoot a problem for which the user is the cause, corrupting or destroying other user's data;

- violating the privacy of others online;

- using the network in such a way that it denies the service to others;

- continuing to use software or other system for which the user has already been warned about using;

- and any other misuse of the network such as introduction of viruses;

2) Plagiarism and Cheating

Plagiarism is a serious academic offence. Students must acknowledge visual or written sources when using the words or the ideas of any other person, or group of persons, for any assignment or project. Each course landing page has a short video on the importance of submitting your own work and properly referencing the work of others. One of the initial components of each course is to watch the plagiarism video and submit a reflection. In the event that a student commits an act of plagiarism, the following steps will be taken:

i)   The first offence of any work that is concluded as being plagiarized will result in an academic warning. The teacher will notify the office of the offence and the student will be given an opportunity to resubmit their own work. Parents will be notified of the offence by the teacher.

ii)   Upon a confirmed second offence, the work will be given a mark of zero. Parents will be notified.

iii)   A third offence will result in a zero for the the submitted work and an academic review by the principal which may result in removal from the course without refund. The parents/guardians will be notified.

3)   Attendance Monitoring

Even though Ontario eSchool is not a brick and mortar school, attendance is monitored via login tracking system. It is imperative that students spend time logged into their courses if they want to be successful in them.

Intelligent Agent

Ontario eSchool has implemented an Intelligent Agent System that communicates, via email, a preset number of consecutive non-active days with the teacher, student and parent. The Ontario eSchool Intelligent Agent will send an email to all parties when a student has not logged into the system for 3 consecutive weekdays (Monday through Friday).

Four Consecutive Weekdays without Login is An Absence

If the student fails to login for a **fourth consecutive** weekday, a student **absence will be recorded** by the teacher and the teacher will communicate directly with student. Upon a second consecutive recorded student absence (8 consecutive weekdays without a login), the teacher will contact a parent/guardian of the situation and inform the Ontario eSchool main office of the student's gap in login activity.

A third consecutive absence (12 consecutive weekdays without login) will result in an administrator contacting the parent to discuss methods of improving student login consistency to assist in the student's path to success in the course.

Communicate

If students expect a long delay in course login, a note is to be provided signed by the parent/guardian (if the student is under 18), scanned and forwarded to the info@ontarioeschool.com address and CC the applicable teacher(s) on the email. It is best practice to let your teacher know ahead of time of any gaps in login activity.

4) Assignment Submissions

All assignments (including discussions and Minds On activities) need to be submitted prior to submitting the final evaluation (culminating activity and/or final exam). Once the final evaluation(s) have been submitted, the teacher will no longer accept submissions. Outstanding assignments will be given a mark of "0"

Courses at Ontario eSchool

Accessing Your Course Outlines:
When logged into the system, click on your course and one of the first items you will see before your units of study is a link to the course outline for the individual courses.

Course Categories

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. There are several types of courses, each is intended to enable students to choose courses suited to their strengths, interests, and goals.

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. The code of an academic course ends with the letter "**D**", ie SNC2**D**

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. The code of an applied course ends with the letter "**P**", ie SNC2**P**

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

De-streaming began with Grade 9 Math in September 2021 and continued with Grade 9 Science in 2022 and Grade 9 English in 2023. Locally Developed Compulsory Credit Courses will continue to be offered to students.

Students in Grades 9 and 10 will make the choice between academic, de- streamed, and open courses primarily on the basis of their strengths, interests, and needs. Their parents or guardians, the Principal, and teachers, will help them make their choices, which will be reflected in their Annual Education Plan.

Grade 10 academic courses prepare students for Grade 11 University or College preparation courses; Grade 10 applied courses prepare students for Grade 11 College or Workplace preparation courses.

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**".

Academic versus Applied (Grade 9 and 10 courses)

Academic and applied courses set high expectations for all students. Academic courses focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop student knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. Applied courses also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses in accordance with the prerequisites for Grade 11 courses specified in various curriculum policy documents. A student enrolled in a Grade 10 course that does not meet the prerequisite for a specific destination-related Grade 11 course can take a transfer course to qualify for the Grade 11 course if his or her educational goals should change.

Course Categories for Grades 11 and 12

In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include:

1) **University preparation courses** designated with the letter "**U**" such as ENG 4U. The courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the de-elopement of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

2) **University/college preparation courses** designated with the letter "**M**" such as BOH 4M. These courses include content that is relevant for both university and college programs. The courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

3) **College preparation courses** designated with the letter "**C**" such as ENG 3C. The courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

Course Descriptions

Our current academic program has been created to supplement the traditional classroom education system. The following is a catalogue of courses we are offering. Courses may be added as required. Complete course outlines for active courses can be obtained by emailing the O E S administration office.

Grade 9:

CGC1W - Geography of Canada

Prerequisite: None

Description: This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

ENL1W - English

Prerequisite: None

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.

MTH1W - Principles of Mathematics

Prerequisite: None

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.

SNC1W - Science

Prerequisite: None

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

GLS10 - Learning Strategies

Prerequisite: None

Description: This course focuses on equipping students with effective learning strategies to enhance their academic performance and personal development. Topics include time management, organizational skills, study techniques, and goal setting. Students will explore methods to improve their learning outcomes and develop habits that support lifelong learning and personal growth.

Grade 10:

ASM2O – Media Arts

Prerequisite: None

Description: This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are

transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary

to create and interpret media art works.

CHC2D - Canadian History since World War I

Prerequisite: None

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.

CHV2O - Civics and Citizenship

Prerequisite: None

Description: This course explores the principles of citizenship and the structure of government in Canada. Students will investigate the role of citizens in a democratic society, including their rights and responsibilities. Topics include the Canadian political system, civic engagement, and social issues. The course aims to develop students' understanding of their role in shaping and participating in their communities.

ENG2D - English

Prerequisite: ENL1W or equivalent

Description: Building on prior English skills, this course focuses on the analysis and interpretation of various literary texts, including novels, plays, and poems. Students will develop advanced writing skills through essays and creative projects, and will enhance their critical thinking abilities by exploring themes, literary devices, and narrative techniques. The course aims to deepen students' appreciation for literature and their ability to articulate their insights.

GLC2O - Career Studies

Prerequisite: None

Description: This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

MPM2D - Principles of Mathematics

Prerequisite: MTH1W

Description: This course covers advanced mathematical topics, including algebra, geometry, and trigonometry. Students will explore concepts such as polynomial functions, equations, and geometric transformations. The course emphasizes problem-solving strategies and the application of mathematical principles to complex situations.

SNC2D - Science

Prerequisite: SNC1W

Description: This course offers an advanced study of scientific topics, including biology, chemistry, physics, and earth science. Students will conduct experiments and investigations to

deepen their understanding of scientific concepts and their applications. The course aims to develop students' scientific inquiry skills and their ability to analyze and interpret scientific data.

Grade 11:

ENG3U - English
Prerequisite: ENG2D

Description: This course focuses on the analysis of a range of literary texts, including novels, plays, and poetry. Students will develop advanced writing and critical thinking skills through essays, presentations, and creative projects. The course aims to enhance students' appreciation for literature and their ability to articulate and defend their interpretations.

ICS3U - Introduction to Computer Science
Prerequisite: None

Description: This course introduces students to the principles of computer science, including programming, data structures, and algorithms. Students will develop problem-solving skills and create computer programs using various programming languages. The course emphasizes computational thinking and the application of computer science concepts to real-world problems.

MCF3M - Functions
Prerequisite: MPM2D or MFM2P

Description: This course introduces students to the concept of functions, including linear, quadratic, and exponential functions. Students will explore properties, transformations, and applications of functions, and will develop problem-solving skills through various mathematical activities.

MCR3U - Functions and Relations
Prerequisite: MPM2D

Description: This course covers advanced topics in functions and relations, including polynomial, rational, and logarithmic functions. Students will explore function properties, transformations, and applications, and will develop skills in analyzing and solving complex mathematical problems.

SBI3U - Biology
Prerequisite: SNC2D

Description: This course covers the study of living organisms, including cell biology, genetics, evolution, and ecology. Students will engage in laboratory investigations and research to understand biological processes and their applications. The course emphasizes scientific inquiry and the interconnections between biological systems.

SCH3U - Chemistry

Prerequisite: SNC2D

Description: This course focuses on chemical principles and reactions, including atomic structure, bonding, stoichiometry, and equilibrium. Students will conduct experiments and analyze chemical phenomena to develop their understanding of chemistry. The course aims to enhance students' problem-solving skills and their ability to apply chemical concepts.

SPH3U - Physics

Prerequisite: SNC2D

Description: This course explores fundamental concepts in physics, including motion, forces, energy, and waves. Students will conduct experiments and solve problems related to physical phenomena, and will develop a deeper understanding of the principles governing the physical world. The course emphasizes scientific inquiry and problem-solving skills.

Grade 12:

BBB4M - International Business Fundamentals

Prerequisite: None

Description: This course examines the principles and practices of international business, including global markets, trade theories, and business strategies. Students will explore the impact of globalization on business operations and analyze international trade policies and economic factors. The course aims to develop students' understanding of global business dynamics and their ability to make informed business decisions.

BOH4M - Business Leadership: Management Fundamentals

Prerequisite: None

Description: This course focuses on leadership and management principles in business, including organizational behavior, strategic planning, and decision-making. Students will explore topics such as leadership styles, team dynamics, and conflict resolution. The course emphasizes the development of leadership skills through case studies, simulations, and real-world projects.

CHY4U - World History to the End of the Fifteenth Century

Prerequisite: Any U or M course in Canadian and World Studies, English or Social Science and Humanities

Description: This course explores world history from ancient civilizations to the end of the 15th century. Students will study major events, cultural developments, and historical figures that have shaped human history. The course emphasizes critical analysis of historical sources and the interconnectedness of global historical developments.

ENG4C - English

Prerequisite: ENG3C

Description: This course focuses on developing advanced literacy skills through the study of various texts, including novels, plays, and poetry. Students will enhance their writing, critical thinking, and analytical abilities through essays, presentations, and creative assignments. The course aims to prepare students for post-secondary education and professional communication.

ENG4U - English

Prerequisite: ENG3U

Description: This course provides an in-depth exploration of literature, including novels, plays, and poetry. Students will engage in critical analysis and develop advanced writing skills through various assignments. The course emphasizes the exploration of themes, literary devices, and narrative techniques, and aims to enhance students' ability to articulate and defend their interpretations.

HHS4U - Families in Canada

Prerequisite: Any U or M course in Canadian and World Studies, English or Social Science and Humanities

Description: This course explores the role of families in Canadian society, including family dynamics, relationships, and social issues. Students will study topics such as family structures, parenting, and the impact of social change on families. The course emphasizes the development of a deeper understanding of family life and its role in society.

HSB4U - Challenge and Change in Society

Prerequisite: Any U or M course in Canadian and World Studies, English or Social Science and Humanities

Description: This course examines the factors that influence social change and societal challenges. Students will explore topics such as social movements, technological advancements, and cultural shifts. The course aims to develop students' understanding of the forces shaping society and their ability to analyze and respond to social changes.

HSC4M - Canadian and International Studies

Prerequisite: Any U or M course in Canadian and World Studies, English or Social Science and Humanities

Description: This course provides an analysis of Canadian and international social issues, including economic, political, and environmental topics. Students will study the impact of global and local events on societies and will develop skills in critical thinking and research. The course aims to enhance students' understanding of complex social issues and their ability to analyze them from multiple perspectives.

HFA4U - Food and Nutrition Sciences

Prerequisite: Any U or M course in Canadian and World Studies, English or Social Science and Humanities

Description: This course explores the science of food and nutrition, including dietary guidelines, food safety, and the role of nutrition in health and wellness. Students will study topics such as food preparation, nutrient analysis, and the impact of nutrition on various aspects of health. The course aims to develop students' understanding of the relationship between food, nutrition, and health.

ICS4U - Computer Science

Prerequisite: ICS3U

Description: This course provides an advanced study of computer science concepts, including programming, data structures, and algorithms. Students will develop complex computer programs and applications, and will explore topics such as software development, cybersecurity, and artificial intelligence. The course emphasizes problem-solving skills and the practical application of computer science principles.

MCV4U - Calculus and Vectors

Prerequisite: MHF4U (can be concurrent)

Description: This course provides an in-depth study of calculus and vectors, including differentiation, integration, and vector analysis. Students will explore applications of calculus in various fields and develop advanced problem-solving skills. The course aims to prepare students for university-level mathematics and related disciplines.

MDM4U - Mathematics of Data Management

Prerequisite: MCR3U or MCF3M

Description: This course focuses on the mathematical techniques used in data management, including statistics, probability, and data analysis. Students will explore methods for collecting, analyzing, and interpreting data, and will develop skills in making informed decisions based on statistical information.

MHF4U - Advanced Functions

Prerequisite: MCR3U or MCT4C

Description: This course covers advanced topics in functions, including polynomial, rational, and exponential functions. Students will explore function properties, transformations, and applications, and will develop skills in analyzing and solving complex mathematical problems.

OLC4O - Ontario Secondary School Literacy Course

Prerequisite: * A student who has been eligible to write the OSSLT and who has been unsuccessful at least once.

Description: This course is designed for students who need to improve their literacy skills to meet the Ontario Secondary School Literacy Test (OSSLT) requirement. Students will focus on developing reading and writing skills through various texts and assignments, and will work on strategies for effective communication.

SBI4U - Biology

Prerequisite: SBI3U

Description: This course provides an advanced study of biological systems, including genetics, evolution, and ecology. Students will engage in laboratory investigations and research to deepen their understanding of biological processes and their applications. The course emphasizes scientific inquiry and the interconnections between biological systems.

SCH4U - Chemistry

Prerequisite: SCH3U

Description: This course covers advanced topics in chemistry, including chemical equilibrium, reaction kinetics, and thermodynamics. Students will conduct experiments and analyze chemical phenomena to develop a deeper understanding of chemistry. The course aims to enhance students' problem-solving skills and their ability to apply chemical concepts.

SPH4C - Physics

Prerequisite: SNC2D or SNC2P

Description: This course explores advanced topics in physics, including wave motion, electromagnetism, and modern physics. Students will conduct experiments and solve problems related to physical phenomena and will develop a deeper understanding of the principles governing the physical world.

SPH4U - Physics

Prerequisite: SPH3U

Description: This course provides an in-depth study of physics concepts, including classical mechanics, electromagnetism, and quantum theory. Students will engage in complex experiments and problem-solving activities to develop a comprehensive understanding of physics. The course aims to prepare students for further study in science and engineering disciplines.

SNC4M - Science

Prerequisite: SNC2D or SNC2P

Description: This course offers a broad study of scientific topics, including biology, chemistry, and physics. Students will conduct experiments and investigations to deepen their understanding of scientific principles and their applications. The course emphasizes scientific inquiry and the integration of knowledge across various scientific disciplines.

English as a Second Language

ESLCO - English as a Second Language, Level 3

Prerequisite: ESLBO or equivalent

Description: This course continues to develop English language proficiency with a focus on intermediate skills. Students will work on more advanced vocabulary and grammar, engage in more complex conversations, and begin to write and read with greater fluency. The course introduces students to a wider range of academic subjects in English, preparing them for more challenging studies in an English-speaking environment.

ESLDO - English as a Second Language, Level 4

Prerequisite: ESLCO or equivalent

Description: This course is designed for students who have a solid foundation in English and are ready to tackle more advanced language tasks. Students will refine their reading, writing, listening, and speaking skills, with an emphasis on academic language. The course prepares students to participate fully in mainstream classes, helping them develop the critical thinking and language skills necessary for academic success.

ESLEO - English as a Second Language, Level 5

Prerequisite: ESLDO or equivalent

Description: This course is the final level of English as a Second Language study, focusing on the advanced language skills required for full participation in academic and social settings. Students will engage in sophisticated discussions, write essays and reports, and read and analyze complex texts. The course aims to ensure that students are fully prepared to succeed in all areas of the curriculum and in the broader English-speaking community.

Role of Technology

In preparation for further education, employment, citizenship, and lifelong learning, students and teachers must be capable of deriving meaning from information by using a wide variety of information literacy skills. By virtue of the fact that **OeS** courses are entirely online, students will experience first hand the benefits of a technologically enriched education and thereby acquire skills for the 21st

century. Increasing reliance on computers, networks, and information technologies in society makes it essential for students to become computer literate and to develop information literacy skills. Information literacy is the ability to access, find, select, gather, critically evaluate, create, and communicate information.

Software Programs for Students
As part of their training in computer and information literacy, students should become familiar with a wide range of available software programs. Among the applications that can aid student learning are simulations, multimedia resources, databases, and computer-assisted learning modules, many of which have been developed for use in particular disciplines. Students will also be expected to use software applications that help them develop general skills in such areas as writing, problem solving, research, and communication. It is important that students learn to critically evaluate the accuracy, validity, currency, comprehensiveness, and depth of the information they access using information technology, particularly the Internet. In general, students must acquire the knowledge, skills, and attitudes to allow them to use computer and information technology safely, effectively, confidently, and ethically.

Collaboration Tools for Teachers
The curriculum writers for Ontario eSchool work collaboratively within and across disciplines to effectively plan for the integration of computers and information technologies into the teaching/learning process. As the technology capable of enhancing student learning becomes available, our teachers should, within a reasonable period of time, incorporate that technology into their planning of instruction and learning activities in individual disciplines and, collaboratively, across disciplines. Effective communication programs can also help to promote the development of information literacy skills among all students by supporting and coordinating the collaborative planning and implementation of reading programs, inquiry and research tasks, and independent study.