



COURSE CALENDAR
2024-2025 School Year

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Preface

This course calendar is designed to provide parents and students with information about the academic programs offered at our school. It contains important information about the importance and value of finishing high school, essential information, and the requirements of the OSSD (Ontario Secondary School Diploma).

The course calendar also includes information about the school's academic terms, reporting periods, timetable and the school's expectations regarding student responsibility, achievement, and attendance.

SECTION 1: THE IMPORTANCE AND VALUE OF COMPLETING A SECONDARY EDUCATION

It is very important that students complete a secondary education to have opportunities to further their education and have better career options. We are committed to reaching every student to assist them in obtaining a successful outcome from their secondary school experience.

In Ontario, it is a requirement to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

SECTION 2: THE SCHOOL'S OVERALL GOALS AND PHILOSOPHY.

Wise Owl is dedicated to providing an educational, safe, and enriching that fosters the uniqueness of each student, gives them an opportunity to channel their inner creativity & personality and guide, motivates them to become resilient, emotionally supported, responsible, respectful global citizens.

We challenge students to achieve academic excellence, foster effective communication skills, problem-solving skills and leadership skills needed for post-secondary success but also lead to a successful future.

SECTION 3: THE SCHOOL'S ORGANIZATION/TERMS AND REPORTING PERIODS

The school academic terms/semesters for 2024/2025 are as follows:

- Fall Semester: September 9th through January 31st (each course will run 5 days per week; total 19 instructional weeks)
- Winter/Spring Semester: February 3rd ~ June 27th (each course will run 5 days per week; total 24 instructional weeks)

Total instructional time	TIME	FALL SEMESTER
1 hour and 10 minutes	8:30 – 9:40	PERIOD A
1 hour and 10 minutes	9:45 – 10:55	PERIOD B
10 minutes	10:55 – 11:05	LUNCH BREAK
1 hour and 10 minutes	11:10 – 12:20	PERIOD C
40 min	12:20 - 1:00	BREAK
35 min	1:00 - 1:35	PERIOD D
30 min	1:35 - 2:05	PERIOD E
40 min	2:05 - 2:45	PERIOD F

Total instructional time	TIME	WINTER/SPRING SEMESTER
1 hour and 5 minutes	8:30 - 9:35	PERIOD A
10 minutes	9:35 - 9:45	BREAK
1 hour and 5 minutes	9:45 - 10:50	PERIOD B
50 minutes	10:50 - 11:40	PERIOD C
20 minutes	11:40 - 12:00	LUNCH
1 hour and 5 minutes	12:00-1:05	BREAK
1 hour and 5 minutes	1:05 - 2:10	PERIOD E
30 min	2:10-2:30	PERIOD F

*The school uses the provincial report cards and will distribute one midterm report and one final report within the duration of each semester

SECTION 4: SCHOOL'S POLICY

The school is committed to creating, fostering, and sustaining a healthy, safe, and accepting learning environment, which enables all students to reach their full potential and achieve their academic goals

Guiding Principles:

We believe that a positive school climate exists when:

- everyone in the school community feels safe, included, and accepted
- everyone actively promotes positive behaviors and interactions
- equity and inclusive education are embedded in the learning environment
- there is a culture of mutual respect

A positive school climate is an imperative component of preventing inappropriate behavior.

Ontario's provincial code of conduct for the education sector sets clear standards of behaviors that individual schools must follow.

The code of conduct is established for all members of the school community. The code of Conduct will be reviewed annually by teachers, administrators, and students. The standards of behavior in schools' codes of conduct must also follow the provincial code of conduct.

The fundamental values include:

- Everyone has a responsibility to promote a safe environment.
- Everyone should be aware of their rights, as active and engaged citizens. Everyone should also protect their own rights and the rights of others. Responsible citizenship involves taking part in the civic life of the school.
- All members of the school community are to be treated with respect and dignity, especially those in positions of authority.
- Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts, and a lack of respect for others disrupt learning and teaching in a school community.
- Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to injure another person or threaten to use an object to injure another person. Violence and threats are unacceptable and puts everyone's safety at risk.

Standards of behavior

Respect, civility, and responsible citizenship All school community members must:

- respect and follow all applicable laws
- show honesty and integrity
- respect differences in people
- Always treat others with dignity and respect, especially when there is disagreement

- respect and treat others fairly, regardless of their race, ancestry, place of origin, color, ethnic origin, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability
- respect the rights of others
- show care and respect for school property and the property of others
- take the proper steps to help those in need
- respect all members of the school community, especially those in a position of authority
- respect the need of others to work in an environment that is good for learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for:
 - educational purposes (as directed by an educator)
 - health and medical purposes
 - special education needs support
- seek help from school staff to resolve conflict peacefully, if necessary
- not swear at a teacher or at another person in a position of authority

Safety

All school community members must not:

- start or join in any form of bullying, whether in-person or through technology (for example, email or cell phones)
- commit sexual assault
- traffic weapons or illegal drugs
- commit robbery
- give alcohol or cannabis to a minor
- be in possession of a weapon, including firearms
- use any object to threaten or intimidate another person
- injure anyone with an object
- be in possession of alcohol, cannabis (except when the person is authorized to use cannabis for medical purposes) or illegal drugs
- be under the influence of alcohol, cannabis (except when the person is authorized to use cannabis for medical purposes) or illegal drugs
- give others alcohol, illegal drugs, or cannabis (unless the receiver is someone who has been authorized to use cannabis for medical purposes)
- inflict, or encourage others to inflict, bodily harm
- start or join in hate propaganda or other types of behavior caused by hate or bias
- commit vandalism that causes large-scale damage to property on school premises

Roles and responsibilities

Principals

Principals take a leadership role in the daily operation of a school

Principals provide this leadership by:

- caring for the school community and commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- holding everyone under their authority responsible for their behavior and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of their school community

Teachers and school staff

Teachers and school staff, under leadership of their principals, help maintain a positive learning environment and hold everyone to the highest standard of respectful and responsible behavior.

Teachers and school staff uphold these high standards as role models when they:

- help students work to their full potential and develop their self-worth
- empower students to be positive leaders in their classroom, school, and community
- communicate regularly with parents
- maintain consistent and fair standards of behavior for all students
- show respect for all students, staff, parents, volunteers, and members of the school community
- prepare students for the full responsibilities of citizenship

Students

Everyone should treat students with respect and dignity. In return, students must show respect for themselves and for others.

Students show respect and responsibility when they:

- come to school prepared, on time and ready to learn
- show respect for themselves, for others and for those in authority
- refrain from bringing anything to school that may risk the safety of others
- follow the rules and takes responsibility for their own actions

Code of Conduct

At Wise Owl, we strive to create a safe learning and teaching environment. All students, teachers and other staff have the right to be safe and feel safe in the school community. School rules are designed to maintain a safe learning and teaching environment. School rules apply to school grounds, school-sponsored events, and field trips. The Code of Conduct sets out clear expectations for behavior.

Students are expected to:

- demonstrate punctuality and attend all classes
- show respect and be considerate at all times (i.e., respect diversity, multicultural heritage of our school community, schools, and personal property of others)
- demonstrate honesty and integrity
- demonstrate responsibility for learning, choices, and actions
- maintaining personal neatness and cleanliness
- use appropriate language

Tardiness

- Students must arrive at school no later than 8:55 a.m.
- Unexcused tardiness to class that is more than 30 minutes will be considered an absence
- Frequent unexcused tardiness in a course is a documented offense and parents/guardians could receive warning letters from the school

Absenteeism

- If a student is absent more than 10% of a course, it may result in withdrawal from the course. This withdrawal may be recorded on the student's transcript
- All students absent from any exams including final exams will result in loss of credit on these exams unless the student presents a valid medical report from a certified medical doctor indicating the reason for their absence. The report is approved by the principal

Dress code

Each student is expected to dress in their school uniform, Monday to Thursday. Although Friday is a casual day, students are expected to dress in attire that is neat, clean, and appropriate for school. Any teacher has the right to ask that inappropriate clothing be changed. Some examples of inappropriate dress are as follows:

- Crop top
- Sagging pants (pants waist must be above the buttocks)
- Apparel displaying inappropriate imagery
- Revealing attire

Class Preparation

- Students should come to class prepared with the required learning materials or materials needed for each course.
- Students should pay attention in class and not disrupt the learning of others
- Students should follow classroom, library, and school procedures

Cleanliness/Tidiness

- students should keep their areas (i.e., lockers, desks) clean and tidy
- Students should not write on or scratch their desks, chairs, or the walls. This is an act of vandalism and will result in consequences.

Bullying and Harassment

Bullying is an aggressive behavior that involves inappropriate, negative actions in physical, verbal, or psychological manners. In addition, it involves a pattern of behaviour that resulted in multiple times of offense or incidents of teasing/harassment. Bullying also involves an imbalance of power or strength.

Wise Owl prioritizes the welfare and safety of all students and staff. Our teachers work with each student and help them use their voice to deliver an “I” statement to any peers who hurts or bullies them in any way. For example, if both students are playing with one another and suddenly, one student calls another student an unkind name or makes unkind comments, we would expect the a student who was hurt by the comment said, “I don’t like you doing this to me, please do not say those words again.”

Helping those bullied students develop a strong voice is the first step to prevent bullying incidents from reoccurring. If the bullying continues after a student has delivered the firm verbal “I” statement, the student should report the behavior to any teachers as soon as possible. Disciplinary actions will then be determined by the teachers to address the behaviors of the students bullying others.

Transgender/Gender Nonconforming Youth

Often, most transgender and gender nonconforming students may not yet be out to their parents/guardians. They have the right to decide when, with whom and to what extent to share private information. When contacting the parent/guardian of a transgender or gender nonconforming student, school staff should use the student’s legal name and the pronoun corresponding to the student, assigned at birth, unless the student or parent/guardian has specified otherwise.

Students have the right to share or withhold information about their sexual orientation or gender identity from their parents, teachers, and other parties. Even when students appear to be open

about their sexual orientation or gender identity at school, it remains the student's right to limit the extent to which, and with whom, the information is shared. Wise Owl has a policy that we protect student privacy, including the privacy of transgender or non-gender conforming students.

Prohibited Substances

Wise Owl is an alcohol-and drug, smoking free campus. Students may be expelled if found to be in possession of, under the influence of, or involved in the sale of alcohol or illegal substances on school grounds or during school-sponsored events, both on and off campus.

Academic Honesty

Academic honesty is an essential part of the education system. Through a high standard of honesty, we demonstrate our integrity as individuals and as a school. When students and teachers maintain academic honesty, trust is nurtured and learning experiences are strengthened.

All good faith efforts in acknowledging the works of others in your own work (i.e., citing sources appropriately in the correct styles) are fine. Assignments that violate the good faith procedure (i.e., copying and pasting materials from primary and secondary sources without acknowledging the work) will receive either a 0 or 50 depending on the severity of the problem.

The teacher will bring this incident to the principal's and other teachers' attention to determine whether this was a repeated offense. Penalties for repeated offenses will be more severe (i.e., completing a course on plagiarism and being tested on what they have learned, a written letter explaining why they plagiarized and how they are going to prevent this from happening again, etc.)

Electronic Devices

- Students are prohibited from using their personal electronic devices during lessons unless it is for educational purposes and under teachers' instructions

Serious Offenses and Law Enforcement Involvement

Certain serious offences such as assaulting and injuring others, committing sexual assault may be report to law enforcement authorities and students may be subject to the consequences thereof.

Disciplinary Consequences

Arising minor behavior problems will be handled by the teacher in appropriate manners. If the minor behavior problems continue to occur or if serious, unusual cases arise, students will be

sent to the office for corrective actions that are determined by the principal. Disciplinary measures will follow such procedures:

- **Warning:** Warning letter is issued
- **Withdrawal:** Student is withdrawn from course
- **Suspension:** Students may be suspended internally or externally from school
- **Expulsion:** Students may be expelled from school. Any students from school will not be admitted to the school again.

Academic Performance

Expectations regarding achievement and attendance

Students are expected to demonstrate positive work habits and attitudes. Students who don't meet academic performance requirements will be informed and be given the chance to improve. It must be made clear to students that they are responsible for providing evidence of their learning within required timelines, and that there are consequences for cheating, plagiarizing, not submitting any work, late assignments, missed exams

Academic Honesty Policy

Cheating and Plagiarism

Students must understand that the tests/exams they complete and submit assignments for evaluation must be their own work and that cheating, and plagiarism will not be condoned.

Examples of cheating include but are not limited to:

- Copying another student's work on a test or any other assessment
- Unauthorized use of electronic devices to obtain answers during a text or exam
- Bringing unauthorized notes or study materials into an exam
- Submitting forged documentation

Plagiarism is defined as the "use of close imitation of the language and thoughts of another without attribution, in order to present them as one's own original work" (Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Grade 1-12, 2010 p. 151).

Plagiarism includes handing in assignments written by anyone other than the person handing in the work, without filing credit to its original author. Examples include but not limited to:

- Copying and pasting from the internet
- Turning in another student's work
- Turning in a work not written by the student himself/themselves/herself
- Copying a paper from a source text without properly citing the source

Students can ensure they have a full understanding of academic honesty by:

- asking teachers about plagiarizing actions
- asking for assistance when needed
- ensure that all their work submitted is original and with sources cited accurately and consistently
- become familiar with how to properly cite the work of others
- understand the seriousness of plagiarism and academic dishonesty

If a student is caught cheating or plagiarizing:

- The teacher and student will meet to discuss the teacher's concern
- If the plagiarism is found to be unintentional, the student will be given an opportunity to rewrite the paper by an agreed upon date. (This policy will be based on the four factors listed down below)
- If the plagiarism is found to be intentional, an academic penalty will be given to the student based on the four factors listed below.

Our school's policy for Cheating and Plagiarism will reflect a continuum of behavior and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents and (4) the individual circumstances of the student.

Attendance Policy

The Ministry of Education states that schools must address attendance and absenteeism in credit courses - regular attendance critical for the students' learning and achievement of course expectations. Credit courses require 110 hours of scheduled class and instructional time.

Attendance at school is directly associated with academic success. For students to make the most of their learning experiences, daily attendance is expected. Missed assignments can sometimes be completed later, but critical communication skills practiced in class discussions cannot be easily replaced. Therefore, students should refrain from being absent and ensure daily attendance.

Students who miss a test, presentation, or other significant assignment due to illness will be required to produce appropriate documentation justifying the absence to receive credit for that work. Students who intend to miss a test, presentation, or other significant assignment for a reason other than illness must complete an Assessment Extension Request Form and submit it to their teacher no less than 24 hours prior to the due date. Students who miss examinations due to illness must produce a doctor's note.

Students are encouraged to arrive at school 10 – 15 minutes before the start of school day to be well-prepared for their first class of the day.

Parents are asked to call the school at (416) 995-2493 and/or send notification via email to ng@wiseowlprivateschool.ca if a student will be absent or late. Students are responsible for completing work assigned while away from school. They should check with their teachers or classmates to find out what work has been missed. If the absence is going to be lengthy, parents are to contact the school to make appropriate arrangements.

Repetition of a Course

Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the OST, and an “R” is entered in the “Credit” column for the course(s) with the lower percentage grade.

Late Assignments and Missed Work

At Wise Owl, every effort is made to ensure a balance of daily homework, tests, and larger assignments. Teachers would announce test dates and assignment due dates to support students in planning their time accordingly. Students who anticipate that they will need to submit an assignment after the published due date or will be absent on the day of a test are expected to submit an Extension Request form to the appropriate teacher in advance of the due date and make alternate arrangements to submit or complete the work. This privilege will be withdrawn if abused.

Where in the teacher’s professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- ask students to clarify the reason for not completing the assignment
- meet with students to establish a new timeline for submission (no more than 5 school days from the date of the meeting) and put in place measures to ensure the submission or completion of the assignment.
- collaborate with other staff to prepare a part or full-year calendar of major assignment dates for every class
- plan for major assignments to be completed in stages, so that students are less likely to be faced with an all or nothing situation at last minute
- maintain ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists
- refer student to the Student Success team or teacher
- take into consideration legitimate reasons for missed deadlines
- set up a student contract
- use counseling or peer tutoring to try to deal positively with problems
- hold teacher-student conferences
- review the need for extra support for English language learners
- review whether students require special education services
- require the student to work with a school team to complete the assignment
- for First Nation, Métis, and Inuit student, involve Aboriginal counselors and members of the extended family
- provide alternative assignments or test/exams, where, in the teacher’s professional judgment, it is reasonable and appropriate to do so
- deduct marks for late assignments, up to and including the full value of the assignment
- In consultation with the head of the school, principal, these measures may include requiring students to attend extra help or after-school sessions and/or temporarily withdraw from co-curricular activities until assignment is completed
- notify parents and the student’s Mentor, and any affected faculty advisors of the late assignment,

the new due date and the measures imposed

School will also:

- describe how schools will inform students and their parents about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments;
- recognize that policies and procedures should be designed to motivate and facilitate completion of work and demonstration of learning and, where appropriate and possible, allow for additional and/or alternative opportunities to do so
- recognize that it is the responsibility of the classroom teacher, preferably in collaboration with students, to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students and, where appropriate, to parents
- ensure that mark deduction will not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement
- provide clear procedures for determining a percentage mark for the report card for a student who has failed to submit one or more assignments for evaluation on time or at all.

ASSESSMENT AND EVALUATION

Wise Owl ensures that assessment and evaluation principles are in accordance with Ministry guidelines based on the Growing Success document, 2010.

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

- are fair, transparent, and equitable
- support all students
- are carefully planned
- are clearly explained to students and parents at the beginning of the school year or course
- are ongoing and varied, and provide multiple opportunities for students to demonstrate their learning
- include descriptive feedback that is clear, meaningful, and timely
- help students to become independent learners who can assess their own learning

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

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

Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher. Procedures for students whose final grade is below 50 per cent and who do

not receive a credit are outlined in the ministry policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (currently under revision).

Evidence of Student Achievement For Evaluation

“Evaluation refers to the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning” (Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, Grade 1-12, 2010 p. 148). Observations, conversations, and student products are evidence sources of student achievement for evaluation that is collected over time. By using more than one source of evidence, it increases the validity and reliability of the evaluation of student learning.

“Student products” may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

Final Exam/ Course Culminating activity

The final exam/evaluation of a credit course accounts for 30% of the total mark. The final exams are written at the end of each academic semester. The final evaluation gives students an opportunity to demonstrate comprehensive achievement of the overall expectations of the courses. All students must sit for the final examinations.

Evaluation & Examination Policy

At the beginning of each semester students are given a course outline which includes specific information on the evaluation guidelines for each course. Evaluation is based on a term mark and an examination mark. Performance is measured throughout the semester on a number of criteria depending on the nature of the course. Reports are issued to all students three times in each semester.

Semester 1

Early Progress Report – mid October

Mid-term Report – mid December

Final Report – end of January

Semester 2

Early Progress Report – mid-Feb

Mid-term Report - mid March

Final Report - end of June

Credit Alert reports are issued to those students who may be in danger of failing a course. These reports are mailed one month before the end of the semester. We encourage parents to contact teachers at any time for up-to-date information.

All subjects will have a final examination. If a student is absent from a final examination, a medical certificate must be presented to the principal within two weeks after each exam.

Students who miss an exam for any other reason must make arrangements with the principal

Identifying Success Criteria

Assessment for learning and assessment as learning also require that students and teachers share a common understanding of what constitutes success in learning. Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline, identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card (i.e., a student's self-assessment of learning).

Teachers can ensure that students understand the success criteria by using clear language that is meaningful to the students and by directly involving them in identifying, clarifying, and applying those criteria in their learning. Examining samples of student work with their teachers helps students understand what constitutes success and provides a basis for informed co-construction of the success criteria. The success criteria should be open to review and revision, guided by the teacher's professional judgment, as student's progress towards achievement of the learning goals. Teachers can enhance their understanding of success criteria and build common knowledge about levels of achievement through teacher moderation

– that is, through assessment of student work done collaboratively with fellow teachers.

Eliciting Information About Student Learning

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products. Teachers can gather information about learning by:

- designing tasks that provide students with a variety of ways to demonstrate their learning
- observing students as they perform tasks
- posing questions to help students make their thinking explicit
- engineering classroom and small group conversations that encourage students to articulate what they are thinking and further develop their thinking

Teachers then use the information gathered to adjust instruction and provide feedback.

Homework tasks designed to help students practice and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning.

SECTION 5: SOME KEY THINGS THAT APPLIES TO ALL CREDIT COURSES OFFERED

- **Course Outlines & Student Access:** Students will be provided with course outlines at the beginning of each course
- Students may access Ontario School curriculum documents and policies through the Ministry of Education website at <http://edu.gov.on.ca/eng/secondary>
- Course codes on the ministry website and Course Descriptions and Prerequisites can be found here: <https://www.dcp.edu.gov.on.ca/en/>

- **Assessments:** Assessment is based on a combination of class work, assignments, demonstrations, projects, performances, tests, and final exams
- **Course Withdrawals:**
 - Withdrawals from Grade 9 and 10 courses are not recorded on the OST ((Ontario Student Transcript)
 - If a student withdraws from a Grade 11 or 12 course within five instructional days following the mid-semester, the withdrawal is not recorded on the OST
 - If a student withdraws from a course after five instructional days following the mid-semester date, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of withdrawal is recorded in the “Percentage Grade” column.
 - 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.
- **Course Selection & Changes:**
 - It is the responsibility of all students to make certain they earn credits in courses which will enable them to meet their long-term goals
 - Students are urged to consult with teachers, counselors, and parents to determine the proper course destination for their success. All students are expected to register for a FULL timetable.
 - Courses are offered when selected by a reasonable number of students and at the discretion of the principal
 - Some courses, therefore, may not be offered even though they appear in the calendar’s description. A list of canceled courses will be available as early as possible. Students originally selecting these courses will be able to make new selections
 - Full Disclosure - The Ministry of Education and Training has stated that full disclosure of all results must be included on the student’s official transcript of marks. This ruling represents a change from the past when only marks over 50% were reported on the official record of student achievement
 - **Please note:** Students must have 24 credits before taking a study period. Grade 12 students who drop a course after the official drop date (5 days after midterm exams) will find that course recorded on their transcripts as a withdrawal. Students wishing to discuss course changes must see a guidance teacher.

SECTION 6: REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

It is very important that students complete a secondary education to have opportunities to further their education and have better career options. We are committed to reaching every student to assist them in obtaining a successful outcome from their secondary school experience.

In Ontario, it is a requirement to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

The Ontario Secondary School Diploma (OSSD)

The requirements for earning an OSSD under OS (Ontario Schools) are as follows:

- Students must successfully complete a minimum of 30 credits (of which 18 are compulsory and 12 optional credits)
- students must meet the provincial secondary school literacy requirement
- students must complete 40 hours of community involvement activities

Ontario Credit System

A credit is granted in recognition of the successful completion (completion with a final percentage mark of 50% or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Ministry of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry developed course in accordance with the policy outlined in the curriculum policy documents.

Compulsory Credits

In order to obtain the Ontario Secondary School Diploma, for students that started Grade 9 in or before Fall 2023, they must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines. The compulsory credits are to be distributed as shown in the following table (Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016).

Students who started Grade 9 in or before Fall 2023

Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for [group 1, 2 and 3 courses](#) (1 credit in each group)
- 2 credits in science
- 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

The following also apply to compulsory credit selections.

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

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- classical studies and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language

- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

The following conditions apply to compulsory credit selections from the above 3 groups.

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
 - If you have taken Native languages in place of French as a second language in elementary school, you may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

Optional credits

You must earn 12 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](#).

Students that started Grade 9 in 2024 or in later years

Students need the following 17 compulsory credits to get your OSSD:

- 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.

- You can use the [Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices](#) course to meet the Grade 11 English compulsory credit requirement.
- You 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, you 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

You 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](#).

The Secondary School Literacy Graduation Requirement

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

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10, according to the policies outlined in section 6.1.3.1. of the Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 document. Once students have successfully completed the oSSLT, they may not retake it.

Students who don't successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement, according to the policies outlined in section 6.1.3.1. of the Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 document, the Ontario Secondary School Literacy Course (OSSLC) outlined in section 6.1.3.2 or the adjudication process outlined in 6.1.3.3 of the curriculum policies documents.

Mature students have the option to enroll directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

Students whose Individual Education Plan (IEP) indicates that the student is not working towards obtaining the OSSD may, with parental consent and the principal's approval, be exempted from writing the OSSLT or taking the OSSLC.

Students who are working towards the OSSD under *Ontario Schools, Intermediate and Senior Division (Grade 7-12/OACs): Program and Diploma Requirements, rev.ed., 1980 (OSIS)* and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma are not required to meet the literacy graduation requirement.

English Language Learners (ELL students) may be entitled to special provisions such as adjustments to the setting and having extra time on the test. A deferral may be granted if the ELL has not acquired a level of proficiency in English sufficient to participate in the test.

Ontario Secondary School Literacy Test (OSSLT)

1. Purpose:

- To assess whether students have the necessary reading and writing skills needed for success in school, work, and daily life.

2. Eligibility:

- All Grade 10 students are required to take the OSSLT.
- Students must complete the test to fulfill the literacy requirement for the Ontario Secondary School Diploma (OSSD).

3. Timing:

- Typically administered in the spring of Grade 10.

4. Format:

- The test consists of reading and writing components.
- Includes a range of question types, such as multiple-choice, short answer, and long answer questions.

5. Scoring:

- The test is scored on a pass/fail basis.
- Students who pass the OSSLT will not need to retake it.

6. Special Provisions:

- **English Language Learners (ELL):** May receive adjustments such as extra time or specific test settings.
- **Students with IEPs:** May be exempted from the OSSLT if their IEP indicates they are not working

towards the OSSD, with parental consent and principal's approval.

7. Retakes:

- Students who do not pass have additional opportunities to meet the literacy requirement through the OSSLC or the adjudication process.

Ontario Secondary School Literacy Course (OSSLC)

1. Purpose:

- To provide an alternative way for students to meet the literacy requirement if they do not pass the OSSLT.

2. Eligibility:

- Students who have failed the OSSLT or are unable to take the OSSLT due to special circumstances.
- Mature students who prefer to take the OSSLC instead of the OSSLT.

3. Timing:

- Can be taken after Grade 10 or at any point during secondary school as needed.

4. Course Content:

- Focuses on reading and writing skills aligned with the expectations of the OSSLT.
- Includes preparation for literacy-related tasks and assignments.

5. Assessment:

- Students must successfully complete the course to meet the literacy graduation requirement.

6. Special Provisions:

- The same accommodations as those provided for the OSSLT may be available for the OSSLC.

7. Exemption:

- Students whose IEPs indicate they are not working towards the OSSD may be exempt from taking the OSSLC if they are exempt from the OSSLT.

Additional Information

- **Adjudication Process:** If students do not meet the literacy requirement through the OSSLT or OSSLC, they may have an opportunity to present their case through an adjudication process to demonstrate their literacy skills.

For the most accurate and detailed procedures, refer to the official Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 document and any updates from the Ontario Ministry of Education.

The Online Learning Graduation requirement

Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma. The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in 2023-24 school year.

Eligible credits

For the purposes of this Policy/Program Memorandum, online learning courses or online learning credits, also known as “e-learning” courses or credits, are Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may be needed for:

- examinations and other final evaluations
- access to internet connectivity, learning devices, or other school-based supports (for example, academic, guidance, special education, mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d’appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)

Students must successfully complete the equivalent of at least two full online credits to fulfill the graduation requirement. Online learning credits towards the graduation requirement may be earned at any time during the student’s secondary school program or, under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to “reach ahead” to take secondary school courses, either during the school year or in the summer prior to entering Grade 9 (please refer to Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements for more information on these credits).

All online learning credits earned at a school authorized to offer credits towards an Ontario Secondary School Diploma may count towards the graduation requirement.

In online learning courses delivered by Ontario’s publicly funded secondary schools, coursework is teacher-led. The content is offered through a secure learning management system, allowing students and educators to communicate and share learning and coursework online. School boards may, for example, use the ministry’s Virtual Learning Environment (VLE) for this purpose, which is available for publicly funded school boards to use at no cost.

Students from the same online class may follow different timetables and be from different schools or school boards. In publicly funded secondary schools, students complete their online coursework with the support of a certified Ontario educator who provides instruction, ongoing feedback, assessment, evaluation, and reporting including implementing any accommodations and/or modifications identified in the student’s Individual Education Plan.

Ineligible credits

Credits that shall not count towards the online learning graduation requirement include those earned through:

- **in-person learning**, in which students are physically present with other students in the same course and their educator in the school environment

- **blended learning**, in which digital learning resources are used in an in-person learning setting, or in which students are taught part of the time in person in the school environment and part of the time online
- **flipped classrooms**, a type of blended learning in which students are introduced to content online and practice working through it in person with their educator in the school environment
- **remote learning**, characterized by minimum synchronous learning requirements, among other requirements as defined in [Policy/Program Memorandum 164](#)

Exception: remote learning credit earned in 2020-21

The ministry recognizes the extraordinary circumstances of the COVID-19 pandemic. As a result, this Policy/Program Memorandum recognizes up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement. Schools should select one of these credits and record it in the system they use locally for tracking the requirement and reflect the completion of the selected credit when reporting through the Ontario School Information System (OnSIS) towards the student's online learning graduation requirement. The course itself does not need to be flagged as an "online course". It will be counted under the "Diploma Requirements" "Online Learning Graduation Requirement" section of the provincial report card template.

Opting out

Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their child's school. Exemption from the online learning graduation requirements may be requested by:

- the parent or guardian of the secondary student
- students who are 18 years of age or older
- students who are 16 or 17 years of age and have withdrawn from parental control

The school must make available a digital and/or paper-based "opt-out form" that a parent/guardian, a student who is 18 years of age or older, or a student who is 16 or 17 years of age and has withdrawn from parental control, may use to record their decision to opt out of the graduation requirement. The school may use the sample form provided in the Appendix to this memorandum or create their own form if it contains, at a minimum, the information in the sample form.

A parent/guardian, a student who is 18 years of age or older, or a student who is 16 or 17 years of age and has withdrawn from parental control, may opt out of the graduation requirement for any reason during the student's secondary school program by submitting the form to the school that holds the student's Ontario Student Record. The school must acknowledge the receipt of the form once submitted and include it in the Ontario Student Record of the student. Once the form has been included in the student's Ontario Student Record, the graduation requirement will not apply to the student. School boards may establish an annual cut-off date by which the completed opt-out form must be submitted to the school for it to take effect before the end of the school year.

Where necessary, school staff may contact a parent/guardian to discuss the student's individual needs and the appropriateness of online learning for the student. They may also contact the student if they are 18 years of age or older or are 16 or 17 years of age and have withdrawn from parental control. During these discussions, school staff may or may not recommend that a student be opted out of the graduation requirement. However, it must be made clear that the choice is ultimately that of the parent/guardian, student who is 18 years of age or older, or who is 16 or 17 years of age and has withdrawn from parental control.

The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, upon request, to students who are leaving secondary school upon reaching 18 years of age 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:

7 required compulsory credits:

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

7 required optional credits

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 6.2 of the Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 document or pg. 22 of this course calendar also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching 18 years of age 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 (OST). For students who have an Individual Education Plan (IEP), a copy of the IP 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.

Substitutions for Compulsory Credit Requirements

In order to provide the flexibility to tailor an individual student's programs to the student's needs and to support his, her, their 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. of the Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 document. 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 a student should be made only if the student's educational interests are best served by such a substitution.

Wise Owl follows the Ministry guidelines and limitations on substitutions for compulsory credits. Each substitution will be noted on the student's Ontario Student Transcript.

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 OS 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 OS section 7.3.1).

SECTION 7: THE DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion (completion with a final percentage mark of 50% or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Ministry of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents.

Most courses are offered as single credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

In granting credits, the principal must ensure that the following conditions have been met and fulfill the intention of this definition of a credit:

- the course has been developed from a Ministry of Education curriculum guidelines or been approved by the Ministry
- The amount of work expected in the scheduled time and the evaluation of student achievement were both significant components of the course
- Planned learning activities include interaction between the teacher and student and assigned individual or group work (other than homework) is related to the achievement of the learning expectations in the course
- Planned learning activities are delivered through classroom, e-learning instruction, and activities and/or through community placements related to work experience and cooperative education.
- The principal, on behalf of the Ministry of Education, grants the credit
- A credit is granted in recognition of the successful completion (completion with a final percentage mark of 50% or higher) of a course that has been scheduled for a minimum of

110 hours.

Crossover Courses - Students wishing to move from grade 9 applied to grade 10 academic or grade 9 academic to grade 10 applied are permitted to complete - crossover course materials. It is provided through the Independent Learning Centre website. No credits are offered for students completing crossover material.

Course Load And Credits Earned Outside Wise Owl

As an inspected independent school, the Head of School is authorized to grant credits towards the OSSD. Wise Owl strives to provide a high-quality and coherent educational program that exceeds Ministry standards and prepares its graduates for admission to and success in top-tier post-secondary institutions worldwide.

Although the school recognizes that from time to time there may be special circumstances that preclude a student from completing all their credits at the school, in order to set the conditions for continued student success and to preserve the quality, consistency, and integrity of a Wise Owl education, we strongly discourage students from obtaining credits from outside providers when those courses are also offered and available to students at Wise Owl.

While Wise owl is required by provincial regulations to record on the Ontario Student Transcript (OST), count towards the OSSD and submit with post-secondary applications all credits properly awarded by a public or inspected private school, the school applies the following internal policies and procedures with respect to credits earned through other providers:

1. The marks for credits earned at outside providers submitted for post-secondary application purposes are annotated with the Board School Identification number (BSID) of the granting school
2. Where a course is not offered by Wise Owl, with prior permission of the Head of School, a student may include courses taken at the E-Learning Consortium, Independent Learning Centre, or other providers as part of their minimum course load
3. Where a student earns a credit outside Wise Owl for which the prerequisite credit has not yet been earned, the credit will be recorded on the OST once the prerequisite credit is completed
4. Students must maintain the required minimum course load in order to be eligible to earn the Wise Owl Diploma or be placed on the Honour Roll or Head's Honour Roll; marks earned in courses outside Wise Owl are not counted in the calculation of a student's average for Honour Roll or awards purposes

SECTION 8: SECONDARY SCHOOL COURSES IN THE ONTARIO CURRICULUM

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grade 9 and 10 (academic and applied courses, open courses) different from those offered in Grade 11 and 12 (destination-related courses, open courses)

In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grade 9 and 10, as well as among the various destination courses in Grades 11 and 12. Open courses in Grade 9 to 12 are also distinct from other course types. Depending on the subject and/or discipline, students may earn a credit for the successful completion of more than one course in the same subject at any given grade level.

Course Types

Grade 9 and 10 courses

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

- **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
- **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
- **Open courses:** comprise a set of expectations that are appropriate for all students, 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.
- **Locally Developed Courses** - locally developed courses are designed to accommodate students who experiences difficulty.

Grade 11 and 12 Courses

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

- **College preparation courses:** designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- **University preparation courses:** designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college preparation courses:** designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges

- **Workplace preparation courses:** designed to equip students with the knowledge and skills they need to meet the expectations of employers if they plan to enter the workforce directly after graduation or the requirements for admission to certain apprenticeship or other training programs.
- **Open courses:** 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.
- **Transfer Courses** - Transfer Courses are made available for students who lack the prerequisite for a senior credit course

Explanation of Course Coding System

The 6-character course codes are interpreted as follows:

- The first three alphabetic characters identify the subject and may further describe the subject
- The first numeric character identifies the grade level: 1 - Grade 9, 2 - Grade 10, 3 - Grade 11, 4 - Grade 12
- The fifth character identifies the level of difficulty of the course (W- De-streamed , O - Open, U - University, M - University/College, L - locally developed essential courses - Grade 9 or 10, W - De-streamed, E - Workplace Destination courses)
- The sixth character for course characteristics is optional and is used to distinguish the course or its delivery method. Examples may include "I" for Immersion, "R" for Regular, and "V" for E-learning.

Course codes are designed to accurately record the courses a student successfully completes in secondary schools. The course code indicates the following:

- subject area
- grade level
- instructional level

(First 3 letters) Subject/Course Grade Gr. 10 - 2 Gr. 11 - 3 Gr. 12 - 4	Instructional Level: W- De-streamed (gr. 9 & 10) O- Open (gr 9-12) U - University Preparation (gr. 11 & 12) C - College (gr. 11 & 12) M - University/College (gr. 11 & 12) E- Workplace Preparation
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Access to Outlines of the Courses of Study

To gain access to the course outlines for the courses of study at your school, you can follow this step:

Request Course Outlines from School Administration:

- Contact the school administration or the academic office directly and request the course outlines for the courses you'll be studying.

- Provide your details, including your name, grade, and the specific courses you're interested in.

Policy Substitutions for Compulsory Courses

Up to 3 compulsory courses may be substituted at the discretion of the principal in order to meet the needs of individual students. The total number of credits required for a diploma remains at 30. Prior Learning Assessment and Recognition (PLAR) for Mature students Prior Learning Assessment and Recognition (PLAR) for Mature Students is the formal evaluation and credit-granting process through which mature students, who are enrolled in a secondary school course, may obtain credits for prior learning. Mature students may obtain credits towards the Ontario Secondary School Diploma (OSSD) for knowledge and skills that they have acquired, in both formal and informal ways, outside secondary school.

The PLAR process involves:

1. Grade 9 and 10 individual assessment/equivalency process
2. Grade 11 and 12 equivalency processes
3. Grade 11 and 12 challenge process

In all cases, the knowledge and skills gained through education, work experience, and training must be directly related to the provincial curriculum expectations. By using this process, mature students may be granted up to 26 credits towards their OSSD by the Principal. For more information and details about how to apply, or to obtain a brochure on the PLAR Process for Mature Students and Fact Sheets on each PLAR process, please go to the Student Services Office.

Course Prerequisites*

Courses in Grades 10, 11 and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no course apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is 18 years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

*The Ontario Curriculum, Grade 9 to 12: Course Descriptions and Prerequisites (2018)

<http://www.edu.gov.on.ca/eng/document/curriul/secondary/descript/descri9e.pdf>

Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he, she, they completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however the sole prerequisite for the Grade 10

academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so he, she, they may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

Note: As of September 2021, Academic and Applied Mathematics courses are no longer offered for students entering Grade 9. Ontario began to phase out streaming for Grade 9. This work is rooted in the province's plan to address systemic racism and discrimination in schools, and help ensure all students are given equitable opportunities to succeed and reach their full potential in school and beyond.

SECTION 9: PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

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

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

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

The Prior Learning Assessment and Recognition (PLAR) for regular day school students in Ontario is designed to acknowledge the knowledge and skills students have acquired outside of the traditional school environment. Here's a detailed breakdown of how PLAR works for these students, especially concerning how credits are awarded:

Eligibility and Credit Limits

- **Grades and Courses:** PLAR can grant up to 4 credits for regular day school students for specific courses in grades 10, 11, and 12. This includes classical languages courses (Levels 1, 2, 3), international languages courses (Levels 2, 3, 4), and Native languages courses (Levels 3, 4, 5).
- **Discipline Limits:** No more than 2 of these credits may be granted in a single discipline to ensure a broad educational experience.

Equivalency Credits for Non-Standard Educational Backgrounds

- **Students from Alternative Educational Backgrounds:** For students transferring from homeschooling, non-inspected private schools, or schools outside Ontario, principals will assess previous learning to grant equivalency credits. This assessment ensures appropriate placement and acknowledges educational experiences that may not directly align with Ontario's curriculum standards.
- **Assessment Documentation:** Details on how to assess and award these credits are outlined in section 4.3.2 and Appendix 2 of the Ontario Schools document.

Procedures for Awarding Credits

1. **Assessment of Learning:** The process begins with a thorough assessment of the student's learning experiences and competencies. This may involve portfolios, interviews, standardized tests, or demonstrations of skills.
2. **Adaptation for Exceptional Students:** For exceptional students, including those with special needs or gifted students, assessments are adapted to fit their specific requirements. This could include providing extra time, a quiet environment, or other necessary accommodations.
3. **Credit Awarding:** Upon successful demonstration of learning and skill mastery comparable to what is expected in the Ontario curriculum, credits are awarded. These are recorded as equivalent credits and count towards the OSSD.

Prior Learning Assessment and Recognition (PLAR) for Mature Students

As of February 1, 2022, the newly revised mandatory PLAR requirements set out in this memorandum will come into effect, and will apply to mature students as defined as:

- a mature student is a student who is at least 18 years of age on or after January 1 of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD)

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment.

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

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

It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

Mature students must earn a minimum of 4 grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in OS section 10), with the following exception: at the discretion of the principal, mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution may qualify for the OSSD under Ontario Schools by completing a minimum of one Grade 11 or Grade 12 credit (PPM 132). Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD. Mature students working towards the OSSD under OS must also satisfy the diploma requirements with regard to the provincial literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

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

Diploma Requirements for Students Transferring into An Ontario Secondary School

For regular day school students transferring from home-schooling, a non-inspected private school, or a school outside Ontario, the OES Principal will grant equivalency credits for placement purposes through the Prior Learning Assessment and Recognition (PLAR) process. Determining equivalency involves the assessment of the student credentials from other jurisdictions, as shown on the students' Ontario Student Transcript.

The principal of the receiving school, 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. The credit equivalency total and the number of compulsory credits included will be entered on the student's Ontario Student Transcript. Students will have to meet the provincial secondary school literacy requirement. Principals will determine the number of houses of community involvement activities the students will have to complete.

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

	Grade 9	Grade 10	Grade 11	More than Grade 11
Number of years successfully completed in a secondary school program	1	2	3	more than 3
Minimum number of credits, in total, still to be earned towards the OSSD	22	14	7	4
Minimum number of compulsory credits still to be earned and requirements to be met:				
• English	3	2	1	1 ^a
• mathematics	2	1	0	0
• science	1	0	0	0
Literacy graduation requirement	Required	Required	Required	Required
Community involvement ^b	40 hours	–	–	–

Additional Alternative Ways for Students to Earn Credits

Wise Owl recognizes credits that students earn through alternative methods such as E-learning, Continuing Education (Night School and Summer school), independent Study through the ILC, Music Certificates Accepted for Credit, and credits earned through other Private Schools.

Students MUST inform the school in writing before they enroll in any courses with other schools.

SECTION 10: GUIDANCE AND CAREER EDUCATION

Each secondary school provides a range of information and counseling programs to its community. Guidance teachers perform many functions:

- providing information and programs on careers and post-secondary education
- counseling regarding educational planning, career awareness and personal concerns
- facilitating applications to universities, colleges, and other educational institutions
- making available information on scholarships, bursaries, and student awards
- assisting students to achieve their academic potential and to determine interests in and aptitudes for certain careers; and
- referring students to appropriate community agencies/organizations

Strict confidentiality is maintained. Each school has its own policy for arranging student interviews with the guidance teacher.

SECTION 11: INDIVIDUAL PROGRAM PLAN (IPP)

Starting in Grade 7, students begin to document what they learn in the Education and Career/Life planning Program in an Individual Pathways Plan (IPP). The IPP becomes the primary planning tool that students use as they proceed through school towards their initial post-secondary destination. Ongoing development of the IPP provides students with a valuable archive of their learning and catalog of the resources needed for planning. The IPP provides the structure for students to document evidence of their ongoing inquiry and development in the four areas of learning.

<https://www.edu.gov.on.ca/eng/document/policy/cps/creatingpathwayssuccess.pdf>

SECTION 12: EXPERIENTIAL LEARNING PROGRAMS

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school in their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grade 7 and 8, and work experience and cooperative education, which are offered in secondary school.

Job Shadowing

involves a half to a full day one on one observation of a worker at a place of employment. No additional credits are awarded

Cooperative Education

A planned learning experience for which credits are earned (1 credit per 110 hours), that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course.

Work Experience

involves a one-to-four-week placement at a work site related to a particular program of study. Work Experience is part of an in-school course, and no additional credits are awarded.

School to Work Transition Program

This program is typically not less than 2 years and is a combination of school and work-based education and training involving a variety of learning opportunities. Credits will vary with type of planned workplace experience.

Section 13: POLICY FOR STUDENTS TAKING COURSES OUTSIDE THEIR HOME SCHOOL

Students, who attend our school to take courses, whose OSR is retained by their home school, must provide the course registration from the home school, indicating that they have the necessary prerequisites of the course(s) they wish to make. A copy of the final report will be sent to the principal of the regular school.

SECTION 14: ACCEPTABLE USE POLICY FOR ONLINE STUDENTS

The purpose of this Policy is to insure the efficient, safe, ethical, and legal use of the Wise Owl Private School Technology. This Policy applies to all student users of Wise Owl Private School Technology, as well as users who obtain their access privileges through association with Wise Owl Private School.

Student and Parent Acknowledgement

Every student and his/her parents must electronically acknowledge the existence of this policy as a condition to receive access to Wise Owl Private School Technology. The Acknowledgement will remain in effect until such time as the student no longer is enrolled in Wise Owl Private School Courses or a policy revision requires that a new acknowledgement form needs to be signed.

Educational Purposes

The purpose of Wise Owl Private School Technology is to serve as a resource for teaching and learning at Wise Owl Private School. Wise Owl Technology may be used only for purposes consistent with the educational objectives of Wise Owl Private School. Wise Owl Technology may not be used for recreational, personal, or commercial purposes.

Only authorized users may access Wise Owl Technology. Wise Owl Technology shall not constitute a public forum. Wise Owl students will have the ability to contact other Wise Owl students and employees via Wise Owl

Technology. All communications and information accessible via any Wise Owl Technology may be accessed by Wise Owl and treated as Wise Owl property. This includes, but is not limited to email, chat text, voicemail, and course-related documents or other files. Users are responsible for ensuring that their activities adhere to generally accepted educational standards. Inappropriate use includes all activities prohibited based on the user's level of access and any activity that violates the school's policies or procedures.

Student Responsibilities may include but are not limited to:

Students should immediately notify their instructor or the Wise Owl Private School office of any violations of this Policy.

Inappropriate activities include, but are not limited to:

- Accessing, storing, or sending inappropriate or indecent websites, files, messages, or images.
- Cyber-bullying, using obscene language, harassing, insulting, defaming, threatening, or attacking others.
- Transmitting unsolicited advertising, promotional materials, or other forms of solicitation, including placing hyperlinks to non-Wise Owl-related websites.
- Sending mass mailings within Wise Owl without permission from the Principal.
- Gaining access to, or attempting to modify, employees', instructors', students', or third parties' folders, work, or files.
- Gaining unauthorized access to restricted resources or organizations.
- Spreading, creating, or using invasive software such as computer viruses, worms, malware, or other detrimental technology.
- Misrepresenting oneself in any email communication or while accessing Wise Owl Technology.
- Allowing third-party access to Wise Owl Technology without prior authorization from the Principal.
- Encrypting communications or files to avoid security review.
- Accessing, using, or distributing another user's login or password.
- Sharing personal passwords or personal information, or mishandling passwords, access codes, or other data in violation of any Wise Owl policy.

Inappropriate activities performed through a student's account will be considered the actions of the account holder. Involvement in any activity that is prohibited by this Policy, other Wise Owl policies, or by applicable law is strictly forbidden.

Guidelines for Students Outside the Wise Owl Online Learning Environment

In addition to following the acceptable use guidelines outlined above, Wise Owl Private School recommends the following rules when students are outside the Wise Owl online learning environment:

- Never arrange to meet someone you've "met" online unless you have parental permission.
- Do not respond to illicit or suspicious activities; immediately report them to the Wise Owl administration.
- Avoid engaging in any activity that may violate Wise Owl's Pupil Safety and Violence Prevention Policy.
- Be cautious of emails from unknown individuals, particularly adults, asking for personal information, attempting to arrange meetings, or engaging in personal contact.
- Notify your instructor or any Wise Owl employee if you receive any message that makes you uncomfortable or is inappropriate.

- Never say anything via email that you wouldn't want published in a local newspaper.

Wise Owl cannot guarantee the appropriateness or accuracy of the information students may access on the Internet outside of the Wise Owl technology platform. For students accessing Wise Owl technology from home, parents are encouraged to monitor their children's online activity.

Consequences for Violation of the Policy

Access to Wise Owl Technology is a privilege, not a right. Users who comply with this policy will retain access to Wise Owl Technology and other resources provided. Users who violate the policy may have their access revoked. These policies apply to all individuals accessing Wise Owl technology.

Wise Owl Rights

Wise Owl Technology is managed by school administrators to ensure its availability and reliability for educational purposes. Users should not expect privacy regarding any materials transferred over or stored within Wise Owl Technology, even if password-protected. Wise Owl reserves the right to:

- Monitor all activity and use of Wise Owl Technology.
- Determine whether specific uses of Wise Owl Technology are consistent with this policy.
- Log Technology use by users.
- Decide what constitutes appropriate use.
- Remove user access to Wise Owl Technology if they engage in unauthorized activities or violate this policy.
- Terminate a student's account privileges for any reason at the discretion of any Wise Owl administrator.
- Fully cooperate with investigations by law enforcement or related to Wise Owl Technology use.

Definition and Scope of Wise Owl Technology

Wise Owl Technology includes all online accounts and applications owned or leased by Wise Owl Private School, as well as any configuration of hardware and software that connects users to this technology. This encompasses application software, stored text, data, voice, and image files, as well as computer accounts, email, databases, communication technologies, and any new technologies as they become available. Any personal devices (computers, tablets, cell phones, etc.) permitted to access Wise Owl Technology, or that access it without permission, are also governed by this policy.

Wise Owl's Limitation of Liability

Wise Owl Private School makes no warranties, expressed or implied, that the functions or services provided by Wise Owl Technology will be error-free. Wise Owl will not be liable for any damages suffered by users, including loss of data or service interruptions. Wise Owl is not responsible for the accuracy or quality of information obtained through or stored on the system and assumes no liability for financial obligations or repair costs arising from unauthorized use or intentional misconduct. Wise Owl also assumes no responsibility for phone charges, line costs, or internet connectivity fees.

Procedure for Writing Online Examinations

Registration for Examination:

- High school students must register for their online examinations via Wise Owl's online platform (e.g., Owlwise) at least **two weeks** before the scheduled exam date.
- Students should ensure they meet the course and assessment prerequisites as outlined in the course syllabus.

2. Examination Scheduling:

- All online exams are scheduled within a specific time frame set by the school and communicated to students at least **two weeks** prior to the exam.
- Students must verify the exam date and time and ensure they are available for the full duration of the examination.

3. Technology Requirements:

- Students must have access to a reliable computer, a stable internet connection, and any necessary software or platforms (such as Zoom, Google Classroom, or Owlwise).
- It is the student's responsibility to verify that their equipment is functioning properly, including the webcam and microphone if required.

4. Authentication and Identity Verification:

- Prior to the exam, students must verify their identity using approved methods, such as providing their student ID number and a government-issued photo ID.
- Exams may be proctored via proctoring tools (e.g., ProctorU) or monitored by Wise Owl staff through video conferencing platforms.

5. Exam Rules and Code of Conduct:

- Students must adhere to Wise Owl's Online Examination Code of Conduct, which includes:
 - **No communication** with other students during the exam.
 - **No use of unauthorized materials** (e.g., notes, textbooks, mobile phones) unless the exam is designated as open-book.
 - **No browsing other websites** or accessing messaging platforms unless explicitly allowed by the instructor.
 - Any violations of the code of conduct will result in disciplinary action, including potential disqualification of the exam.

6. Proctoring and Monitoring:

- Exams will be monitored by invigilators through live video conferencing or proctoring software to maintain academic integrity.
- Monitoring may include:
 - **Screen sharing** and browser lockdown tools.
 - **Real-time video monitoring** of the student's environment and screen.
- Students must keep their webcam and microphone on for the entire exam duration, and their activities may be recorded.

7. Exam Environment Setup:

- Students are required to complete their exams in a **quiet, distraction-free** environment.
- Before starting the exam, proctors may inspect the student's surroundings, desk, and immediate area to ensure compliance with exam regulations.
- No other individuals should be present in the room during the examination.

8. Technical Difficulties During the Exam:

- In case of technical difficulties (e.g., internet connectivity problems), students must notify their proctor immediately.
- Wise Owl will provide instructions on how to proceed if technical disruptions occur, and students may receive additional time to complete the exam if the issue is verified.

9. Submission of Exam:

- Students must submit their completed exams **within the allotted time** using the designated platform.
- Late submissions due to student error will not be accepted unless explicitly approved by the administration.

10. Post-Exam Review and Appeals:

- Exam results will be provided according to the grading timeline set by the course instructor.
- If students believe there were issues with the exam (e.g., technical problems or grading concerns), they may submit an appeal within **five business days** of receiving their grade.

11. Consequences for Violating Examination Policies:

- Any form of academic dishonesty (e.g., cheating, plagiarism) will result in severe penalties, including:
 - Receiving a **zero** on the examination.
 - Notification of parents/guardians.
 - Possible suspension or removal from the course, depending on the severity of the violation.
- All incidents will be reported to the Wise Owl administration and reviewed in accordance with the Ministry of Education guidelines.

Section 15: COMMUNITY INVOLVEMENT ACTIVITIES

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.

The community involvement requirement will provide opportunities for students to learn about the contributions they can make to the community. Community involvement is also a valuable opportunity for foreign students to improve their oral English-speaking skills and gain a better understanding of Canadian culture.

Community Involvement hours must fall into one of these categories:

- **Not-for-profit:** includes voluntary activities for any not-for-profit institution or foundation that would not displace a paid worker.
- **For-profit:** includes voluntary activities that are charitable based for any business or organization that would not displace a paid worker. If volunteers are enhancing a product/service being sold/provided by a for-profit business designed to make it more attractive and/or a better experience for clients, then it is not in keeping with the spirit of community service and would not be an approved activity.
- **Other:** community support that you feel warrants consideration. In this case, please submit a brief written summary that explains how this experience meets the spirit and expectations of community involvement as identified above.

If students are considering any of the activities that would fall into the second or third category above, approval by the principal or a designate at your high school is required.

Students will maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the principal using the Completion of Community Involvement Activities Form.

This documentation must include for each activity: the name of the person or organization receiving the service, the activity performed, the dates and hours, the signature of the student and his or her parents/guardians, and signed acknowledgement by the person (or a representative of the organization) involved. The principal will decide whether the student has met the requirements of both the Ministry and the school for these activities.

The following is a list of approved activities, along with a list of the activities that the Ministry of Education and Training has stated are ineligible. The school will not approve student participation in any activities that are on the Ministry's list of ineligible activities. Students will select one or more community involvement activities in consultation with their parent(s)/guardian(s). The selection of activities should take into account the age, maturity, and ability of the student, location and environment of the proposed activity, the need for any special training, equipment and preparation.

List of Eligible Activities:

- Fundraising for non-profit organizations
- Coaching or assisting sports at the community level
- Church activities such as helping teach Sunday school, bazaars, etc.
- Assisting seniors with chores (e.g., delivering groceries, yard maintenance, etc.)
- Involvement in community committees, food banks, fairs, etc.
- Participation in environment projects such as recycling projects, etc.
- A letter-writing campaign to seniors living in a nursing or retirement home
- Virtual tutoring to help students practice reading, communication, and/or other skills
- Volunteering related to animal care (e.g., an animal shelter or on a farm)
- involvement in health organizations (e.g., volunteering for Canadian Blood Services (assist at blood donor clinic or time required to donate blood), volunteering in hospices).
- participation in environmental projects (e.g., Picking up litter, garden planting, recycling projects)

List of ineligible activities:

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

How to request approval for an unlisted activity

If a student would like to participate in an activity or event that is not clearly within the Wise Owl Private School's list of examples, the student must submit a letter to the school's Student Services/Guidance office describing the proposed activity. The activity cannot be started until permission has been granted. If the activity is done without permission and permission is later denied, the activity will not be counted toward the student's community involvement requirement.

Procedure for Community Involvement

Pre-Approval of Activities:

- Before starting the community involvement activity, students must complete the **Community Involvement Approval Form** and submit it to Wise Owl's administration for pre-approval.
- The form should include details about the organization, activity, expected hours, and contact information for the volunteer supervisor.

4. Completing Volunteer Hours:

- Students must complete their volunteer work responsibly, following the guidelines set by the organization they are working with.
- It is recommended that students track their hours as they complete them and maintain regular communication with their volunteer supervisor.

5. Community Involvement Form:

- After completing the volunteer activity, students are required to fill out the **Community Involvement Form** provided by Wise Owl. This form includes:
 - A description of the volunteer activity.
 - The total number of hours completed.
 - The contact information of the volunteer supervisor.
 - Student and parent/guardian signatures to verify the completion of hours.

6. Official Letter from Volunteer Supervisor:

- Students must provide an **official letter** from their volunteer supervisor confirming the completion of their community involvement hours. The letter must:
 - Be written on the organization's official letterhead (if applicable).
 - Clearly state the activities performed by the student.
 - Specify the **total number of hours** completed.
 - Be signed by the supervisor and include their contact information.

7. Submission of Documentation:

- Once the Community Involvement Form and the official letter from the supervisor are completed, students must submit both documents to the school administration for review.
- All documentation should be submitted **within two weeks** of completing the volunteer hours.

8. Verification and Approval:

- The school administration will review the submitted documentation to ensure the activities meet the Ministry of Education's requirements.
- If additional information is needed, the student or the supervisor may be contacted for clarification.
- Upon approval, the hours will be recorded in the student's academic record.

9. Completion and Graduation Requirement:

- Students must complete the required **40 hours** of community involvement before graduating.
- Failure to submit the necessary forms and letters on time may delay the approval of community involvement hours and impact the student's ability to graduate.

SECTION 16: INFORMATION ON RECORDING AND REPORTING PROCEDURES

Report Cards:

- Student achievement of the curriculum expectations and learning skills and work habits must be communicated formally to students and parents by means of the Provincial
- Report Card, Grades 9-12. The school reports student achievement twice during a term – midterm reporting and final reporting

The Ontario Student Transcript:

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

Ontario Student Records:

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record"

The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario. The Ontario Student Record (OSR) Guideline sets out the policies with regard to the establishment of the OSR; the responsibility for the OSR; the components of the OSR; the access to the OSR; the use and maintenance of the OSR; the transfer of the OSR; the retention, storage and destruction of information in the OSR; and the correction or removal of information in the OSR.

See The Ontario Student Record (OSR) Guideline (2000):

<https://www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf> for more details.

Important: When a student transfers to another school in Ontario, the receiving school must be sent a written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school

An OSR consists of the following components:

- an OSR folder in Form 1A or Form 1
- report cards
- an Ontario Student Transcript, where applicable
- a documentation file, where applicable
- an office index card
- additional information identified as being conducive to the improvement of the instruction of the student

ACCESS TO THE OSR

Every student has the right to have access to his or her 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.

Under the Education Act, only supervisory officers and the principal and teachers at the school have access to the OSR for the purpose of improving the instruction of the student.

As noted above, additional access may be permitted under municipal and provincial freedom of information legislation, under specified and limited circumstances.

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

- report cards
- documentation file, where applicable
- additional information that is identified by the school board as appropriate for retention

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

- the OSR folder
- the OST
- the office index card

The destruction of all or any part of the OSR when its retention is no longer required is done to ensure the complete and confidential disposal of the record using a shredder.

SECTION 17: SUPPORTS AND RESOURCES

The school assigns an advisor to students that will make every effort to assist students with their various academic and social needs. The student advisor will support students in several ways by:

- Ensuring the student attends the student orientation session
- Providing academic and social guidance and counseling in developing appropriate educational plans and career alternative
- Assisting students in setting and achieving goals and meeting post-secondary requirements
- ensuring that students meet the application deadlines
- providing English language training
- providing homework support
- Acting as a liaison between parents, students, and school staff
- assisting students in having a voice and advocating their rights and needs
- providing training and support for students to be successful in IELTS
- ensuring students attend the University orientation sessions
- ensuring students have an exit plan before graduation from school
- ensuring students are aware of community resources available and how to benefit from them if needed

Students will develop an Individual Pathways Plan, considering their secondary course selections, postsecondary and career goals. Parents will have access to these plans and are consulted by the student's advisor so that the parents can support their student's educational planning and course selection.

Students and parents are encouraged to consult with teachers and administrators anytime regarding academic, career or personal counseling

Special Education

Students with special education needs should be given every opportunity to achieve the curriculum expectations set out in the Ontario curriculum policy documents.

Accommodations (such as specific teaching strategies and assistive technology) allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Modifications are changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs.

Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.

At the secondary level, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate his or her decision to the parents and the student.

English Language Learners

English Language Learners (students who are learning English as a second or additional language in English language schools) bring a rich diversity of background knowledge and experience to the classroom. These students' linguistic and cultural backgrounds not only support their learning in their new environment but also become a cultural asset in the classroom community. Teachers will find positive ways to incorporate this diversity into their instructional programs and the classroom environment.

Teachers will:

- learn about their students' backgrounds, experiences, and language
- provide engaging and challenging opportunities for English language development for all learners with appropriate modifications/accommodations, as needed
- use a variety of instructional, assessment, and evaluation strategies that are designed to facilitate the success of English language learners
- collaborate with the person responsible for ELLs to plan for the needs of the English language learners in their classrooms
- create a classroom environment which reflects and celebrates the linguistic and cultural diversity of all students
- support English language learners in their integration into the academic and social life of the school
- communicate effectively with parents, considering the varied background experiences of diverse families
- work together to increase the capacity of the whole school in meeting the needs of English language learners

Computer Lab and Resource Center/Library

The purpose of the Library and the Resource Center is to provide students with the necessary information resources and promote literacy. The school offers Wi-Fi access to all its students.

Community Resources

- Big Brothers & Big Sisters of Toronto (416) 925-8981
- Kids Help Phone: 1-800-668-6868
- Mental Health Resources: 1-866-531-2600 (toll-free)
- First Nations and Inuit Hope for Wellness: 1 (855) 242 3310
- Toronto Distress Centres : 416-408-HELP (4357)

Additional Informant information

- Course outlines are provided upon request. Please contact the school. Teachers also explain course outlines to students on the first day of class
- **Ontario Curriculum policy documents are found:**
<http://www.edu.gov.on.ca/eng/curriculum/secondary>
- **Course Description and Prerequisites are found:**
 - <https://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descr9e.pdf>

Online Mental Health Programs and Interactive Tools

There are free mental health programs and interactive tools. This list of mental health apps is for information only and should not be considered a recommendation or endorsement by Wise Owl Private School. These apps are not intended to be a substitute for professional advice, diagnosis, or treatment. Always seek the advice of your mental health professional or other qualified health providers.

- **Big White Wall:** (<https://togetherall.com/en-ca/>) Anonymous online education and discussion platform offering mental health support
- **Bounce Back Ontario** (<https://bouncebackontario.com>) Guided self-help program using workbooks, with phone coaching support
- **Mind your Mind:** (<https://mindyourmind.ca/>) Mental health website with interactive tools and resources to build capacity and resilience for youth and young adults.
- **Stronger Minds by Beacon:** (<http://www.mindbeacon.com/strongerminds>) A free digital program supports mental wellbeing.

Special Programming Pathways

Many secondary schools offer programs that focus on students' preparation for postsecondary endeavors and address the particular interest, strengths, needs, or aspirations of students. Such programs assist students in making successful transitions to the initial postsecondary destination of their choice (apprenticeship training, college, university, or the workplace). Teachers involved in these programs

should actively support students in reflecting on their experiences and capturing their learning in their Individual Pathways Plans.

Such ministry-approved programs, include dual credit, Ontario Youth Apprenticeship (OYAP), Specialist High Skills Majors (SHSM) and schoolwork transition programs:

- Dual credit programs allow students who are still in secondary school to take college or apprenticeship courses that count towards both the Ontario Secondary School Diploma and a postsecondary certificate, diploma, degree, or apprenticeship certification. More information on dual credit programs is available at <https://www.ontario.ca/page/dual-credit-programs>
- The Ontario Youth Apprenticeship Program (OYAP) is a specialized program that enables students who are 16 years of age or older to meet diploma requirements while participating in a cooperative education program in an apprenticeship occupation. More information on OYAP programs is available at <https://www.tcu.gov.on.ca/eng/eopg/programs/oyap.html>
- The Specialist High Skills Major (SHSM) program is a specialized program that allows students to acquire technical knowledge and skills related to a specific economic sector while meeting the requirements of the Ontario Secondary School Diploma. More information is available at <https://www.ontario.ca/page/specialist-high-skills-major>
- School-work transition programs give students the opportunity to complete secondary school diploma or certificate requirements; develop Essential Skills and work habits (as described in the Ontario Skills Passport), as well as industry-specific skills; and obtain experience in the workplace (see OS, section 9.1)

SECTION 18: COURSE OFFERINGS

The courses described in this booklet may be offered each year based on student request.

Grade 9		Grade 10	
Course Name	Course Code	Course Name	Course Code
Issues in Canadian Geography	CGC1W	Canadian History since World War I	CHC2D
Integrated Arts	ALC1O	Principles of Mathematics	MPM2D

Physical Education	PPL1O	Integrated Arts	ALC2O
English	ENL1W	Physical Education	PPL2O
Mathematics	MTH1W	Civics and Citizenship	CHV2O

Grade 11		Grade 12	
Course Name	Course Code	Course Name	Course Code
Functions	MCR3U	Advanced Functions	MHF4U
English, Grade 11	ENG3U	English, Grade 12	ENG4U
Science, Physics	SPH3U	Science, Physics	SPH4U
Science, Chemistry	SCH3U	Science, Chemistry	SCH4U
Healthy Active Living	PPL3O	Healthy Active Living	PPL4O
Ontario Secondary Literacy Course	OSSLC	Calculus and Vectors	MCV4U

Course Descriptions and Prerequisites

Course Descriptions

For more details, please visit:

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf>

COURSE DESCRIPTIONS FOR THE ARTS	
INTEGRATED ARTS	
Integrated Arts, Grade 9, Open Prerequisite: None	This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated artworks created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.
Integrated Arts, Grade 10, Open Prerequisite: None	This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated artworks created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.
COURSE DESCRIPTIONS FOR CANADIAN AND WORLD STUDIES	
GEOGRAPHY	
Issues in Canadian Geography, Grade 9, De-streamed Course Code : CGC1W Prerequisite : None	This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.
HISTORY	

Canadian History since World War I, Grade 10, Academic Course Code: CHC2D Prerequisite: None Note: This course description reflects the visions that have been made to the history courses as part of Ontario's curriculum strategy in response to the Truth and Reconciliation Commission's Calls to Action numbers 62 and 63.	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.
Civics and Citizenship, Grade 10, Open Course Code: CHV2O Prerequisite: None	This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

COURSE DESCRIPTIONS FOR ENGLISH	
English, De-streamed Course code: ENL1W Prerequisite: None	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.
English, Grade 10 Course code: ENG2D Prerequisite: English, Academic or Applied	This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
English, Grade 11 University Level Course code: ENG3U Prerequisite: English Grade 10	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.
English, Grade 12 University Level Course code: ENG4U Prerequisite: English, Grade 11, University Preparation	Course description: This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
COURSE DESCRIPTIONS FOR MATHEMATICS	
Mathematics , Grade 9, Destreamed Course Code: MTH1W Prerequisite: None	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.
Principles of Mathematics, Grade 10, Academic Course Code: MPM2D Prerequisite: Grade 9 Mathematics, De-streamed (2021)	This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Functions, Grade 11, University Course Code: MCR3U Prerequisite: Principles of Mathematics, Grade 10, Academic	This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Advanced Functions, Grade 12, University Course Code: MHF4U Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation	This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Calculus and Vectors Course Code: MCV4U Prerequisite: MHF4U	This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
COURSE DESCRIPTIONS FOR SCIENCE	
Chemistry, Grade 11, University	This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical

Course Code: SCH3U Prerequisite: Grade 10 Science, Academic	reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gasses. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.
Physics, Grade 11, University Course Code: SPH3U Prerequisite: Grade 10 Science, Academic	In this course, you will develop your understanding of the basic concepts of physics. You will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. You will enhance your scientific investigation skills as you test laws of physics. In addition, you will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
Chemistry, Grade 12, University Course Code: SCH4U Prerequisite: Grade 11 Chemistry, University	This course enables you to deepen your understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. You will further develop your problem-solving and investigation skills as you investigate chemical processes, and will refine your ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Physics, Grade 12 University Course Code: SPH4U Prerequisite: Grade 11 Physics, University	This course enables you to deepen your understanding of physics concepts and theories. You will continue your exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. You will explore the wave nature of light, quantum mechanics, and special relativity. You will further develop your scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. You will also consider the impact of technological applications of physics on society and the environment.
COURSE DESCRIPTIONS FOR HEALTH AND PHYSICAL EDUCATION	
Healthy Active Living Education, Grade 9, Open Course Code: PPL1O Prerequisite: None	This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The possible focus courses for Grade 9, along with their corresponding course codes, are as follows: • Healthy Living and Personal and Fitness Activities – PAF1O

	• Healthy Living and Large-Group Activities – PAL1O • Healthy Living and Individual and Small-Group Activities – PAI1O • Healthy Living and Aquatic Activities – PAQ1O • Healthy Living and Rhythm and Movement Activities – PAR1O Healthy Living and Outdoor Activities – PAD1O
Healthy Active Living Education, Grade 10, Open Course Code: PPL2O Prerequisite: None	This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The possible focus courses for Grade 10, along with their corresponding course codes, are as follows: • Healthy Living and Personal and Fitness Activities – PAF2O • Healthy Living and Large-Group Activities – PAL2O • Healthy Living and Individual and Small-Group Activities – PAI2O • Healthy Living and Aquatic Activities – PAQ2O • Healthy Living and Rhythm and Movement Activities – PAR2O Healthy Living and Outdoor Activities – PAD2O
Healthy Active Living Education, Grade 11, Open Course code: PPL3O Prerequisite: None	This course emphasizes participation in a variety of physical activities that promote lifelong healthy active living. At the same time, the course will help students develop the knowledge, skills, and attitudes needed to maintain a healthy lifestyle and a commitment to a lifelong participation in physical activity. Students will be encouraged to pursue physical activities outside the school program for personal fitness, health, and enjoyment.
Healthy Active Living Education, Grade 12, Open Course code: PPL4O Prerequisite: None	This course emphasizes participation in a variety of physical activities that promote lifelong healthy active living. At the same time, the course will help students develop the knowledge, skills, and attitudes needed to maintain a healthy lifestyle and a commitment to a lifelong participation in physical activity. Students will be encouraged to pursue physical activities outside the school program for personal fitness, health, and enjoyment.

