



Part of the **HTS** Learning Network

2025-2026

Academic Calendar

HTS Online Administration Office

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COMMITMENT TO INCLUSION

At HTS Global Online Campus (HTS Online), we value respect, compassion and dignity – the underpinnings of everything that we do. With these values, we develop knowledge, skills and empathy for others in our students. HTS Online welcomes every person without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability.

HTS Online is committed to ensuring that the key principles of equity, fairness and inclusion are integrated into all of our policies, programs, operations and practices. We also ensure that the personal integrity, personal safety and well-being of all our community members are respected. The inclusive environment at HTS Online allows our students to develop diverse perspectives that enable them to thrive in our school community and as global citizens.

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FOREWORD

Dear HTS Online Students and Families,

We are so pleased that you have joined the HTS community! At HTS, we develop confident learners with the skills and character to seize the opportunities that lie ahead in a fast-changing world by offering diverse pathways to transformational learning experiences.

The school's motto, Ex Doctrina Mores, which translates to "a result of knowledge, training, and education comes character and right living", exemplifies this aim. And 44 years later, our teaching and learning approach exemplifies both that stance, as well as the innovative mindset and entrepreneurial thinking of our founders.

At HTS Online, we provide an instructional model that is highly personalized and designed for each student's personal success. In our classrooms, knowing our students – recognizing, supporting, challenging and valuing their cognitive and personality differences – enables us to provide the resources that will make learning rich and meaningful for every student.

Our exceptional faculty work diligently to ensure that all students thrive at HTS Online. I encourage you to get to know your wonderful educators, and to take advantage of all that HTS Online has to offer you this year - the more you try, the more you will benefit from those experiences.

I wish you a wonderful year of learning and growth!

Sincerely,

A handwritten signature in cursive script that reads "AKennedy".

Amanda Kennedy
Head of School

HTS ONLINE VISION FOR LEARNING

HTS Online, where every learner is seen, heard and encouraged to make an impact in their communities and the world.

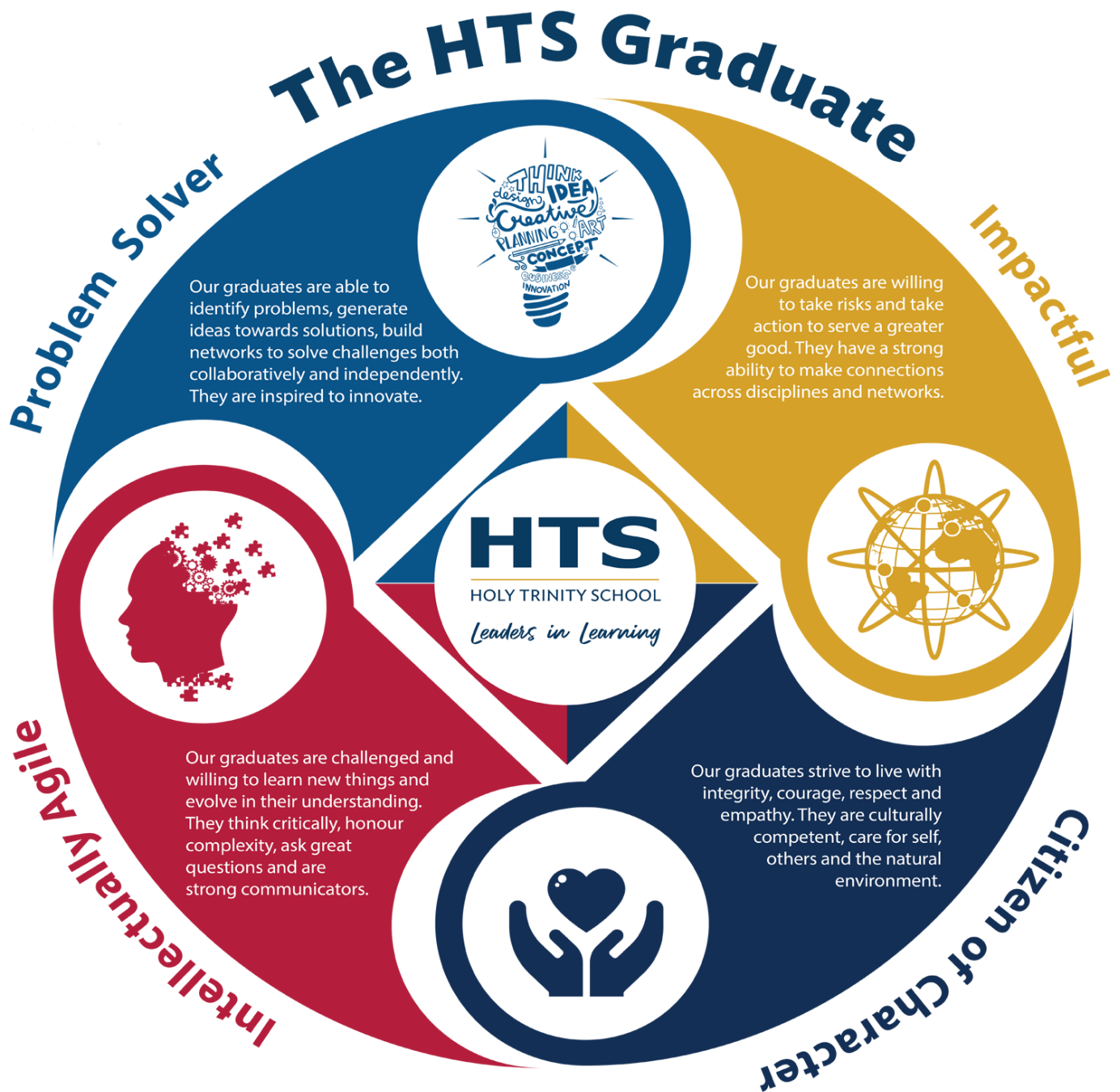
HTS Online invites all learners, students and adults alike, to be engaged in the process of understanding, creating and articulating knowledge, skills and dispositions. Our vision engages all stakeholders in a learning relationship that is driven by knowing one's strengths, interests and areas for growth. We recognize and honour the uniqueness and dignity of all learners, foster their agency and choice while inviting our learners' curiosity and courage to try new things and explore new opportunities. We believe that the purpose of education is to prepare students for life. A rapidly evolving world needs confident, driven, intellectually agile, and empathetic citizens.

Organizational Values:

- **Dignity** is at the heart of inclusion and respect.
- **Learning** is a journey, not a destination.
- **Character** is the essence of our humanity.
- **Excellence** is the pursuit and realization of one's personal best.
- **Innovation** is a mindset of possibilities fuelled by curiosity.

In order to thrive, students will need to be lifelong learners who are confident in leveraging their skills and knowledge as they navigate life. Our goal as a leading educational institution is to inspire our students to be driven in their pursuits, make an impact in their communities (professional and personal) and be nimble as they approach a complex and rapidly evolving world. We are leaders in learning.

As we prepare our learners towards adulthood there are some key attributes that we intentionally nurture, in order for them to be able to navigate life confidently. These attributes are the collection of knowledge, skills and attitude that is gained through meaningful learning opportunities which students will experience during their time at HTS Online.



HTS Online Pillars of Learning

Academic Excellence

- An exemplary Canadian independent school education.
- Instructional design centres the learner and personalizes their experience.
- Ontario Secondary School Diploma (OSSD).
- Three semester program (Fall/Winter/Summer).
- Academic and university counseling.
- Careful balance of synchronous and asynchronous learning.
- University preparation with Advanced Placement courses planned for Grade 11 and 12.
- Academic courses designed with connections to global issues, integrative thinking and knowledge building, highly collaborative.
- Design principles are challenge and problem-based, leading to deep inquiry, critical thinking and problem-solving skills.

Co-Curriculars

Through our global partnership students will have opportunities to engage in co-curriculars that best suit their interests and personal goals. HTS Online students will also have opportunities to engage in:

- Hackathons and competitions.
- Micro-credential and micro-certification programs like Google and Adobe.
- Leadership and academic workshops with partners offering opportunities to all learners to build their skills that successfully transfer to their post-secondary and workplace pathways.

Experiential

- Community launch program on the HTS campus in August includes environmental, cultural and social experiences connecting students to HTS and Ontario.
- Cultural experiences around the world where students learn and immerse themselves among different nations so that they are more globally aware and responsible.
- Service learning opportunities for our students to contribute to global solutions by giving their time, resources and expertise in and alongside communities.
- Profession-based learning where students partner with employers in their field of interest for an internship experience.

Community

- Community building launch program at the start of the school year for students across each grade to connect, and build the foundation for their relationships with their peers and teachers.
- Advisory program where educators provide mentorship and guidance to a small group of students over their four years at HTS Online seeing them through to their post-secondary pathway.
- Weekly whole school assemblies.
- Synchronous learning in whole class, small group tutorials and 1:1 lessons with every course teacher.
- HTS Online will have a school shirt that is part of the uniform that builds our collective identity as a learning community.

We believe:

- Learners are curious, competent and able to direct their learning.
- Learning is a joyful and a lived experience, where learning by doing is the most transformational.
- Our work as an educational institution is to provide an education experience that is future-forward and prepares our students to thrive in adulthood.
- Educators empower all learners to achieve their personal best by being responsive to their strengths and needs while supporting them to achieve their goals.
- Educators are leaders in their craft and profession and have the students' best interests at heart in all they do.
- Parents, educators, students and school leaders are partners in the learning journey and our partnership is grounded in trust, feedback and communication.
- Learning happens alongside and beyond the academic program. The HTS Online program includes a commitment to athletics, arts, character and leadership development, experiential learning and digital proficiencies, allowing our students to be well-rounded and discover new interests and potential.

Why do we put learners at the heart of our programs?

Learners are the centre of our program because we recognize they are competent and able individuals who play a role in creating learning experiences that are deep, relevant and meaningful to them. When learning is personal, learners' experiences are powerful and transformative. Learners are empowered to find success, discover their interests, and encouraged to make an impact on their community and beyond. By connecting the principles of personalization with purposeful assessment, we continue to design learning experiences that provide a meaningful and rigorous journey for all of our learners, while respecting and valuing the diversity of our learners. Most importantly, when we place learners at the heart of the learning experience we trust that they will own their learning experience and give the very best of themselves towards achieving their goals.

What's visible in a personalized learning environment?

- There are strong relationships among the learner, the educator and the community.
- The image of a learner is one that is founded on possibility, hope and potential. Educators believe all learners are capable, willing and intelligent.
- Educators and learners are co-creators and collaborators.
- The goal is to ensure that every student is working towards mastery, deep exploration and understanding of knowledge, competencies and attitudes.
- Learning is interdisciplinary and connected authentically to the world.
- The learning experience is meaningful for each learner because they have a voice and agency in the learning process and the outcomes.
- The learning is connected to the learner's passions, interests and experiences, while also challenging learners to explore new possibilities.
- The educators engage the learner from their strengths. The educator knows how to extend the learning and recalibrate when necessary.
- The learning environment is positive, healthy and respectful as it focuses on supporting each student to reach their personal goals and success.
- Success is not defined in one single way — learners personally define it for themselves.

- Learning invites curiosity, creativity and discernment allowing students to deepen their self awareness, confidence and ability to make decisions with sound judgement.

How do we intentionally design for personalization?

Our vision for personal and relevant learning experiences guides our instructional practice at HTS Online. Teachers work alongside our students to provide meaningful connections between concepts, skills and competencies we are developing within and outside of our classrooms. We aspire to provide authentic tasks that are connected to the real world and engage our students in experiences beyond our classroom. Each of the competencies below are critical in the development of engaged citizens. Essential competencies are embedded in all experiences as they ensure students have transferable skills in their learning.

Personalization is about what teachers know, understand and do to take in all aspects of their students (academic, social, emotional and co-curricular) lives to craft opportunities and experiences that make visible each students' greatest potential. It goes beyond differentiation or controlling the pace at which students' learn, to deeply connecting with each learner, giving them agency and supporting their growth.

Principles of Personalization

(adapted from Zmuda & Kallick, 2017)

Assessment as Learning	Co-construction	Self-awareness	Agency	Learning in and with Community
In a personalized vision for learning, assessment in all of its forms are official in supporting the learner to achieve their goals. Feedback for learning is central to the learning journey, as are clear learning goals and success criteria. This provides clarity for both students and teachers as they work towards their goals.	Students and teachers work together to build a learning community where there is a shared understanding of learning goals, skills and dispositions. Teachers and students co-construct criteria and build a common understanding of goals, proficiency and success in their program in order for students to have a clear target to strive for.	Students need to know themselves, their strengths, areas for growth, passions and interests in order to make well-informed decisions about their learning and life. This is necessary as they navigate through change and as they come to know themselves. To build a student's self awareness, they require a learning process that is challenging, iterative and reflective.	Students are empowered and supported to share their ideas and encouraged to learn and grow from being exposed to the ideas of others. Students have a voice to determine how they will learn, what they want to explore within the curriculum and the ways in which they demonstrate their learning.	Students work in community to theorize, build knowledge, share ideas and inform one another's understanding. The construction of knowledge is a social endeavour which is most powerful when done in community. As students learn from each other, from faculty, and from experts in the field, deep and powerful connections are made between their learning and life.

Six Competencies for Life

(adapted from: Fullan, Quinn and McEachen, 2018)

Moral Character Values

Live with **INTEGRITY**, knowing that our actions should honour our words. Be honest, while maintaining strong moral principles.

Go into the world with **COURAGE**, comfortable in knowing that struggle is part of the process of pursuing one's personal goals. Face all challenges or fears with the strength to act on your beliefs and in the name of a greater good.

RESPECT the school and every member of the same. Honour and embrace the diversity of our community in a way that shows we are aware of people's feelings, rights, traditions, values, and space.

Act and listen with **EMPATHY**, seeking to understand the feelings and perspectives of all human beings within our community and beyond.

Critical Thinking	Creativity	Communication	Collaboration	Citizenship
Evaluating information & arguments	Having an entrepreneurial eye for economic & social opportunities	Communicating effectively with a variety of styles, modes & tools including digital	Working independently and collaboratively with teams	Thinking and engaging like global citizens
Making connections & identifying patterns	Asking the right inquiry questions	Communication designed for different audiences	Managing team dynamics and challenges	Deep understanding of diverse cultures, values and worldviews
Problem solving	Considering & pursuing new ideas & solutions	Reflection on process to improve communication	Learning from and contributing to the learning of others	Ability to solve complex real world problems that impact human and environmental sustainability
Constructing meaningful knowledge	Leadership to turn ideas into action		Intercultural, social & emotional skills	Compassion for others
Experimenting, reflecting & taking action on ideas				

What are the key roles in a supportive learning environment?

School Leader as Visionary and Facilitator: Leaders inspire, model, create opportunities, elevate, mentor and celebrate the achievements of staff and students. School leaders live the school's mission, vision and values by building a school culture that is collaborative, agile, collegial and future-forward. School leaders work to build an organizational culture that is joyful, inspiring, supportive and innovative.

Educators as Architect and Lead Learner: Educators are caring, intelligent, flexible and dedicated professionals who design learning experiences that are relevant and meaningful for their learners. They are dedicated to professional renewal and knowing their students — striving for excellence. They create an inspiring learning environment that is engaging, supportive and inclusive.

Student as Designer and Co-creator: Students play a key role as agents in their learning. They are co-creators and designers of their learning experiences and pathways. They know their strengths, passions and interests. Additionally, students are able to identify the areas they need to grow in order to become their best selves and achieve the goals they set out for themselves.

Parent as Collaborator and Partner: Parents are models of lifelong learning. Parents are collaborators and partners in their child's learning journey; they help build their child's confidence and independence, just as students build their self-awareness and agency. Parents, educators and students work together to ensure that each student achieves their goals and is empowered to define their own pathways.

SCHOOL ADMINISTRATION

Mrs. Amanda Kennedy, Head of School

Mr. Adam Hurley, Principal

Mrs. Diana Cibrão, Academic Director

How to use the Academic Calendar

This academic calendar contains all the information regarding policies, procedures and expectations that students need to plan a successful secondary school academic career. This document is updated annually and distributed through [our website](#). The contents are also available in Xello. Additionally, this document is reviewed by the Ministry of Education bi-annually as part of our inspection process authorizing the HTS Global Online Campus as an independent high school to grant Ontario credits.

Students and their families should use this document as a way to better understand the range of courses we offer at HTS Online, the various and unique academic opportunities that are available, and as a tool to explore various pathways of learning in order to find the one that is right for them.

This document is also a great tool for families who find themselves navigating high school for the first time. By understanding the information gathered in the Academic Calendar, students and families will have a clearer understanding of what it takes to graduate with an Ontario Secondary School Diploma or Ontario Secondary School Certificate. Beyond that, this document outlines expectations to promote a safe learning environment for everyone in the school and our expectations around academic integrity.

ACADEMIC LIFE

Understanding the Road to Graduation

Ontario Secondary School Diploma (OSSD)

The “Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016(OS)” sets out the requirements for the completion of the Ontario Secondary School Diploma (OSSD). It requires a student to earn 30 credits or their equivalent, where each credit has an instructional time of 110 hours. Of the 30 credits required for a student to be granted their OSSD, 18 are compulsory and 12 are elective (if you started Grade 9 in or before Fall 2023), or 17 compulsory and 13 elective credits (for students who entered grade 9 in 2024 or later) . Some students choose to complete more than 30 credits, however this is not a graduation requirement. Students should review their credit summaries and graduation requirements with their Student Success counsellor. In addition to acquiring 30 credits, students must fulfill the literacy requirement through the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC), and complete 40 hours of community involvement prior to graduation. Details of the compulsory courses specified by the Ministry of Education may be found below. Students must remain in school in Ontario until either the age of 18 or an Ontario Secondary School Diploma (OSSD) is attained.

Although students have the opportunity to complete their high school education in four years, parents and students should be aware that it is not required that every student do so. The individual needs of the student must be considered. Some students may benefit from (the) additional time and the wider range of options that can be explored in a five-year program.

More detailed information about the Ontario curriculum can be obtained from the website run jointly by the [Ontario School Counsellors' Association and the Ontario Universities' Application Centre](#) or [Ministry of Education](#).

Certificates of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate (OSSC) may be granted a Certificate of Accomplishment, which will be accompanied by the student's Ontario Student Transcript. If, at a later date, a student has fulfilled the appropriate requirements, the Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted. The requirements for a student to receive their OSSC are as follows:

- Earn 14 credits (including 7 compulsory credits)
- 2 credits in English
- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical
- 1 credit in the Arts or Technological education
- 7 elective credits

To receive a Certificate of Accomplishment, students are not required to complete 40 hours of community involvement and are not required to pass the Ontario Secondary Literacy Test.

Definition of a Credit

A credit is awarded on the successful completion of a course that follows a Ministry-approved curriculum and for which a minimum of 110 hours has been scheduled. It is granted by the Head of School on behalf of the Minister of Education.

OSSD Graduation Requirements

30 Credits:

- 18 compulsory credits and 12 elective credits (if you started Grade 9 in or before Fall 2023), or
- 17 compulsory credits and 13 elective credits (if you entered grade 9 in 2024 or after)

40 Hours of Community Service: accumulated over the student's secondary career.

Completion of Literacy Requirement: EQAO literacy test, or its equivalent, the OSSLC.

In addition to the requirements listed above, all HTS Online students must complete the following:

- Grade 9 or 10 Business course

OSSD GRADUATION REQUIREMENTS FOR STUDENTS ENTERING GRADE 9 IN OR BEFORE THE FALL OF 2023

What do you need to graduate from high school?

18 compulsory credits

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

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

In addition, students must complete:

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

Plus one credit from each of the following groups:

Group 1:

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

Group 2:

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

Group 3:

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

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

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

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

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



support every child
reach every student



Please note that this graphic has not yet been updated by the Ministry of Education to include the two online courses that are mandatory to graduate, starting with the Class of 2024.

18 Compulsory Credits

The OSSD is comprised of several mandatory expectations that must be met in order to graduate from any Ontario Secondary School. Credits and groupings are reviewed during Grade 9 as a component of the Student Success plan for each student. The first of those expectations is that there are 18 compulsory credits (see visual above) that all students must take. These courses are mostly covered in the Grade 9 and Grade 10 course of study, with the exception of the third math credit and the third and fourth English credit which will be completed in Grades 11 and 12. In the event that a student should fail one of these courses, they will need to retake the course or take a recovery credit course in order to get the credit. A student cannot obtain their OSSD without all 18 compulsory credits.

Credit Groups and Elective Credits

In order to earn an OSSD, students must successfully complete 30 credits. To earn the 30 credits, students must complete 12 electives. These elective credits are mostly taken in Grades 11 and 12 and can often allow students to narrow the field of study or to try out interests in new courses. Some students choose to complete more than the required 30 credits, however this is not a graduation requirement.

Within these elective credits, students must take at least one course above the 18 mandatory required credits from each of the three groups.

- Group 1: English or French as a second language, a native language, classical or international language, social science and the humanities, Canadian and world Studies, guidance and career education, cooperative education
- Group 2: Health and physical education, the arts, business studies*, French as a second language, cooperative education
- Group 3: Science (Grade 11 or 12), technological education, French as a second language, computer studies, cooperative education

OSSD GRADUATION REQUIREMENTS FOR STUDENTS ENTERING GRADE 9 IN OR AFTER THE FALL OF 2024

WHAT DO YOU NEED TO GRADUATE FROM HIGH SCHOOL?



You need the following 17 compulsory credits:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group

FOR STUDENTS ENTERING
GRADE 9 IN 2024 OR LATER



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.

OTHER REQUIREMENTS

- You must meet the literacy graduation requirement to earn your high school diploma.
- If you started Grade 9 in the 2020–2021 school year or later, you must earn at least 2 online learning credits to get your high school diploma.
- You need to have at least 40 hours of community involvement activities (volunteering) to graduate and earn your OSSD.
- Starting in September 2026, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.



17 Compulsory Credits

The OSSD is comprised of several mandatory expectations that must be met in order to graduate from any Ontario Secondary School. Credits and groupings are reviewed during Grade 9 as a component of the Student Success plan for each student. The first of those expectations is that there are 17 compulsory credits (see visual above) that all students must take. These courses are mostly covered in the Grade 9 and Grade 10 course of study, with the exception of the third math credit and the third and fourth English credit which will be completed in Grades 11 and 12. In the event that a student should fail one of these courses, they will need to retake the course or take a recovery credit course in order to get the credit. A student cannot obtain their OSSD without all 17 compulsory credits.

Starting in September 2026, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

Credit Groups and Elective Credits

In order to earn an OSSD, students must successfully complete 30 credits. To earn the 30 credits, students must complete 13 electives. These elective credits are mostly taken in Grades 11 and 12 and can often allow students to narrow the field of study or to try out interests in new courses. Some students choose to complete more than the required 30 credits, however this is not a graduation requirement.

Compulsory Online Credits

Starting with the Class of 2024, students are mandated to complete two online courses as part of their OSSD. These courses can be either from the 18 compulsory courses or the 12 elective credits students need to graduate.

Important Note for HTS Online Students: HTS Global Online Campus is a virtual learning community and students do not have the opt-out option of an online credit as their entire program is online.

It should be noted that a student can have 30 credits, but if they are missing a credit from one of the groups, they will not be able to obtain the OSSD. It is very important to keep track of electives and make sure that all groups are being satisfied.

All HTS Online Grade 9 students are required to successfully complete the Grade 9 Introduction to Business course (BBI1O) or, as of September 2024, Launching and Leading a Business (BEP2O). This automatically provides all students who start at HTS Online in Grade 9 a Group 2 credit.

Community Involvement

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is in addition to the 30 credits needed for graduation. Students are responsible for fulfilling this requirement during their own time, and for keeping a record of their activities. The Guidance Counsellor will act as the coordinator of community service activities, and will help guide and facilitate the students' involvement and monitor the services they perform. Students are expected to take the initiative in finding service opportunities in fields that interest them.

Community involvement activities may take place in a variety of settings including not-for-profit organizations, public sector institutions such as hospitals and other informal sessions such as tutoring. Students may not complete the requirement through paid work, or by assuming the duties normally performed by a paid employee. The activity must be performed outside the normal hours of the student's school instruction. At HTS Online, students are encouraged to set the goal of completing the required 40 hours of involvement by the end of their Grade 11 year.

Students considering an international post-secondary education outside Canada should note that volunteer hours beyond the 40 prescribed by Ontario may be required.

Eligible Activities

- An event or activity designed to be a benefit to the community;
- An event or activity to support a not-for-profit agency, institution or foundation that conforms to the ethical standards of HTS Online and the Ministry of Education;
- Any structured program that promotes tutoring, mentoring, visiting or coaching, or whose purpose is to assist others who require the benefit of that assistance;
- Participation in an event or activity that supports ethical work of a global nature;
- Participation in an event or activity that promotes positive environmental awareness;
- Participation in an event or activity affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive and ethical contribution in the community;
- Events or activities that may be based on or with a particular interest group must conform to the ethical and principled standards of HTS Online and the Ministry of Education to ensure that they are intended to promote a positive contribution to the community in general.

Recommended Community Involvement Activities

- *Fundraising*: includes canvassing, walk-a-thons for community benefit, celebrity games, gift-wrapping, gala and sales for charitable purposes.
- *Sports and Recreation*: includes coaching and helping to organize Special Olympics, track meets and summer games, or volunteer as a leisure buddy or pool assistant.
- *Community Events*: includes helping organize winter carnivals, parades and summer fairs.
- *Community Projects*: includes participating in organized food drives, or support services for community groups.
- *Environmental Projects*: includes participating in community clean up, flower/tree planting, recycling and general beautification projects and activities.

- *Volunteer Work with Seniors*: includes assisting in a seniors' residence (i.e., serving snacks, helping with activities, or participating in visiting and reading programs).
- *Religious Activities*: includes participation as a volunteer in programs for children, childminding, Sunday School assistant, special events and clerical tasks.
- *Youth Program*: includes volunteer assistance with the operation of youth programs such as Scouts, Guides, drop-in-centre activities, breakfast programs, March Break programs, summer playground activities and camps, and tutoring younger students.
- *Office and Clerical Work*: includes volunteer involvement activity in reception, computer work and mailings for individual groups.
- *Work with Animals*: includes volunteer involvement with animal care, horseback riding programs or volunteer assistance at a local zoo or petting farm.
- *Arts and Culture*: includes volunteer assistance at a gallery, performing arts production or program, or in a community library program.
- *Activities for Individuals*: includes volunteer activity that assists someone who, because of physical or mental health reasons, requires help with shopping, tutoring, light snow removal (no use of snow blowers), housekeeping, writing letters or transcribing or involves hospital visitation, voluntary involvement with chronic care or service as a volunteer reading buddy.
- *School Community Service*: may include service within the school community that provides benefit to others that takes place outside the regular school day. These activities may include:
 - Tutor other students – help with homework, review difficult concepts
 - Assist with planning of school community events or activities
 - Assist with environmental activities – encourage recycling, plant flowers
 - Participate in charitable initiatives – food drives, holiday drives for toys or food

Students are allowed to count five hours of internal service at HTS Online toward their first 40 hours of community service. The remainder (35 hours) must be performed outside the normal hours of the student's school instruction. At HTS Online, students have a yearly goal of completing 10 hours. Students' service details are recorded, verified and approved by the appropriate parties through the x2VOL program. Students are supported through Student Success to accurately reflect their information in x2VOL. Volunteer hours will then be credited to the student's record and will be recorded on their report cards.

Literacy Test/Requirements

Students will complete the EQAO Secondary School Literacy Test in Grade 10 or the Ontario Secondary Literacy Course in Grade 11, as prescribed by the Government of Ontario. The literacy requirement is in addition to the 30 credits required for a graduation diploma and evaluates students' reading and writing skills based on curriculum expectations in language and communications up to and including Grade 9. Students must pass this test or complete the OSSLC in order to graduate, and the results will be recorded on their student transcripts.

It is important for students to note that if they are considered to be ELL students and if they have a Personalized Learning Plan they will receive the proper accommodations that are inline with their needs as a learner. These accommodations must be identified 8 weeks before the day of the OSSLT. Special provisions can and will be made for students who may be experiencing a condition that is temporary but may affect their ability to perform on the

test. In these cases, parents, counsellors and the Academic Director would work together to create a plan that is best for the student and their success. In these cases, a doctor's note may be required. Deferrals can be made on behalf of a student prior to the test date. These are also made on an individual basis and with the student, parents, counsellor and Academic Director working together to make the best decision for the student.

Post-Secondary Requirements

The Ontario Universities' Application Center (OUAC) has developed the following guidelines based on a preliminary assessment of the new OSS program and curriculum. The guidelines may be subject to change as the program and curriculum are finalized and implemented. OUAC will continue to monitor the development of the new curriculum and will issue further advice as necessary.

The completion of the Ontario Secondary School Diploma (OSSD), or equivalent, will be required for admission to an Ontario university. This will include the satisfactory completion of the literacy requirement (EQAO).

A minimum overall average of 70% in six Grade 12 U or U/C courses will be necessary for consideration for admission to an Ontario university. Most universities and/or programs will have much higher admission averages.

Prerequisite courses for admission to specific post-secondary programs will be at the 'U' or 'M' level. Information regarding current prerequisites to specific programs is available through the Student Success Centre. A valuable resource for students and parents is the [ouINFO](#) website.

The universities encourage students to maintain breadth in their secondary school course choices and to keep their options open. For those considering post-secondary options outside Canada, students and their parents are encouraged to set a meeting with their Student Success counsellor for a full review of expectations and requirements starting in Grade 10.

Colleges of Applied Arts and Technologies require a secondary school graduation diploma. Standing in academic type courses is an advantage for entry into certain three-year diploma courses.

Parents and students are encouraged to refer to university or college view books for the specific requirements for each program offered by post-secondary institutions. This information may be available from the Student Success Centre. All students will take Career Studies in Grade 10 to explore career paths, post-secondary programs and the world of work. In Grade 11, students will conduct an extensive guided post-secondary and career research process, culminating in the submission of a summary of their research to their Student Success counsellor.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all coursework 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 they are 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 Ontario Student Record folder.

The transcript will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
 - Note: only one credit will be granted for a course that a student has successfully completed twice.
 - If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card, the withdrawal is not recorded on the OST.
- confirmation that the student has completed the provincial secondary school literacy requirement;
- confirmation that the student has completed the community involvement requirement;
- confirmation that a student in a Specialist High Skills Major has completed all the requirements.

The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

The Ontario Student Transcript (OST) Manual provides the information and guidelines required for the establishment, maintenance, issue and storage of the Ontario Student Transcript. It also outlines the procedures that apply to the recording of information in various situations.

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Head of School is required to collect information for inclusion in the OSR for each student enrolled in the school and to establish, maintain, retain, transfer and dispose of the OSR.

The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario. The 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.

- Only students, parents of students, teachers and the Head of School may have access to the OSR.
- A record of accumulated French instruction will be maintained.
- Copies of all report cards are retained in the OSR.
- Copies of all correspondence pertaining to an individual student will be retained in the OSR while the student attends HTS Online.
- When a student leaves HTS Online, all information dealing with the student's application process will be removed from the OSR.
- All letters of commendation will remain in the OSR.
- All letters regarding disciplinary matters may be removed from the OSR at the Head of School's discretion.

Policy and Process for Granting Outside Credits to International Students

Transferring schools, especially internationally, can be both exciting and challenging. Our Admissions Team and Guidance Counsellor work hard to help ease this transition for new students. The Academic Director will examine all records provided to admissions for students applying to HTS Online outside of Ontario and complete the documentation for equivalency credits. The following is our policy:

If you will be entering HTS Online for **Grade 9**, the documents that are required are:

1. Grade 8 final report card, official copy. A photocopy or printed electronic version is not considered an official copy.
2. No final transcript is needed, unless you are arriving with reach ahead credits from your previous school. In that case, HTS Online would require the final Grade 8 report card for documentation.

If you will be entering HTS Online for **Grade 10**, the documents that are required are:

1. Official transcript of previous year. Please note a photocopy or printed personal electronic copy is not considered an official copy.

Credit granting process:

- As long as a full time course of study in Grade 9 was successfully completed then the Grade 9 EQV credits (up to 8 credits) will be granted.
- There may be some proficiency testing to make sure that you will be successful in the Grade 10 options, with particular attention to English, Mathematics and Science.

If you will be entering HTS Online for **Grade 11**, the documents that are required are:

1. Official transcript of previous year. Please note, a photocopy or printed personal electronic copy is not considered an official copy.
2. In order to take a Grade 11 Science course in Biology, Chemistry or Physics, you will need to supply a course syllabus from the last science course you have taken to ensure that you have been exposed to the fundamentals needed to be successful in a specific Science area.

Credit granting process:

- As long as a full time course of study in Grade 10 was successfully completed, then the Grade 10 EQV credits (up to 16 credits) will be granted.
- There may be some proficiency testing to make sure that you will be successful in the Grade 11 options, with particular attention to English, Mathematics and Science.

If you will be entering HTS Online for **Grade 12**, the documents that are required are:

1. Official transcript of previous year. Please note, a photocopy or printed personal electronic copy is not considered an official copy.
2. In order to take a Grade 12 Science course in Biology, Chemistry or Physics, you will need to supply a course syllabus from the last science course you have taken to ensure that your prior learning experience in a specific science field will allow you to be successful in a specific science area.

Credit granting process:

- As long as a full time course of study in Grade 11 was successfully completed then the Grade 11 EQV credits (up to 23 credits) will be granted.
- There may be some proficiency testing to make sure that you will be successful in the Grade 12 options, with particular attention to English, Mathematics and Science.

Note: Credits and the ability to take certain grade level courses may not always align. HTS Online has a serious commitment to ensuring all students are on academic paths that will allow them to reach their full potential and find academic success. Suggestions for these situations are made on a student to student basis and are individually crafted to ensure the plan is best suited to you and your goals.

ALTERNATIVE CREDIT PATHWAYS

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 a 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 must be reviewed with the Academic Director and the Principal to be carried out under the direction of the Head of School, who grants the credits.

The PLAR process, developed by a school, must be in accordance and compliance with ministry policy and involves two components: challenge and equivalency.

The Challenge Process:

Process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document.

The Equivalency Process:

Process which involves the assessment of credentials from other jurisdictions (see “Policy and Process for Granting Outside Credits to International Students”).

The PLAR option is only for courses in Grades 10, 11 and 12. Under the Ontario Ministry of Education, courses in Grade 9 cannot be considered for the PLAR process. PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for, or alternative to, enriched or other special programs for gifted students.

To initiate the challenge and equivalence processes, students must complete the [HTS Online Student Application for Credit Granting Through the PLAR Process](#). **Applications are due May 1 for consideration for the following school year and subject to approval (Academic Director and Principal, to then be granted by the Head of School).** All marks taken during the PLAR process are final. Students choosing to PLAR a Grade 10 credit do have the option to take the credit in the regular school year if they are not satisfied with their final grade through the PLAR process. Final marks in Grade 11 and 12 courses taken through the PLAR process are final and will be recorded on the student’s transcript.

Once a student has submitted their PLAR application it will be reviewed by the Student Success Counsellor and Academic Director. The student will be asked to complete evidence that supports their claimed understanding of the subject matter as well as complete a final project and/or exam. Once all evidence is completed it will be evaluated and signed off by the Student Success Counsellor, Academic Director, Principal and Head of School. The student should note that a specialized assessment and evaluation program is designed for a student selecting to proceed with a PLAR process.

Challenge

The challenge process is an alternate avenue by which students can demonstrate that they have the skills and knowledge from prior learning to meet the expectations of a particular course, as set out in the provincial curriculum. Students may apply to “challenge” a course for full credit.

Assessment and evaluation strategies for the challenge process will include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 percent of the final mark). The formal tests will have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work and quizzes, and observation of student work.

While the school does not recommend challenges for core subjects in Grades 11 and 12, they may be offered, subject to teacher recommendation, and may involve an additional charge beyond tuition. The Academic Director and Student Success Counsellor must approve all course challenge requests. Challenges must also be completed prior to the start

of the school year. Credits awarded through challenge will be noted in the OSR, recorded on the OST but will not appear on the regular year report card. Challenge marks will not be used in the determination of any prizes.

Equivalency

HTS Online grants credit for previous learning for out-of-province and home-schooled students. Past performance as indicated by reports, transcripts and other means are evaluated and, if successful, a student is granted credit in accordance with Appendix 8 in the Ontario Secondary Schools Guideline for Program and Diploma Requirements. A rationale for the granting of equivalent credits will be noted in the OSR and recorded on the OST.

Substitutions for Compulsory Courses

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support their progress through secondary school, the Head of School 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). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is 18 years of age or older) requests a substitution, the Head of School will determine whether the substitution should be made. The Head of School may also initiate consideration of whether a substitution should be made. The Head of School will make their decision in consultation with the parent or the adult student and appropriate school staff. In all cases where the parent or the adult student disagrees with the decision of the Head of School, the parent or the adult student may ask the Ministry of Education to review the matter.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit.
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet. Each substitution will be noted on the student's Ontario Student Transcript.

Transfer Courses

Students entering HTS Online after Grade 9 may be required to take a transfer course before entering either the Academic or University/College courses offered by the school. If, after reviewing their program of study prior to entering the school, it is deemed necessary that they upgrade their skills in this way, they will normally be expected to complete the upgrade prior to the start of the school term in September.

Waiving Prerequisites

A parent, guardian, student, Guidance Counsellor, Academic Director, Principal or the Head of School may initiate a process by which a prerequisite may be waived. The Head of School, in consultation with students, parents and faculty will make the decision. A [form noting the waiving of the prerequisite](#) will be included in the OSR.

Reach Ahead Credits

Reach Ahead credits are earned by Grade 8 students who “reach ahead” by taking secondary credits. In the event that a student transfers to HTS Online for their Grade 9 year and has reach ahead credits from their previous school, the Academic Director and Guidance Counsellor will ensure that the transcript from the previous school has been received. HTS Online will honour the reach ahead credit as long as it is supported by an official transcript.

Outside HTS Online Courses of Study

Under rare circumstances HTS Online will allow students to take courses outside of our academic institution. Students will have to meet with the Academic Director and Guidance Counsellor and these decisions will be made on an individual basis.

Independent and Private Study

Under rare circumstances HTS Online will allow students to take courses outside of our academic institution. Students will have to meet with the Academic Director and Guidance Counsellor, and these decisions will be made on an individual basis.

ONTARIO MINISTRY OF EDUCATION POLICIES AND GUIDELINES

Guiding Principles

The purpose of assessment and evaluation is to improve student learning and inform educator practice. It informs the next steps for both the student and the teacher. All of our classroom practices are grounded in research. Evidence of a student's learning is collected through observations, conversations and products, this triangulation of data allows for a more holistic approach to assessing students. Additionally, we collect evidence within the **four assessment criteria: knowledge, thinking, communication and application** in a balanced manner in order to support higher order thinking and deep understanding, and application of concepts and disciplinary material. All evidence (formative and summative) of a student's learning matters is part of our collection of data. Feedback attributed to attitude, effort, participation and attendance are reported separately through learning skills. Lastly, grades are organized around Term work (70% of overall grade) and Summative Evaluations (30% of the overall grade). The Assessment and Evaluation Policy developed from: Growing Success: Assessment, Evaluation and Reporting in Ontario Schools (2010) <http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>.

1. Assessment occurs throughout the learning; it is a daily endeavour, while evaluation is the act of judging the degree to which the student has learned. While assessment occurs during the learning, evaluation happens at the end of the learning.
2. Formative and summative assessment clarifies the purpose of assessment, not the form or type of assessment. Both formative and summative assessments matter in providing evidence of where a student is in relation to the depth of mastery of the course learning goals.
3. Evaluation of student learning occurs after students have had time to learn and educators have provided instructional lessons and timely feedback that fits for each student.
4. Educators consider the best possible evidence for each student, which often is, but is not limited to, that which is most recent and most consistent.
5. Educators coach, advise, guide, teach, assess and evaluate the full range of curricular expectations; this compels us to not only consider knowledge and understanding but to value processes and competencies as well.
6. Educators are committed to ongoing learning in the field of assessment and evaluation in order to continually refine their craft, as this is a key professional skill. Professional judgment is dynamic and anchored in collaborative teacher practice, for example through the moderated marking of student work for consistency and reliability among the different educators evaluating the work across the same course.
7. Students, as a result of being involved in the following actions/strategies, become genuine partners in driving their learning forward:
 1. Set meaningful goals, related to the learning, which are unique to each learner.
 2. Understanding the learning goals.
 3. Analyze samples and co-construct criteria in order to fully understand expected quality and depth of proficiency.

4. Are involved in cycles of feedback that is both specific and descriptive reflection and feedback loops with peers, self and educator.
5. Communicate their learning to others, including their parents/guardians.
8. Educators and students collect evidence of learning from multiple sources over time — observations, conversations and products. As a result, high levels of validity and reliability are established and maintained.
9. Personalized learning is achieved through informed assessment and evaluation practices that do not need to look the same for each student.
10. Term and final achievement grades reveal the truth about what a student has learned in relation to the full range of curricular overall expectations.

The teacher will consistently assess student progress in three distinct ways.

Assessment of learning. The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves and others. It occurs at or near the end of a cycle of learning.

Assessment as learning requires students to have a clear understanding of the learning goals and success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.

Assessment for learning. The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning. Assessment as learning. The process of developing and supporting student metacognition. Students are actively engaged in this assessment process; that is, they monitor their own learning, use steps and set individual learning goals.

Professional judgment as defined in *Growing Success* (p. 152), is “judgment that is informed by professional knowledge of curriculum expectations, context, evidence of learning, methods of instruction and assessment, and the criteria and standards that indicate success in student learning. In professional practice, judgment involves a purposeful and systematic thinking process that evolves in terms of accuracy and insight with ongoing reflection, self-correction and consideration of all evidence collected relating to a student's learning.”

Formative Assessment as defined in *Growing Success* (p.147), takes place during instruction in order to provide direction for improvement for individual students and for adjustment to the instructional programs for individual students and for a whole class. The

information gathered is used for the specific purpose of helping students improve while they are still gaining knowledge and practising skills.

Summative Assessment as defined in Growing Success (p.155), evaluations that occur at the end of important segments of student learning. It is used to summarize and communicate what students know and can do with respect to curriculum expectations.

“The primary purpose of assessment and evaluation is to improve student learning.” -
(Growing Success, 2010, p.6)

Overarching Assessment and Evaluation Guidelines K-12:

- All learning occurs in relationship.
- Learning is not a checklist — it is about depth over breadth.
- Formative and summative assessments are equally important and inform the overall grade of our students.
- Teachers will provide learning opportunities based on what is reasonable and **in the best interest of students.**
- All assessment and evaluation should be authentic and deeply connected to understanding and applying the processes and concepts for each subject area.
- All evidence collected must be directly connected and aligned with the overall expectations and competencies in the curriculum.
- Instruction and assessment must account for the course concepts, understandings, skills, competencies, dispositions and the overall expectations.
- Students are authors of their learning. Teachers will make space for their voice in the learning process and in the assessment and evaluation decisions.
- In alignment with Growing Success, teachers will use their knowledge of the full curriculum, context, evidence of learning, and methods of instruction and assessment to support students.
- Personalization of instruction, assessment and evaluation are all integral to the learning journey and each student's success. No single method of assessment provides a reliable and valid lens of what a student knows, and can do; therefore we must triangulate (products, observations and conversations) and offer multiple ways for students to demonstrate their learning.
- HTS Online will continue to provide support to students with an HTS Online Student Success Learning Plan (SSLP) and meet their learning accommodations. Additionally, we continue to support all learners who may need accommodations in their learning program, in order for students to reach their greatest potential.
- Marks represent the most accurate reflection of evidence collected during a period of time. Final grades represent the most consistent and most recent reflection of student achievement.

2025-2026 Reporting Dates

Student progress will be reported to parents three times during the academic year.

Report	Date	Interviews
Fall Midterm	November	Student Progress Meetings
Fall Term Final	February; Fall Final Report Card	
Winter Midterm	April	Student Progress Meetings
Winter Term Final	June; Winter Final Report Card*	
Summer Midterm	July	Student Progress Meetings
Summer Term Final	July; Summer Final Report Card	

*The June final report card will include final marks from Fall and Winter Terms, the overall average on this report card will represent all courses completed in the year.

Demonstration of Learning Framework

The purpose of assessment and evaluation is to improve student learning and inform educator practice. It informs the next steps for both the student and the teacher. All our classroom practices are grounded in research. Evidence of a student's learning is collected through observations, conversations and products, this triangulation of data allows for a more holistic approach to assessing students. Additionally, we collect evidence within the four assessment criteria: knowledge, thinking, communication and application in a balanced manner in order to support higher-order thinking and deep understanding and application of concepts and disciplinary material. (HTS Vision for Learning, pg. 8)

When teachers are in alignment with the guiding principles of assessment and evaluation, as outlined on pages 8-9 in the Vision for Learning, the final evaluative task IS the student's opportunity for a "redo". This, along with all aspects of assessment and evaluation, should be transparent to learners at the onset of the course and learning cycle.

One of the key components of any evaluation cycle, and to student learning, is the presence of a descriptive feedback cycle that includes formative assessment tasks. In many ways, the root questions around a "revisit policy" are truly addressed by examining how feedback and formative assessments are designed and implemented to work towards building a student's confidence and creating transparency in the learning process.

Demonstration of Learning Framework

1. All aspects of the [2025/2026 Assessment, Evaluation and Reporting Guidelines](#)
2. The reason, purpose and form of the evaluative task should be considered in light of personalization.
 - if a student has demonstrated mastery in an area do they need to show it again?
 - Is the form of the evaluation one that the student can have success in?
 - If the form of the evaluation must be done in a specific form due to the content, what is proactively put in place for students who have demonstrated difficulty with that form in the past?
3. When learners complete an evaluative task, it should not be the first time they have had to demonstrate their understanding of the skills and content that is being asked of them to demonstrate. Formative assessments connected to the learning goals should provide the opportunity to learn and continuously develop the knowledge and/or skills that are connected to the overall expectations.
4. The feedback cycle is paramount to both the learner and educator knowing where they are with their understanding and for the educator to be able to make the necessary adjustments for the individual or larger group of learners.
5. These learning opportunities must be transparent to the learner at the onset and throughout the learning cycle. Learners should know what they will get feedback on, the purpose of the feedback, and what they should do with the feedback to progress towards mastery of the learning goals.
6. Educators are to be open to students demonstrating their understanding in various ways to ensure that each learner has the best opportunity to demonstrate what they have learned. Educators and learners can come together through a common understanding of evaluation tasks and methods. While learners need exposure to a diverse range of evaluative experiences, learners and educators should also have a common understanding of the method by which the learner can demonstrate their learning best and incorporate this into the learner's opportunities to demonstrate their level of mastery.
7. Teachers must reference students' KTCA standings (formative and summative) to best inform them of what the learner needs in order to better demonstrate their level of learning and make this clear to the learner in their descriptive feedback
8. Opportunities for feedback do not solely rely on the educator, however, learners need to be shown how to provide meaningful feedback for the specific task and/or skill by the educator. There are conditions and elements that need to be in place for students to succeed both in receiving and giving feedback:
 - Awareness of the value of feedback
 - Access to clear criteria on which to base and understand feedback
 - Models of what to do with feedback received
 - Models of how to give feedback to self and to others

- Direct instruction on what to do with feedback received
 - Direct instruction on how to give feedback to self and others
 - Opportunities and time to revise and improve work and performance based on feedback received from self and others
9. If after the evaluation has taken place and a student requests an opportunity to Revisit the learning expectations because they want another opportunity to demonstrate their level of understanding, teachers can:
- Leverage any triangulated formative work the student has completed previously
 - i. (Growing Success, p.39) is important. In full: 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.
 - Discuss an appropriate opportunity for the student to demonstrate their learning
 - Explain future opportunities the learner will have to demonstrate that skill and/or content application again and co-create a plan of what the learner needs to work on before and when/ how they will have the opportunity for feedback
 - If the educator has provided rich feedback loops for all aspects of the evaluative task, and this pathway was transparent to the learner (not just said in class, but outlined on any materials associated with the learning cycle such as task sheets, rubrics, course syllabus, google classroom posts ect and a pattern of formative work not completed was followed up on) a redo request can be denied. If this occurs, the educator and learner must meet to formulate a plan of action for the next learning cycle to ensure that the learner is set up for success. The educator also needs to make clear that the evidence they use to report on the student's level of mastery is the most recent and consistent. This plan should be communicated to the learners' parents/ guardians.

Role of the Educator

1. Follow the [Vision for Learning](#) in your instructional design
2. Follow the [2025/26 Assessment, Evaluation and Reporting Guidelines](#)
3. To follow the expectations set out above in 9 bullet points
4. If they have any questions connect with their Department Head first, then the Academic Director

Role of the Student

1. It is the role of the student to take the feedback from a teacher and make the changes and corrections that have been recommended and aligned with the learning goals and success criteria, this is a key part of the learning cycle for the student
2. To ask questions - if you do not understand the feedback make sure you ask your teacher your questions
3. Apply the feedback to future work, ask your teacher to check your new work to make sure you are applying your new understanding fully

Resources

- [Teacher Flow Chart](#)
- [Student Flow Chart](#)

Extra Help and Support

There are additional opportunities for students to get extra support. Teachers are available to all students on a voluntary basis, though teachers may direct students to specific times after school or when they both have time in the day to meet.

Accommodations, Modifications and Alternative Expectations

Students with special education needs should be given every opportunity to achieve the curriculum expectations set out in the Ontario curriculum policy documents. This may require that the student be provided with accommodations to the curriculum expectations. All students have access to academic support through their Student Success Counsellor. However, there may be students who require specific and targeted academic support in the area of executive function that is tailored to their learning needs. Completing a psychoeducational evaluation by a professional is an essential piece of information that our Student Success Counsellors use in providing accommodations that are specific, targeted and data driven.

Specific accommodations to support student learning are documented in a student's Student Success Learning Plan (SSLP), which is developed by Student Success. All students have access to getting the support they need in order to ensure that all pathways of learning are open and accessible to them. In some cases, a psych-ed assessment may be required to provide the student with the specific strategies that they need to find success in their learning.

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. In situations where the student has a Student Success Learning Plan (SSLP), the accommodations required to facilitate the student's learning must be identified. It should be noted that a student pursuing academic studies at a university or college directly from high school will require an assessment that has been written no less than 2 years prior to them attending their institution of choice. The Student Success Department may provide contacts for psych-ed assessments and assist students/parents with the process of acquiring a new assessment that can be utilized at the choice postsecondary educational institution.

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 Academic Director, the Principal and the Head of School will determine whether achievement of the modified expectations will indicate successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. It is important to note that HTS Online does not provide modifications to course expectations in the Senior School.

Alternative expectations are developed to help students with special education needs acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses. At the secondary level, the student will not be granted a credit for the successful completion of a course that consists of alternative expectations.

STUDENT BEHAVIOUR AND ACADEMIC EXPECTATIONS AND RESPONSIBILITIES

Code of Conduct & School Policies

The School's philosophy is to focus on developing a love of learning while guiding and challenging every student at all stages of learning. The School is dedicated to the education of students in a safe and caring community that fosters the development of character, courage, creativity and a passion for learning.

The School promotes responsibility, respect, personal integrity, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the School community feel safe, included and accepted, and actively promote positive behaviours and interactions.

All students, parents, teachers and staff members have the right to be safe, and feel safe, in the School community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives, such as character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.

Responsible citizenship involves appropriate participation in the civic life of the School community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

These standards of behaviour apply not only to students, but also to all individuals involved in the School community — parents, volunteers, teachers and other staff members — whether they are on School property, at School-related events or activities, or in other circumstances that could have an impact on the School climate.

For all purposes of this Code of Conduct, reference to parents includes, where applicable, custodial and non-custodial parents and/or guardians; reference to the School community includes students, teachers, parents and guardians, administration and volunteers.

The foundation of HTS Online is built on the mission of honouring the personal integrity of all community members. The values HTS Online upholds are universal: honour, integrity, charity, respect, forgiveness, selflessness and compassion. HTS Online welcomes every person regardless of their race, colour, culture, ethnicity, disability, socio-economic class, age, religion, faith, gender, sexual orientation and gender identity. As an organization, HTS Online is in compliance with the *Ontario Human Rights Code* and fully supports the principles of the *Keeping our Kids Safe at School Act* and *Accepting Schools Act (2012)* in Ontario. HTS Online is committed to ensuring that the key principles of equity, fairness and inclusion are integrated into all of our policies, programs, operations and practices, and the personal integrity, personal safety and well-being of all our community members are always respected.

Bullying, exclusion, racism, harassment or violence, in any form, are unacceptable. HTS Online recognizes that such unjust treatment leads to educational, social and emotional impacts that may impede students, staff and parents from accurately reflecting their abilities, experiences and contributions of any individual.

The Code of Conduct is designed to encourage positive attitudes and self-discipline so that members of the school's community can work in an environment that promotes learning. The Code implies that fairness, reasonableness, a presumption of innocence and the principles of justice and due process would be at work. Students should also note that the school has a legal obligation to deal with all cyber and other bullying involving HTS Online students, even when it occurs on non-HTS Online computers. Finally, in recognition that the School must protect all members of the HTS Online community, the Code of Conduct recognizes that the rights of the individual must be balanced against the rights of the community.

Purpose

All students, parents, teachers and staff members have the right to be safe, and feel safe, in the School community. With this right comes the responsibility to contribute to a positive school climate. The promotion of strategies and initiatives, such as character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.

Purpose of the Code

1. To ensure that all members of the School community, especially people in positions of authority, are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the School community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the School.
6. To discourage the use of alcohol, illegal drugs and, except by a medical cannabis user, cannabis.
7. To prevent bullying in School.

Standards of Behaviour

By enrolling in the School, students automatically assume the obligation to comply with the provisions of the Code of Conduct. Central to the Code of Conduct is the understanding that each student will follow certain standards of behaviour. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to the Code of Conduct.

Under the Ontario *Human Rights Code*, every person has a right to equal treatment with respect to services, goods and facilities, without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender expression, gender identity, age, marital status, family status or disability. The School

recognizes that inappropriate and unacceptable behaviour towards another member of the community requires a serious response.

Roles & Responsibilities

The Code of Conduct recognizes that all members of the School community, including the Head of School, teachers, other staff members, students and parents have an obligation to comply with the standards of behaviour outlined in this policy. Each member of the School community has the following roles and responsibilities:

Respect, Civility and Responsible Citizenship

All members of the School community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- comply with the Code of Conduct;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- respect the rights of others;
- show proper care and regard for School property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the School staff, if necessary, to resolve conflict peacefully;
- respect all members of the School community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching, and
- not swear at a teacher or at another person in a position of authority.

Safety

All members of the School community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol or cannabis to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, alcohol, cannabis (unless the individual has been authorized to use cannabis for medical purposes), or illegal drugs;

- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes);
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias, or
- commit an act of vandalism that causes extensive damage to School property or to property located on the premises of the School.

The School

The School will provide direction to ensure opportunity, academic excellence and accountability in the School. It is the responsibility of the School to:

- develop policies that set out how the School will implement and enforce its Code of Conduct and other rules that promote and support respect, civility, responsible citizenship and safety;
- review policies regularly with students, staff, parents, volunteers and the community;
- seek input from the Board of Directors, parents, students, staff members and the School community;
- establish a process that clearly communicates the Code of Conduct to all parents, students, staff members and members of the School community in order to obtain their commitment and support;
- develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety, and
- provide opportunities for all of the staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Head of School

Under the direction of the School, the Head of School takes a leadership role in the daily operation of the School. The Head of School will provide this leadership by:

- demonstrating care for the School community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- holding everyone under their authority accountable for their behaviour and actions;
- empowering students to be positive leaders in their School and community;
- communicating regularly and meaningfully with all members of the School community, and
- providing an example of respect and civility for all members of the School community.

Teachers and Other School Staff Members

Under the leadership of the Head of School, teachers and other School staff members maintain order in the School and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and School staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth;
- empower students to be positive leaders in their classroom, school and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers and the members of the School community, and
- prepare students for the full responsibility of citizenship.

Teachers shall also assist the Head of School in maintaining close co-operation with the School community and in establishing and maintaining consistent disciplinary practices in the School. In addition, teachers must assist the Head of School by reporting incidents and assisting the Head of School in conducting an investigation.

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- comes to School prepared, properly dressed in their uniform, on time and ready to learn;
- adheres to School uniform or dress code rules;
- shows respect for themselves, for others and for those in authority;
- refrains from bringing anything to School that may compromise the safety of others, and
- follows the established rules and takes responsibility for their own actions.

Additionally and more specifically, students are expected:

1. To be polite.
2. To respect the dignity, rights, privacy and property of others.
3. To respect all School rules, policies and all members of our community.
4. To cooperate with fellow students and staff.
5. To give each task their best effort at all times and to ensure that any work submitted is their own.
6. To play fairly in any athletic endeavour.
7. To represent themselves and their School in a dignified manner.
8. To be willing to take responsibility for their actions and accept the consequences that arise from them.

Parents and Guardians

Parents and guardians play an important role in the education of their children and have a responsibility to support the efforts of School staff in maintaining a safe and respectful learning environment for all students. Parents and guardians fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the School;
- help their child be neat, properly dressed and prepared for School;
- ensure that their child attends School regularly and on time;
- promptly report to the School their child's absence or late arrival;
- show that they are familiar with the Code of Conduct and School rules;
- encourage and assist their child in following the rules of behaviour, and
- assist School staff in dealing with disciplinary issues involving their child.

Responsibility of a Bystander

The School is committed to provide a healthy School environment that is nurturing, caring and respectful of everyone. The School teaches social skills that will serve its students well throughout their lives. If a student has been bullied, intimidated or threatened or has witnessed such behaviour, they need to confide in an adult at the School or a parent and have the parent contact the school. If the School is not aware of an incident, it cannot act.

A student is not tattling by contacting an adult; they are, in fact, upholding the School's core values and demonstrating courage by appropriately standing up for themselves. No one has the right to bully, intimidate or threaten another person. It takes courage to stop such behaviour in a mature and responsible way.

If a student witnesses an act of peer bullying, intimidation or threats, they are a bystander and are expected to take steps to help. It is part of their responsibility as a student of the school.

All School community members are responsible for observing both the letter and the spirit of the School's policies and procedures. As a general principle, the School reserves its right to apply a full range of sanctions, including expulsion, to any offence committed by a student. When exercising its discretion to determine the appropriate sanction to apply to an offence, the School will take into account:

- the particular student and the circumstances;
- the nature and severity of the behaviour, and
- the impact on the School climate, including the impact on students or other individuals in the School community.

The range of sanctions that the School will apply to offences include:

- meeting with appropriate person(s) (such as peers, faculty or administrators);
- removal from a School activity or special program to complete work or a special assignment designated by the teacher;
- detention;
- probation;
- in-school suspension;

- behaviour or performance contract with the involvement of the student, teachers and parents;
- financial restitution, reparation or service in a case where damage is caused or maintenance work made necessary;
- formal suspension from School, with conditions to return to School to be discussed with parents and students in accordance with the School policy, and/or
- expulsion from School.

The School reserves the right to expel a student when the continued attendance of that student would not be in the best interests of that student or the School. The School also reserves the right to expel a student when their behaviour is in breach of the Code of Conduct, seriously jeopardizes the School's ability to guarantee the dignity and safety of its students and/or interferes with learning, or involves conduct which is injurious to the School's moral tone or to the physical or mental well-being of others.

Code of Conduct — School Rules

The Code of Conduct is supplemented, but not in any way limited by the following specific School rules:

1. Students are expected to be familiar with and adhere to the school's Dress Code, Code of Conduct, Commitment to Inclusion and School policies as outlined in the Parent and Student Handbook at all times and in all circumstances.
2. Students are expected to be respectful and kind to others, as well as themselves in person and online. In this way, they learn the norms of good citizenship and live in accordance with our Character Creed.
3. Students are expected to be familiar with and adhere to the [IT Acceptable Use Policy](#), as well as our guidelines and expectations for learning in a hybrid model. This includes, but is not limited to, respecting the privacy and dignity of teachers, students, visitors and guests by neither recording nor photographing anyone without their permission.
4. Students are expected to safeguard their privacy and property by never sharing passwords or personal information over the Internet.
5. No student shall subject another person to verbal, physical, emotional intimidation, or cyberbullying or any form of harassment. We do not tolerate these behaviours in any form.
6. All school equipment and students' personal belongings are private property and are to be cared for and respected as such.
7. The school will uphold the law in any circumstances involving criminal activity.
8. Smoking and vaping of any substance will not be tolerated. Being in possession of cigarettes or vaping materials, or being in the presence of other students engaged in this activity is forbidden and acts against our school policies.
9. Possession or use of alcoholic beverages or illegal drugs in school, on school trips or at school-related activities is illegal and will not be tolerated.
10. Weapons, replica or real, are not permitted at school. Police will be notified and students will be asked to leave the school.
11. Students are expected to behave respectfully. No one has the right to disrupt or interfere with another person's learning.

12. Students are expected to arrive for class with the appropriate materials and tools required for their success.
13. Students are not permitted to have visitors at school at any time without the written consent of the Principal.
14. There are to be no public displays of affection between students.

Students who fail to comply with our Code of Conduct and School Rules, either on occasion or repeatedly, will be referred to the Principal who will then decide on the appropriate action to take. Depending on the nature of the behaviour, the Principal will consult with the Head of School. HTS Online adheres to the province's approach of progressive discipline, and thus approaches student behaviour using a continuum of prevention programs to promote positive behaviour, communication skills and healthy relationships.

For serious breaches of the Code of Conduct and School Rules, the Head of School will be consulted. These include theft; disrespect to staff or guests of the School; smoking; vaping; use of alcohol, cannabis, or illegal drugs or weapons; any form of harassment or bullying; and destruction of School property. In repeated incidents of academic dishonesty, leaving the School without permission, skipping classes or any other scheduled School activity, the Principal may consult with the Head of School.

In these circumstances, the student's parents will be notified by telephone. Consequences arising from an offense may include any combination of the following: an interview with the parents, loss of privileges, counselling, the institution of a personal behaviour contract, alternate programming, suspension or expulsion.

For their part, students should expect to be made aware of complaints against them and to be given the opportunity to respond. Furthermore, if disciplinary action is required, the student should expect fair treatment appropriate to the circumstances and that the nature of the punishment is understood by the student. Students are responsible for their actions and parents are expected to support the School in this endeavour.

Progressive Discipline

Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote positive behaviours and, in turn, a positive school environment in which students can learn. A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting incidents for which the Head of School will consider student discipline and responding to incidents of inappropriate and disrespectful behaviour when they occur. The School will actively engage parents in the progressive discipline approach, and is committed to the principle that the degree of discipline will be in proportion to the severity of the behaviour including taking into account the previous disciplinary history of the student and any other relevant factors.

Policy Statement

The School recognizes the following principles:

1. The goal of the policy is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full potential.
2. All inappropriate student behaviour, including bullying, must be addressed.
3. Responses to behaviours that are contrary to the code of conduct must be developmentally appropriate.
4. Progressive discipline is an approach that makes use of a continuum of prevention programs, interventions, supports and consequences, building upon strategies that build skills for healthy relationships and promote positive behaviours.
5. The range of interventions, supports and consequences used by the School must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices.
6. The School, and School administrators, must consider all mitigating and other factors.

A progressive discipline approach promotes positive student behaviour through strategies that include using prevention programs and early and ongoing interventions and supports, reporting incidents for which the Head of School will consider student discipline and responding to incidents of inappropriate and disrespectful behaviour when they occur.

In some circumstances, short-term suspension may be a useful tool. In the case of a serious student incident, a suspension or expulsion, which is further along the continuum of progressive discipline, may be the response that is required.

The School will actively engage parents in the progressive discipline approach. The School will focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn.

Further details can be found in the [Progressive Discipline Policy and Procedures](#).

Smoking and Restriction of Cannabis

HTS Online is fully committed to ensuring the safety and security of its students, faculty and members of the School community. This policy is intended to inform members of the School community of their obligations associated with maintaining a smoke-free and drug-free School, and must be read in conjunction with the School Code of Conduct.

All members of the School community are required to understand their responsibilities under this policy to create a smoke-free and drug-free School community. Minimizing the health and safety risks associated with cannabis use is the responsibility of all members of the School community. Anyone who breaches this policy will be subject to disciplinary measures as set out in the Code of Conduct.

Smoking, holding lighted or heated tobacco or cannabis products, vaping and consuming any other tobacco products are not permitted on school property at any time or during class or school activities, virtual or in person, by anyone (staff, students, parents or visitors). The use of electronic products such as electronic cigarettes, cigars and pipes as well as cartridges of

nicotine solutions and related products are also not permitted on school property or during school activities, virtual or in person.

Zero Tolerance of Impairment

Cannabis is a substance which can cause impairment. Impairment at School creates health and safety risks for the School community and impedes the ability to learn. The School does not tolerate impairment at School, whether by students or employees. For students under age 19, cannabis remains an “illegal drug” within the meaning set out in the Code of Conduct. Attending School under the influence of cannabis remains unlawful, and is a violation of the Code of Conduct.

While there may be certain limited circumstances where cannabis use is lawful for adults in Ontario over age 19, the School strictly prohibits students over age 19 and adults from being impaired on School premises and such action will be considered a violation of the Code of Conduct.

Cannabis consumption on the School premises is subject to the restrictions in the Smoke-Free Ontario Act, 2017. No person is allowed to do the following on School premises or during school activities, virtual or in person:

1. Smoke or hold lighted tobacco.
2. Smoke or hold lighted cannabis.
3. Use an electronic cigarette.
4. Use of any vape apparatuses.
5. Consume a prescribed product or substance, in a prescribed manner.

The following acts are strictly prohibited on School premises, during any off-site School-sponsored field trips, excursions, or activities, or during school activities, virtual or in person:

- Possession of cannabis;
- Consumption of cannabis;
- Purchase or attempted purchase of cannabis, and
- Distribution of cannabis.

Medical Cannabis Use by Students

Students who are lawful Medical Cannabis Users remain subject to the applicable rules under the Smoke-Free Ontario Act, 2017 and Part 14 of the Cannabis Regulations (Canada). The School will review individual circumstances to determine what accommodation of a student’s medical cannabis use is reasonable. Medical cannabis, to the extent it is permitted on School premises in accordance with applicable laws, will be controlled in a manner similar to other medications.

Further details can be found in the [Restriction of Cannabis Policy](#).

Bullying Prevention & Intervention

HTS Online believes that all students should feel safe at School and deserve a positive School climate that is inclusive and accepting. A healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success. Students cannot be expected to reach their full potential in an environment where they feel insecure or intimidated. Everyone — staff, parents, students and the wider community — has a role to play in creating a positive School climate and preventing inappropriate behaviour such as bullying, sexual assault, gender-based violence and incidents. HTS Online acknowledges that an open and ongoing dialogue among the Head of School, staff, parents and students is an important component of creating a positive School climate in which everyone feels safe and respected.

What is bullying?

Bullying, cyberbullying and intimidation are combinations of power and aggression. They usually occur when a student maliciously oppresses, harasses or intimidates another student verbally, physically or psychologically. Bullying also occurs through the use of technology.

Who can I talk to if I am being bullied?

Talk to a family member, school staff member or trusted friend about any incident of bullying, harassment or intimidation. If there is severe violence or threat of harm, we recommend students or their parents/guardians contact the local police immediately for assistance.

It is important that students who are being bullied speak to their Guidance Counsellor, or Principal so that they can help support you and work towards finding a resolution.

You can also call:

- **Crisis Line 1-855-310-2673 (COPE) or Crime Stoppers 1-800-222-TIPS**
- **Kids Help Phone at 1-800-668-6868 or www.kidshelpphone.ca**
- **CheckPoint Emergency Contact Numbers at <https://checkpointorg.com/global/>**

Further details can be found in the [Bullying Prevention and Intervention Policy](#).

Equity and Inclusive Education

HTS Online's mission is to enable each and every student to learn effectively, and to improve learning outcomes for all, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability. The School upholds the principles of respect for human rights enshrined in the Ontario *Human Rights Code* (the "Code.")

The School recognizes that equity of opportunity and equity of access to the full range of programs, delivery of services, and resources are critical to the achievement of successful educational and social outcomes.

The School strives to provide an education which will equip students with the knowledge, skills and attitudes to live in an increasingly diverse world. This involves a commitment to

inclusive education, and identifying and eliminating discriminatory biases and systemic barriers, whether overt or subtle, intentional or unintentional that may limit students' learning, growth and contribution to society. The principles of equity and inclusive education are embedded in all aspects of the School's operations.

The School is therefore committed to an equitable education program that upholds and reflects the principles of fair and inclusive education which should permeate all policies, procedures and practices.

Inclusive Curriculum and Assessment Practices

Curriculum is defined as the total learning environment, including physical environment, learning materials, pedagogical practices, assessment instruments, and co-curricular and extra-curricular activities. At the School, students must feel engaged in and empowered by what they learn, supported by teachers, and welcomed in their learning environment. This is achieved through effective instructional strategies, and inclusive curriculum and assessment practices that reflect the diverse needs of all students and their learning pathways. Students will be provided with authentic and relevant opportunities to learn about diverse histories, cultures and perspectives. Students should see themselves represented in the curriculum, programs and culture of the School. The School will draw upon teaching strategies that have been shown to support student success, including reviewing resources, instruction, and assessment and evaluating practices to identify and eliminate stereotypes, discriminatory biases and systemic barriers. Providing opportunities for formative assessment (assessment for learning) is an essential component of an inclusive curriculum.

Multiple opportunities for assessment allow for student learning and accuracy of instruction and assessment, differentiated instruction and multiple and varied opportunities to demonstrate learning. Effective evaluation includes researched best practices that reflect the current level of achievement of the student.

It is the policy of the School to implement an inclusive curriculum and to review resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize their learning potential.

Religious Accommodation

The School recognizes and values the religious diversity within its community and is committed to providing a safe, respectful and equitable environment for all, free from all forms of discriminatory or harassing behaviour, including those based on religion. Freedom of religion is an individual right and a collective responsibility. The School and the community it serves must work together to foster an inclusive learning environment that promotes acceptance and protects religious freedom for all individuals. While the School and its staff will take all reasonable steps to ensure freedom of religion and religious practices, it is expected that students and their families will help the School to understand their religious needs and will work with the School to determine appropriate and reasonable accommodations.

Further details can be found in the [Equity and Inclusive Education Policy](#).

Human Rights, Discrimination & Accommodations

HTS Online is committed to maintaining a learning and working environment which actively promotes and supports human rights, and is committed to meeting its obligations under the Ontario *Human Rights Code*, *Occupational Health and Safety Act*, and other legislation to provide safe and inclusive Schools and workplaces that respect the rights and dignity of every individual. HTS Online will not tolerate, and will take all reasonable steps to protect its staff, students and volunteers from any form of discrimination, discrimination-based harassment, workplace harassment or workplace violence.

- HTS Online's employee policies include protections and procedures relating to workplace harassment, workplace sexual harassment and workplace violence.
- [HTS's Child Sexual Abuse Protocol](#) and [Policy on Reporting Abuse and Neglect of Students](#) include protections and procedures for circumstances involving students under the age of 16.
- HTS's Code of Conduct, School Rules, and Bullying Prevention and Intervention policies prohibit any other forms of harassment, sexual harassment, discrimination, and other inappropriate behaviour.

Grounds of Discrimination

Under this policy, the School upholds and supports the right to equal treatment without discrimination based on the following prohibited grounds: race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.

Duties and Responsibilities

The School has a duty to maintain an environment respectful of human rights and free of discrimination and harassment for all persons served by it. It must be ever vigilant of anything that might interfere with this duty. In fostering this environment, the School expects that everyone will:

- be aware of and sensitive to issues of discrimination and harassment;
- support individuals who are, or have been, targets of discrimination and harassment;
- prevent discrimination and harassment;
- take reasonable steps to remove any discriminatory barriers in employment policies and practices and in accessing programs, resources and facilities;
- take all allegations of discrimination and harassment seriously and respond promptly;
- provide positive role models;
- not demonstrate, allow or condone behaviour contrary to this policy, including reprisal, and
- report immediately hate speech or activity.

Anyone found to be in contravention of this policy may be subject to disciplinary action, which for staff may include dismissal for just cause.

Accommodation

Accommodation in the context of creed, family status, sex (including pregnancy), disability, age, gender expression and gender identity, or other grounds as required by the Code, will be provided in accordance with the principles of dignity, individualization and inclusion. The School will work cooperatively, and in a spirit of respect, with all partners in the accommodation process. Anyone requesting accommodation is required to cooperate in the accommodation process and provide information requested by the School as may be needed to formulate appropriate accommodations.

Accommodation will be provided up to the point of undue hardship. A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.

This policy on human rights, discrimination and accommodation summarizes the School's overarching commitment to the principles of human rights.

Complaints

All those who are covered by this policy are entitled to complain about discrimination and harassment, and are encouraged to access the School's complaint procedures. Where HTS Online community members believe they have been subjected to harassment from another HTS Online community member (e.g. students, parents, employees, volunteers or third-party contractors), a written complaint must be filed promptly so that an investigation can take place.

Complaint, investigation and resolution procedures are set out in the applicable policies. HTS Online will also comply with all reporting under the Ontario of College of Teachers Act. All procedures will be conducted in an atmosphere of respect and confidentiality without fear of reprisal or embarrassment. Reprisal itself may constitute harassment and is unacceptable.

Further details can be found in the [Human Rights, Discrimination and Accommodation Policy](#).

Guidelines for Respecting & Supporting Transgender Students

A Commitment to Diversity

Discrimination and harassment because of gender identity/expression is contrary to the Ontario *Human Rights Code*. Every person has a right to equal treatment with respect to services, goods and facilities without discrimination because of gender identity or gender expression. This includes a transgender person, and any other person whose gender identity or expression is different, or is seen to be, different from their birth sex.

HTS Online does not tolerate discrimination or harassment in any form.

It is expected that all members of the HTS Online community — including students, parents and staff — treat every individual with respect, including transgender individuals.

Accommodation of Transgender Students Attending HTS Online

Requests for accommodation made by transgender students attending HTS Online will be accepted in good faith. HTS Online will act on accommodation requests in a timely manner, will consider all potential accommodation solutions, and will accommodate its transgender students to the point of undue hardship and in accordance with the Ontario *Human Rights Code*. Each student's needs are unique and will be considered when an accommodation request is made.

HTS Online may request information from the student to the extent such information is necessary to clarify the nature and extent of the accommodation needed, and for HTS Online to fulfill its legal obligations.

Privacy of transgender students is of the utmost importance. Information regarding a student's gender identity, gender expression or transition will be kept confidential, and shared only with those people who need to know the information in order to implement accommodations and fulfill the School's legal obligations, unless otherwise permitted or requested by the student and their parents. The student and their parents will be informed of the individuals with whom information is shared.

For further details, please refer to the [Respecting and Accommodating Transgender Students Policy and Procedure](#).

Child, Youth and Family Services Act

Ontario's *Child, Youth and Family Services Act, 2017* (the "Act") and the *Criminal Code* of Canada apply to all schools in the province and demonstrate our society's commitment to protecting children from abuse and neglect. The School has a special role and responsibility in the protection of children and students of all ages.

Everyone is governed by the Act, not just those who perform professional or official duties with respect to children. Anyone who has reasonable grounds to suspect a child is being abused/neglected, has been abused/neglected, is at risk of being abused/neglected, (no matter where the abuse/neglect occurred or will occur), or is exposed to family violence, the person must report their suspicions to a children's aid society forthwith. This responsibility cannot be delegated to anyone else. The duty to report is an ongoing obligation, even if previous incidents have been reported.

Early identification of child abuse and neglect can occur through disclosure or as the result of reasonable suspicions on the part of school employees and volunteers. Reporting disclosures or suspicions may not only prevent future victimization of children, it may also permit both the victim and perpetrator to receive the help they need. Early intervention may

ameliorate the long-term effects of abuse and break the ongoing cycle of further victimization and harm.

The School's [Policy on Reporting Abuse and Neglect of Students](#) sets out the applicable procedures for the School's obligation to report children in need of protection. Staff are mandated to contact Children's Aid Society directly and immediately if they have received information to believe a child needs protection. Anyone who authorizes, permits or concurs in such a contravention is also guilty of an offense and subject to prosecution. In all cases, HTS Online will uphold the law and be governed by it.

Reporting Abuse, Harassment and Misconduct

Children have the right to be protected from neglect and abuse. In this context, the term "children" generally refers to those under the age of 18 for whom there are specific statutory reporting obligations. However, students of all ages have the right to be protected from abuse or assault.

Addressing child neglect and child abuse is a responsibility shared by many professionals including educators and child protection workers. Child neglect or abuse must be reported forthwith in accordance with the *Child, Youth and Family Services Act, 2017*. The obligation to report is fully articulated in the School's [Policy on Reporting Abuse and Neglect of Students](#).

The children's aid societies and/or the police have prime responsibility for the investigation of allegations of child abuse and neglect. This means that any internal investigation will generally be deferred or modified, pending the completion of a related children's aid or police investigation.

The School will work cooperatively with the appropriate children's aid society and police and will share all information relevant to an investigation, to the extent permitted by law.

All members of a family are affected by abuse or assault and will be treated by professionals in a manner that is sensitive to their needs. The investigation will also be conducted in a manner that recognizes that students may be re-victimized by the investigation process itself. Investigations must be child-sensitive and fair to all affected parties, including the alleged perpetrator.

Parents and guardians are encouraged to work in partnership with the School to develop and maintain a safe school environment, recognizing that the implementation of these procedures must be an ongoing process involving all partners within the broader educational community.

For further details, please refer to the [Reporting Abuse and Neglect of Students Policy and Procedure](#).

Harassment

HTS Online, in accordance with its values, the Ontario *Human Rights Code*, and the *Occupational Health and Safety Act*, prohibits any form of harassment or discrimination in the

workplace. This policy applies to harassment and/or discrimination in any aspect of employment, including, but not limited to, recruitment, promotion, receipt of benefits, dismissal, layoff, performance evaluation and working conditions. In addition, staff have an obligation to treat all students fairly and with respect. All staff and all students must be treated equally regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sexual orientation, gender identity, gender expression, age, record of offences, marital status, family status or disability.

Workplace discrimination and discrimination in the provision of education is unacceptable. It is the policy of the School to address incidents of harassment and discrimination with seriousness and sensitivity. An employee of the School found in violation of this policy may be disciplined up to and including termination of employment, depending upon the circumstances involved.

Sexual Harassment

Sexual harassment is prohibited by the Ontario *Human Rights Code*. In keeping with its values and legal responsibilities, the School will treat any complaint of sexual harassment as a serious matter. Workplace sexual harassment is also prohibited by the Ontario *Occupational Health and Safety Act*.

The quality of an individual's everyday environment impacts on their sense of dignity and worth. Sexual harassment poisons the working and learning environment for the whole community and may cause long-lasting effects. It negatively affects morale, motivation and learning. It may result in lowered self-esteem, increased absenteeism and poor or poorer school performance.

The School is committed to providing a working and learning environment that promotes ethical behaviour. It therefore, requires all persons to exercise behaviour that facilitates the creation of a supportive, harassment-free environment that is conducive to the achievement of excellence and the development of one's potential.

The purpose of this [Sexual Harassment Policy](#) (the "Policy") is to maintain a learning and teaching environment free from acts of harassment. This Policy is a clear statement of the School's commitment and determination to act promptly against any incident of harassment and to create an environment where harassment will not be tolerated. The objectives of the Policy are:

- to focus the attention of students, staff and parents/guardians on the importance of dealing with sexual harassment promptly and effectively;
- to enhance the knowledge of students with regard to forms of harassment;
- to articulate the formal and informal complaint procedure for students, and provide confidential, impartial and effective procedures to resolve complaints in ways that respect all parties;

- to provide appropriate consequences and responses for the maintenance of a harassment-free learning and working environment, and
- to define the roles and responsibilities of students and school personnel.

Misconduct

Includes a range of inappropriate actions or inactions. It is conduct that is in contravention of the expectations of the School. Examples include but are not limited to failing to fulfill the responsibilities and expectations of an individual's position with the School, breach of confidentiality, providing false information, misuse of School resources and/or benefits, harassing behaviour, breach of statutory law, inappropriate student relationships, inappropriate interactions with students, staff or community, failing to maintain the standards of professionalism, abusing a student physically, sexually, verbally, psychologically or emotionally.

Allegations/Concerns

Students

Students, with their parent(s)/guardian(s) where applicable, who believe they have observed or are aware of inappropriate conduct by a staff member or member of the community should contact their Principal or Head of School.

Staff members

Staff members who believe they have observed or are aware of inappropriate conduct by another staff member or member of the community should contact their immediate supervisor, Human Resources or the Head of School. If the immediate supervisor is the party alleged to be responsible for the alleged inappropriate conduct, the issue should be reported to the Head of School.

Members of the Community

Members of the community who believe they have observed or are aware of inappropriate conduct by a staff member or another member of the community should contact the Principal or the Head of School.

INFORMATION TECHNOLOGY

In addition to the 1:1 device purchase that we ask our students to make, students and teachers at HTS Online have significant access to a broad range of other technology. Policies and guidelines to support the appropriate use of school and personal technology can be found in our [Student & Parent Handbook](#)

All of our students and teachers also have access to software and resources that support day to day organization and workflow. HTS Online will use Canvas and Google Apps for Education to facilitate the learning experience for students. Canvas is a Learning Management System (LMS) that provides students with information about lessons, homework and classroom activities, and upcoming assignments and work; it also allows the students to interact with their teachers and classmates simultaneously. Google Calendar contains the full student timetable, shows all major summative deadlines and provides homework reminders. Google Drive provides a mechanism to share digital content, whether created by the teacher or the student. Students have unlimited cloud storage and have many tools to customize and organize their resources as best suits them.

Every student, parent and staff member at HTS Online is provided with a customized OneLogin dashboard, and this can be accessed by going to My HTS Online on the school website or by logging into <https://htsonlinecampus.onelogin.com/portal>. This resource is available on a computer or on a smartphone (using an installed app). The OneLogin dashboard appears differently to each person, providing quick access and a login guide for all relevant applications for that individual. It is recommended that parents and students add this app to their mobile devices and bookmark it on their computer(s) as soon as they are issued a username and password by the school. Further information on how to get started with OneLogin can be found at <https://htsonlinecampus.onelogin.com/>.

HTS Online parents and students will also find Edvance available on the OneLogin dashboard. Edvance provides:

- Access to report cards and other reporting tools
- Curriculum Guidelines
- Student progress meetings interview scheduling
- Access to summative results

All students will have access to the full Adobe Design Suite, which can be accessed by downloading the free trial application from the Adobe site and then creating a creative cloud account using HTS Online login credentials to activate a one year membership.

Hardware and Software Requirements

We are very conscious that implementation of our successful Apple 1:1 program depends on the support of our parents. We would like to express our gratitude to you, as you will be providing a computer for your child to use at school.

Students entering grades 9-12 at HTS Online are required to have a Mac computer for school. Here are the specifications:

- The new M1 and M2 Macs are very good and they are what we recommend.
- Any Macbook with a minimum of 8GB of RAM and a minimum 256GB hard drive. If computer portability is not an issue for the student, other Mac computers such as Mac Mini, Mac Studio, Mac Pro and iMac are also permissible, provided that they meet these same minimum constraints.
- Screen size is a personal choice.
- It need not be a new device. Here are some criteria:
 - A Macbook Air (2020+) or Macbook Pro, (2020+)
 - 8 GB RAM minimum (16+ GB is better)
 - 256GB SSD Storage minimum
 - [Ability to run OS 13 \(Ventura\)](#)
- If you are repurposing a home device or buying refurbished, the following devices are problematic
 - The Macbook 12" is not a very powerful computer and is not recommended.
 - Macbook Airs pre 2019 may have some difficulty with video calls.
 - Devices that are 4 years and older may run into issues with updating the OSX and/or may run into lag issues.
 - 4+ years old is not recommended.
- Students will need headphones with a built-in microphone for some school work. They do not need to be wireless. Inexpensive earbuds with a microphone are very suitable. Note, many bluetooth headphones have microphones with inferior clarity, buy these with caution, price is not an indicator of the quality of the mic.
- A monitor is required for non-laptop/iMac computers (Mac Mini, Mac Studio, Mac Pro).
- A webcam is required for non-laptop/iMac computers (Mac Mini, Mac Studio, Mac Pro).
- If you have a USB-C port on your device, you may find it helpful to purchase a USB-C to USB-A dongle/adaptor, [such as the following](#).
- Students may be asked to purchase other small hardware additions through the year
- HTS has an online store with Apple that you are welcome to use (by using this shop, you will receive the Canadian Apple education pricing): https://www.apple.com/ca_k12nonbts_5005012/shop. Students outside of Canada should visit their local Apple store website to view the educational pricing available in their respective countries.

Other useful information:

- There are no required apps to purchase. Students will frequently make use of the standard applications that come with an Apple laptop, including: Pages, Keynote, iMovie, iBooks and possibly GarageBand.
- HTS Online purchases the Adobe Creative Apps for all of our students. This includes Photoshop, Illustrator, InDesign, Premier Pro and many other exciting design applications. If a student does not already have these applications installed, they should wait for a late August email with a link and instructions on how to get started. The information will be sent to all HTS Online student email accounts.

- In early September, all students will receive workshops around management of their devices. Teachers will continue this work by reinforcing the concepts in day to day work.
- If a student is struggling to manage their device (eg. difficulty connecting to wifi) or hardware is not working properly, there is support available in the IT department/teAch centre. Students should join our Virtual Help Desk at bit.ly/HTShelpdesk.

Information Specifically for Parents

- Make sure you have a suitable device for your child. Further details can be found [here](#)
- Your child should have their own Apple ID, and they should know the password and have permission to manage their device.
- Please do not turn on device restrictions. This can significantly decrease functionality for students.
- Set up a passcode for any devices, and discuss responsibility around keeping devices secured and the passcode secret.
- Talk about online safety and time management at home.
- Set some guidelines for appropriate use and consequences for improper use in your home. (Recommended Reading: *Digital for Good* - Richard Culatta)
- Communicate with your child's teachers if you are concerned about technology addiction or challenges with self-management. We need to work as a team to support any challenges in this regard.
- For new families, we will provide family workshops in July and August with guidelines around accessing usernames and passwords and how to get your device ready for the first day of school. [Click here to book an appointment](#). It is important that all devices are on hand for these sessions and that at least one parent also attends.

ACADEMIC RESPONSIBILITY

Late or Missed work

Teachers will establish and communicate clearly established due dates with students. Students are expected to submit all work in their courses. Submitting assignments late or missing assignments results in students providing insufficient evidence for evaluation. This has a direct impact on how teachers report on student achievement. **A designation of a zero grade is used as a last resort.**

- Teachers and students are expected to work together and communicate with the student's parent/guardian around missed work
- In the event that a student's missed work becomes unmanageable for the student, an academic learning plan will be created to help the student get caught up and have pathways to demonstrate their learning and understanding

Late or missed assignments may occur for a number of legitimate reasons, including extenuating circumstances, such as illness, accident or family issues. Upon the student's return to School, they must follow up with their teachers to discuss the issue so that the teacher may outline the appropriate steps forward. In these cases (reviewed on an individual basis) teachers may apply their professional judgement and provide additional time, an alternative assignment if that is what is deemed as the most appropriate for that student at that time/context.

Support:

Teachers will employ a variety of strategies to help prevent the submission of late or missed assignments. These support strategies include:

- Scaffolding assignments to include student-teacher check-ins;
- Providing extra help;
- Collaborating with Student Success and parents;
- Sharing assigned due dates on test boards and the course Google calendar within the appropriate timelines; and
- Extending the deadlines when necessary and appropriate to do so

Consequences:

The consequences a teacher may employ when a student fails to fulfil their academic responsibilities include:

- Requiring the student to complete missing work or an alternate assignment;
- Requiring the student to come in during a different scheduled time to complete the assignment;
- Applying a mark of 0% for any work not handed in. This is only done after all avenues of communication, support, and personalization have been utilized.

In extenuating circumstances, and based on the individual circumstances of the student, teachers will exercise their professional judgment/discretion in appropriate next steps. (*Growing Success*, 2010, pg. 43) It is the student's responsibility to connect with their teacher if they have missed any classes during which an assessment takes place.

Academic Integrity

Growing Success outlines that the primary purpose of assessment is to improve student learning. It is important that students understand that there are consequences for cheating, plagiarizing, submitting work late and not completing their work (*Growing Success*, 2010, pg. 42). HTS Online provides all students with a workshop that focuses on plagiarism and citations in order to develop their skills and understanding early on in each school year.

It is expected that all students will make an honest effort in all that they do while at HTS Online. In all disciplines, students are taught the skills necessary to produce honest academic work.

Academic dishonesty, as defined and explained in the HTS Online Parent and Student Handbook, will result in the following:

- First incident: the subject teacher will email the student along with Student Success and inform the Principal. The student will have the opportunity to redo the assignment for a reduction in marks up to 50%. The subject teacher will also call home, or email home to inform parents.
- Repeat infractions: will result in a meeting with the Academic Director, the Principal and parents regarding the consequences, which may include (but are not limited to) removal from co-curriculars for a set time period, and possibly suspension from school. The student will receive a 0% on the assignment with no opportunity to resubmit.
- Chronic academic dishonesty: may result in an interview with the Head of School, suspension and possible expulsion.

Examples of Infractions

1. Prior dissemination — the supplying of information from any of a variety of sources by a student or group of students, which gives an unfair advantage.
2. Theft — of another student's work for personal use or to disadvantage the rightful owner.
3. Aiding and/or abetting academic misconduct — allowing work, from home or during tests, to be utilized by others; procuring unauthorized materials. If students share their own work with others via any electronic means and another student then uses this work, both students will be considered to have broken the rules.
4. Cheating — using information in any form, paper or electronic, during a test or exam that has not been approved by the subject teacher. This includes having answers written on the student's own person or test approved materials (calculator, eraser, etc.)
5. Plagiarism — the representation of another's words or thoughts as one's own.
6. Copying — homework (with due recognition that homework is often done in groups); major assignments/essays, tests, exams.
7. Purchase and/or wholesale presentation of another's work or doubling (without permission of both teachers) of assignments over more than one subject.
8. Repurposing work without permission — the resubmission of an assignment that was used for another class without speaking to the teacher beforehand.

ATTENDANCE

Student Absences and Missed Classes

Regular class attendance is vital to the learning process. Students who habitually miss classes impact their ability to demonstrate their learning to their teachers, peers and for themselves. Considering our commitment to creating collaborative and engaged learning experience, an absence from class not only impacts a student's individual learning experience, but it may also have implications for their peers in any group assignments/projects.

The Province of Ontario has a compulsory attendance policy. Section 21.1.b of the Education Act reads "every person who attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years."

Parents are required to inform the school if a student will be absent or late. Notification is requested as early as possible. Absences must be emailed to attendance@htsonlinecampus.ca or entered through Edvance; parents should state the student's name, homeroom and reason for the absence. If a student is marked absent and the school is not previously aware of this absence, an automatic email will be sent to the parents.

Teachers will be taking attendance for students in their class . Parents will still receive email notification if their child is not in class if they have emailed about their child's absence ahead of time.

Should a student be excused from attendance, they remain responsible for making up all work missed, whether that absence is on account of illness, medical or other appointments, sports commitments, school-authorized trips or co-curricular activities, or other reasons. Assignments are available online through Canvas, even during extended absences. Communication with the classroom teacher is key to your child's success. In order to be granted a credit in Grade 9-12 courses, students must achieve the expectations of the course as laid out in the appropriate ministry curriculum. Students who cannot complete these expectations by the end of the semester will receive a course failure but may be eligible for credit recovery for the next two years.

Students who exceed 15 unexcused* absences in any course may be subject to academic probation which could lead to not being granted a credit for the course. Students who have 20 or more unexcused absences will not be granted a credit in that course but may be able to recover the credit through the credit recovery process.

*An unexcused absence is defined as an absence for which a student should be in class and does not have a parent or guardian provide a reason for the absence.

As part of our attendance monitoring system, parents receive absence email notifications from the school. Parents will be contacted by the classroom teacher or an administrator when a student's absences become a concern.

For attendance purposes for asynchronous classes students will be required to complete the work for each course as assigned by their teacher. The hours to complete each task will be indicated on Canvas. The non-completion of assigned asynchronous work may result in students being marked absent. Attendance concerns with asynchronous work will be documented and communicated to parents and guardians.

Vacation Absences

The quality of student learning is, in large measure, a function of attendance. Parents are urged to plan vacations so that their children will not miss class or examination time. Requests for absence must be sent to the Principal. Any exemption is at the school's discretion. Students are solely responsible for completing any missed work. If a student misses a scheduled test or examination for this reason, or for any non-emergency medical or dental appointment, a mark of zero may be awarded. Regular attendance is required.

END OF SEMESTER EVALUATIONS

The end of the semester will have an evaluation that signifies the end of the course and is designed to allow students to demonstrate all that they have learned. This could come in many forms and will vary from course to course. If a student feels that they would do better demonstrating their understanding of the material in a different manner than what has been outlined by the teacher, they should immediately meet with their teacher and discuss their options. If a student needs support with this conversation they can connect with the Academic Director.

Missed Final Evaluations

Student absence from a final evaluation for medical reasons must be verified by a doctor's certificate, which must be given to the Academic Director when the student returns. If a student is sick on the day of their scheduled final evaluation, a parent must contact attendance@htsonlinecampus.ca to advise the School of the absence and will be required to provide a doctor's note to the Academic Director.

Concussions and continued concussion symptoms will be dealt with on an individual basis and will follow the Concussion Policy. The School will attempt to reschedule any final evaluations missed by students for a valid reason, either during the final evaluations period or on the first few days thereafter. Doing so may result in a delay in receiving the final report card.

Students absent from final evaluations for any reason other than a medical one must have prior written permission from the Academic Director. Permission will be granted only in exceptional cases and at the sole discretion of the Academic Director.

Dates of examination periods are scheduled a year in advance. Vacation plans must not be made to conflict with the one week set aside at the end of each semester for exams.

Final Examinations

As part of a process that prepares students thoroughly for post-secondary academics, all students will engage in final evaluations, which may or may not include an examination.

Students are required to be familiar with the following expectations:

1. Students can arrive and wait in their virtual classroom designated for their exam.
2. Students must remain silent once the examination begins and wait for announcements.
3. Students may only access the exam materials once they have been invited to do so by a staff member.
4. Students must be properly attired in School uniform.
5. In the virtual examination classroom or require the use of the washroom should raise their hands to attract the attention of their teacher.
6. With the exception of washroom breaks, students may not leave during the examination until at least half the allotted time has passed and not before an invigilator has confirmed receipt of their examination.

7. Cell phones, iPads, wearable technology, or any other wireless or memory capable devices must be turned off and placed out of reach of the student, unless permitted by the teacher.
8. Food and drinks, other than water, are not permitted during the virtual examination.
9. Students with academic accommodations may write in a virtual classroom designated by the Guidance Counsellor
10. Failure to follow these expectations may result in a mark of zero or another penalty.
11. Any exam requiring a calculator will be specified by the teacher of that course. All calculators will be checked when the exam begins.

CONCUSSION POLICY

Concussions are very serious and can often have an effect on a student's ability to focus, remember and concentrate for long hours. HTS Online recognizes the educational value of learning experiences in intramural and inter-school athletics and the health and physical education curriculum. The School is committed to the safety of all students while participating in such activities.

The School's Concussion Policy has five components:

1. Development of Awareness;
2. Prevention;
3. Identification of Concussions;
4. Management Procedures for a Diagnosed Concussion;
5. Training.

In addition to the obligations and procedures under this Policy, the School will also implement and comply with any additional obligations required under Rowan's Law (Concussion Safety), 2018, S.O. 2018, c. 1 and the regulations thereunder ("Rowan's Law").

Recognizing the serious effects that concussions can have on student learning, achievement and well-being, we are committed to working with parents/guardians and community partners to provide appropriate support to prevent and minimize the risk of concussions.

Please inform the school if your child has a concussion or is experiencing symptoms of a concussion. You will be contacted by school staff if your child has a suspected concussion.

For more information, see the [Concussion Policy and Procedures](#).

THE DAILY SCHEDULE AND PERIOD ROTATION

The **2025-2026** School schedule will be shared in this document in January 2025.

Semester Dates

	Starts	Ends	Exam Block
Fall Term	Tuesday, September 2, 2025	Friday, January 16, 2026	Monday, January 19 - Friday, January 23, 2026
Fall Term Break	Monday, November 3, 2025	Friday, November 7, 2025	
Inter-Term Break	Monday, January 26 & Tuesday, January 27, 2026		
Winter Term	Wednesday, January 28, 2026	Friday, June 5, 2026	Monday, June 8 - Friday, June 12, 2026
Winter Term Break	Monday, March 16, 2026	Friday, March 20, 2026	
Inter-Term Break	Thursday, June 18 & Friday, June 19, 2026		
Summer Term	Monday, June 22, 2026	Tuesday, July 28, 2026	Wednesday, July 29 - Friday, July 30, 2026
Summer Closure	Monday, August 3, 2026	Friday, August 26, 2026	

Course Selection Process

The course selection process for the following school year begins in January, with course selection indication due to the student's Guidance Counsellor by the end of February.

In the months of January and February, Student Success will meet with students by grade and individually to explain the course selection and timetabling processes.

Each year, students in Grades 9 through Grade 11 indicate the courses they would like to take the following year on Xello. Student Success will provide comprehensive information to students in Grades 9 through 11, regarding the course selection process and will ensure students understand how to use Xello to select their courses.

To select courses for the upcoming school year students must complete 3 steps:

1. Students must submit their course choices on Xello
2. Students must print off their course selection form from Xello
3. Students must submit their signed course selection form to their Student Success Counsellor

All 3 steps must be followed before course selections will be processed and a course confirmation page be provided on Edvance in the spring.

Course offerings are dependent upon sufficient enrollment and those courses with insufficient enrollment will not be offered. In addition, parents and students need to be aware that the particular mix of courses they wish to take may not be available either because of timetabling, staffing or enrollment. In circumstances when this occurs, Student Success will notify students and parents so that alternative courses can be selected before the close of the school year. There is also an enrollment cap for most courses that necessitates places being allocated on a first come, first served basis.

While the school does its best to honour all course selection requests, it cannot always accommodate all of them. Students are expected to review and research the broad range of courses available and to give careful thought to their selections. A wealth of information is shared with students through subject teachers and Student Success to assist students in making informed choices. A wise choice of courses will facilitate a smooth start to the year and support greater academic success. It is important that students make their course selections in consultation with Student Success and their parents, with input from teachers where required, while bearing in mind their goals for the future.

Student Success will provide confirmation to students regarding the courses into which they have been enrolled for the following year. Students will be able to make changes to their schedule in spring and August for first semester courses and during December for second semester courses. These changes will only be accommodated as long as they fit within the confines of the master schedule, which has been set. Students are also permitted to make changes to their schedule through September. To drop or add a course, students will need the approval of a parent/guardian. Parent approval should come in the form of an email directly to the student's Guidance Counsellor. Once parent approval for a course change (add/drop) request has been received, Student Success will promptly make the requested change and will contact the student if any challenges arise in facilitating the course change.

Please be aware that students whose fees have not been paid or who have not re-enrolled completely will have their course selections removed from the system and may be replaced by students on waiting lists.

Note: Students are not permitted to change courses or sections because of teacher preference, to design a timetable of preference or to be with friends. Every attempt is made to accommodate a balanced schedule for all students.

EXTERNAL COURSES

HTS Online students are expected to take **all of their compulsory and prerequisite courses at HTS Online**. This includes, but is not limited to: the four compulsory English credits (ENL1W, ENG2D, ENG3U, and ENG4U); any Grade 11 mathematics or science course that is a prerequisite for Grade 12; and, any Grade 12 mathematics and science course. Elective courses may be taken through other CIS schools or publically funded schools, all of which offer Ministry of Education approved school credits. Only in situations where a compulsory course is either not offered at HTS Online or there is an individual circumstance (medical, extraordinary external commitment, etc.) preventing enrollment in a course offered at HTS Online, will the school support students who wish to take a course at another institution.

Permission to pursue an outside credit must be granted by the Academic Director and decisions will be made on a case-by-case basis. In order to request approval for an outside credit, please fill out the [Request for Outside Credit form](#).

An Ontario Secondary School Diploma granted by HTS Online must reflect the rigour and standards of our academic program, and be consistent with our expectations, curriculum and assessment practices. We are required to make post-secondary institutions aware of courses taken outside of our program and we have noted that some universities are taking this information into consideration in their academic decision-making. We insist that HTS Online students study core courses at our school to ensure the academic integrity and top quality of our program.

Courses taken outside the school will not be counted towards any academic prizes that are given at HTS Online. It is important to note that post-secondary institutions may not recognize credits earned in a non-campus based program, be they local or international. Students should discuss their academic plans with their Guidance Counsellor.

COURSE LOAD EXPECTATIONS

A maximum of 10 courses (11 courses for Grade 10) is possible each year if students study during all 3 terms (2 courses in the summer term). Any reduction in meeting the minimum course load requirements must be reviewed with their Guidance Counsellor and approved by the Academic Director. Additionally, for those students with a written and implemented Student Success Learning Plan (SSLP) course minimums and maximums may differ.

Grade	Fall Term Course Load	WinterTerm Course Load	Summer Term Course Load
9	<i>Minimum: 4 courses Maximum: 4 courses</i>	<i>Minimum: 4 courses Maximum: 4 courses</i>	<i>Minimum: 2 courses Maximum: 2 courses</i>
10	<i>Minimum: 4.5 courses Maximum: 4.5 courses</i>	<i>Minimum: 4.5 courses Maximum: 4.5 courses</i>	<i>Minimum: 2 courses Maximum: 2 courses</i>
11	<i>Minimum: 3 courses Maximum: 4 courses</i>	<i>Minimum: 3 courses Maximum: 4 courses</i>	<i>Minimum: 2 courses Maximum: 2 courses</i>
12	<i>Minimum: 3 courses Maximum: 4 courses</i>	<i>Minimum: 3 courses Maximum: 4 courses</i>	<i>Minimum: 2 courses Maximum: 2 courses</i>
5th year (optional)	<i>Minimum: 3 courses Maximum: 4 courses</i>	<i>Minimum: 3 courses Maximum: 4 courses</i>	<i>Minimum: 2 courses Maximum: 2 courses</i>

All students enrolled at HTS Online must be full-time students. Depending on the academic term, to be considered a full-time student, you must be enrolled in a minimum of 6 courses throughout the year. You may take up to 10 courses (11 courses for Grade 10).

Note:

*Students in Grade 11 are permitted to have a preparatory period in their schedule. They must, however, bear in mind that 30 credits are required to graduate. Having a “prep” might necessitate enrolling in a summer course.

Students who wish to reach ahead in credits can take up to two courses in the Summer Term.

STUDENT SUCCESS DEPARTMENT

Guidance Counsellor — [Ms. Rupa Mehra](#)

Academic Director — [Ms. Diana Cibrão](#)

The Guidance and Career Education Program

Under the direction of the Head of School and the Principal, the Student Success Centre will develop and implement a guidance and career education program. The goals of this program are to assist students in acquiring the knowledge and skills required to learn effectively, live and work cooperatively and productively with a wide range of people, and set and pursue education and career goals.

The guidance and career education program has three areas of learning — student development (i.e., the development of habits and skills necessary for learning), interpersonal development (i.e., the development of the knowledge and skills needed in getting along with others) and career development (i.e., the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future).

Two of the three areas of learning — student development and interpersonal development — are integrated within the learning skills and work habits described in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools — First Edition, Covering Grades 1 to 12*. For each of the learning skills and work habits, the document provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits.

The third area of learning — career development — helps students reflect critically on their strengths, needs and interests; set goals; and identify learning opportunities and strategies to achieve their goals. The career development competencies are “knowing self,” “exploring opportunities,” “making decisions” and “preparing for change and making transitions.” The policy document *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools* describes these competencies and provides examples of associated behaviours to guide teachers in the integration of these competencies within the delivery of the Ontario curriculum in all disciplines. Schools must offer a range of career exploration activities to support students in the development of these competencies.

Teachers encourage their students to set goals to improve their work and to review the success of their personal efforts and choices. Students track the growth of their career development competencies and plan for their future in an Individual Pathways Plan (IPP; formerly called the Annual Education Plan). Schools are required to put in place a process to support students in Grades 7 through 12 in establishing, reviewing and revising their IPP at least twice a year.

In order to earn an OSSD, all students are required to successfully complete the Grade 10 career studies course. Students may also take additional courses from the guidance and career education curriculum policy document, one of which may count as a compulsory credit in Group 1. The requirements for the guidance and career education program are outlined in *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*.

Student Success and Counselling

The aim of our Student Success Centre is to help students acquire the skills, knowledge and attitudes necessary to know and appreciate themselves and to explore post-secondary options and career alternatives.

Each year, students are interviewed individually to review their academic progress and to plan their program of study. Transcripts of academic credits are also reviewed with the students and discussed in reference to academic and personal goals. As well, parents and students are encouraged to use the reference materials available in the Student Success Centre and Library to help make career and educational decisions. There are a number of excellent post-secondary sites available on the web that may also be of some help. Students and parents can meet with Guidance Counsellors to review resources available.

All students in Grades 9 and 10 will have Student Success appointments arranged for them during the school year. Outside of these arranged meetings, students are encouraged to meet with their Student Success counsellor as many times as they wish, or that may be required for personal and academic support. Students in Grades 11 and 12 are expected to initiate and book at least three appointments, over the course of the year. Students completing Grade 10 and entering Grade 11 and students completing Grade 11 entering Grade 12, must reflect very carefully on their course selections as results from these chosen courses must be included in their university profile. It is critical that Grade 11 and Grade 12 students ensure that they are studying the required courses to meet mandatory entry requirements to the post-secondary programs of their choice. Submission of the required Post-Secondary Research Summary to the Student Success Centre at the end of Grade 11 supports this process. Along with the post-secondary summary template, students are provided a completed sample to support the completion of their post-secondary summary in June of their Grade 11 year.

ELL

English Language learners are defined as students whose first language is a language other than English or is a variety of English that is significantly different from the variety used for instruction in Ontario Schools. Students who have been educated in a language other than English, will be provided extra time and a translation tool on all assessments as deemed necessary. “Deemed necessary” will be based on a prior discussion and review by the admitting Admissions Director, Academic Director and Student Success. If a student is identified as an ELL learner and it is deemed necessary to provide added and specific academic support, the decision to add support (in the form of extra time and a translation tool) will be communicated to the student’s subject teacher and Student Success.

LIBRARY AND COMMUNITY RESOURCES

HTS Online aims to provide both staff and students with convenient digital access to our library, facilitated by our skilled library technician. Additionally, we collaborate with external partners to ensure a comprehensive learning experience that caters to the diverse needs of our learners. Our extensive alumni network and community partnerships, both local and global, will play a significant role in fostering a strong community, facilitating the exchange of knowledge and experiences among our learners, and enhancing their educational journey. Moreover, we actively encourage faculty and students to directly engage with local services and community partners, including the resources available through local public library systems, in order to expand their access to information and enrich their available resources.

UNDERSTANDING COURSE SELECTION

Course Levels and Codes

The Ministry of Education requires the use of a five (5) digit code which will indicate the area of the curriculum in which the course belongs, the subject, the grade level at which the course is usually taken and the type of course.

1st Digit: Curriculum Area

A - Arts	F - French	P - Health & Physical Education
B - Business Studies	H - Humanities and Social Studies	S - Science
C - Canadian & World Studies	I - Information Science	T - Technological Studies
E - English	M - Mathematics	

2nd and 3rd letter: Subject

SBI – Biology, SCH – Chemistry, SPH – Physics, FSF – Core French as a second language, ENG - English

4th Digit: Grade/Year Level

1- Grade 9, 2 - Grade 10, 3 – Grade 11, 4 – Grade 12

5th Letter: Course Type

In Grade 9 and 10, core courses are designated as Academic (D) or De-Streamed (W), and non-core courses are designated as Open (O). Very few courses of the Applied (P) type will be offered by HTS Online. In Grades 11 and 12, courses will be coded according to the post-secondary destination of the student. University Preparation (U), University and College Preparation (M), College Preparation (C) or Open (O) are the prescribed course types. For our Extended French Certificate program, an (E) will designate courses in that program.

Note: HTS Online will offer Grade 11 and 12 courses of the U type unless the Ministry has decreed that the course may only be offered at the M or O type in a particular subject area. The latter is the case for all courses in the Arts, Business and Technological Education, and for some courses in Canadian and World Studies, Humanities and Environmental Science, in grades 9 and 10. Other courses geared towards college (C) or the workplace (W) only will not be included in the HTS Online program.

Grade Level Courses of Study

Grade 9 Level Programs

Eight (8) courses constitute a standard load — no preparatory periods are permitted. At HTS Online all Grade 9 students must take the Introduction to Business (BBI1O) or Launching and Leading a Business (BEP2O) course. This course satisfies the Group 2 (see page 21) requirements and provides an entrepreneurial experience for all students.

	Courses	Code	Credit	Courses	Code	Credit
Compulsory (7)	English	ENL1W	1	Launching and Leading a Business (Group 2)	BEP2O	1
	Science	SNC1W	1	Healthy Active Living	PAF1O	1
	Exploring Canadian Geography	CGC1W	1	French	FSF1D	1
	Mathematics	MTH1W	1			
Elective (1)	Visual Arts - Digital Media	AWS1O	1			

Grade 10 Level Programs

Eight (8) courses constitute a standard load — no preparatory periods are permitted. Civics and Careers will be taken as modules throughout the year

		Courses	Code	Credit
Compulsory (6)		English	ENG2D	1
		Science	SNC2D	1
		Canadian History	CHC2D	1
		Principles of Mathematics	MPM2D	1
		Career Studies	GLC2O	0.5
		Civics & Citizenship	CHV2O	0.5
		Health and Physical Education	PAF2O	1
Electives (3) Organized by Grouping see page 21	Group 2	Media Arts	ASM2O	1
		Digital Technology and Innovations in the Changing World	ICD2O	1
	Group 3	Technological Design and the Skilled Trades	TDJ2O	1

Grade 11 Level Programs

Eight (8) courses constitute a standard load. Students may take 7 courses as a minimum.

- Compulsory (3 to 5) — at least one (1) from each category unless the diploma requirements have already been met in Grade 10 (refer to page 11).
- Electives (at least 3) — check the course prerequisites carefully.
- Students are permitted 1 preparatory period.
- Exceptions may be reviewed with/granted to a student with a Senior School Learning Plan (SSLP). The Academic Director as advised by the Director of Student Success may grant exceptions.
- Students should be paying special attention to what they have to take to satisfy their groupings if they have any left to fill with their elective options.

		Courses	Code	Credit
Compulsory (2)		English	ENG3U	1
		Mathematics Functions (required for MHR4U and MCV4U) OR Functions and Applications (serves as a prerequisite for MDM4U only)	MCR3U OR MCF3M	1
Electives (5) Organized Grouping by	Group 1 English (in addition to the 4 required English courses) OR Social Sciences and the Humanities (if not taken in grade 10) OR Canadian and World Studies (if not taken in grade 10)	World History to the end of the 15th century Understanding Canadian Law The Individual and the Economy Introduction to Anthropology, Psychology & Sociology	CHW3M CLU3M CIE3M HSP3U	1
	Group 2 The Arts OR Business Studies	Media Arts Entrepreneurship: The Venture	ASM3M BDI3C BMI3C	1

	Health and Physical Education	Marketing: Goods, Services, Events	BAF3M	
	OR Health and Physical Education	Financial Accounting Fundamentals Healthy Living and Personal and Fitness Activities	PAF3O	
	Group 3			1
	Computer Studies	Introduction to Computer Science	ICS3U	
	OR	Science, Biology	SBI3U	
	Science	Science, Chemistry	SCH3U	
	OR	Science, Physics	SPH3U	
	Technological Education (if not taken in grade 10)	Computer Engineering Technology	TEJ3M	

Grade 12 Level Programs

- Six (6) courses are required, depending on students' intended post-secondary course of study. The minimum course load a student can carry in Grade 12 is 6 courses (3 per semester) and for students pursuing an international education, 7 courses may be recommended during the Grade 12 year. If students are seeking admission to competitive US or UK universities, it is advisable to ensure a minimum of 6 courses are completed during the Grade 12 year irrespective of whether or not they have more than the required 30 credits to receive their OSSD.
- English (ENG4U) is the only course that is compulsory for graduation and required for all post-secondary programs. All students will be enrolled in ENG4U automatically and may only withdraw from the course if they have taken it during the summer at HTS or by another approved program.
- Other courses may be a prerequisite or highly recommended for certain programs at some post-secondary institutions. Students and their parents are responsible for ensuring that the Ontario Secondary School Diploma requirements (see page 11) have been met by graduation, and should consult the Academic Calendars of the post-secondary institutions to which they plan to apply.
- All students and their parents should meet with their Student Success counsellor prior to choosing their courses of study.
- Exceptions may be reviewed with/granted to a student with a Student Success Learning Plan (SSLP) The Academic Director in discussion with the the Director of Student Success may grant exceptions.

- All three groupings for graduation should be satisfied by Grade 12 (see page 26). Students can confirm the completion of required course groupings with their Student Success counsellor.

		Courses	Code	Credit
Compulsory (1)		English	ENG4U	1
Electives (7) Organized Grouping	Group 1	Ontario Secondary School Literacy Course	OLC4O	1
	English	Writer's Craft	EWC4U	
	OR	Challenge and Change in Society	HSB4U	
	Social Sciences and the Humanities (if not taken in grade 10)	Equity and Social Justice: From Theory to Practice	HSE4M	
	OR	World History since the 15th century	CHY4U	
	Canadian and World Studies (if not taken in grade 10)	Canadian and International Law	CLN4U	
		Analysing Current Economic Issues	CIA4U	
		World Issues: A Geographic Analysis	CGW4U	
	Group 2	Media Arts	ASM4M	1
	The Arts	International Business Fundamentals	BBB4M	
	OR	Business Leadership: Management Fundamentals	BOH4M	
	Business Studies	Financial Accounting Principals	BAT4M	
	Health and Physical Education	Introductory Kinesiology	PSK4U	
	OR	Recreation and Healthy Active Living Leadership	PLF4M	

	Group 3 Computer Studies OR Science OR Technological Education (if not taken in grade 10)	Computer Science Science, Biology Science, Chemistry Science, Physics Computer Engineering Technology	ICS4U SBI4U SCH4U SPH4U TEJ4M	1
Other Electives		Advanced Functions Calculus and Vectors Mathematics for Data Management	MHF4U MCV4U MDM4U	1

Course Change Policy

Any requests for change must be made through the Student Success Centre and require the approval of a parent/guardian in the form of an email directly to the student's Guidance Counsellor with the provision of a course change form. Approval, in the form of an email directly to the student's Guidance Counsellor is required before any course change can be processed and a new schedule provided. Students are required to attend all classes in their original timetable until any requested course change has been processed by the Student Success Centre and a new schedule has been issued posted to Edvance. Course changes for Semester One must be made by 4:00pm on Friday, September 5, 2025, and a new course may not be commenced after Friday, September 12, 2025. Course changes for Semester Two courses must be made by 4:00pm on Friday, January 26, 2026, and a new course may not be commenced after this date.

A withdrawal from any course must first be discussed and approved by a Guidance Counsellor and the student's parents. An email must be completed by a parent and forwarded to the student's Guidance Counsellor to include parent and student. Once this process is complete a new schedule will be provided to reflect any requested change(s).

The withdrawal from a Grade 11 or 12 course must be, according to Ministry policy, recorded on the student's transcript along with the grade achieved at the time of withdrawal unless they withdraw less than five instructional days following the issue of the first provincial report card. Withdrawal from any Grade 9 or 10 courses will not be recorded on the student's transcript.

DAY PROGRAMMING ACADEMIC YEAR

COURSES OF STUDY AND COURSE DESCRIPTIONS

All course outlines are available on *Edvance*. Detailed curriculum policy documents are posted on the [Ministry of Education's website](#).

THE ARTS

The Place of the Arts in the Curriculum

Experience in the arts plays a valuable role in the education of all students. Through participation in the arts, students can develop their creativity, learn about their own identity and develop self-awareness, self-confidence and a sense of well-being. Learning through the arts develops many skills, abilities and attitudes that are critical in the workplace — for example, communication and problem-solving skills; the ability to be creative, imaginative, innovative and original; the ability to be adaptable and to work with others; and positive attitudes and behaviours. The arts nourish the imagination and develop a sense of beauty, while providing unique ways for students to gain insights into the world around them. Through studying works of art from various cultures, students deepen their appreciation of diverse perspectives and develop the ability to approach others with openness and flexibility. All of the arts communicate through complex symbols — verbal, visual and aural — and help students understand aspects of life in different ways. Students gain insights into the human condition through exposure to works of art. They can imagine what it would be like to be in the same situation as a character in a play, an opera or a painting, and try to understand that character's point of view. They identify common values, both aesthetic and human, in various works of art, and in doing so, increase their understanding of others and learn that the arts can have a civilizing influence on society. In producing their own works, students communicate their insights while developing artistic skills and aesthetic judgment. Since artistic activities are closely connected to play and human interaction, students experience a sense of wonder and joy when engaged in the arts, which can motivate them to participate more fully in cultural life and in other educational opportunities.



Grade 9 Visual Arts - Digital Media — AWS10

Prerequisite: None

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

This course is taught with a focus on Digital Media.

Media Arts Program



Overview of the Media Arts Program

Media Arts opens the world of filmmaking up to students to facilitate student agency. It allows students to create, analyse and appreciate all that goes into creating the visual media that they consume. From an introduction to filmmaking in Grade 10 to the creation of a full length film in Grade 12, students will think critically and create collaboratively. They will learn about and explore all aspects of making a film and the roles of the people who create these visual stories. Students will work with professional grade equipment, and engage with professionals from the field, to allow a window into what is happening right now in the world of film and filmmaking. In our Grade 11 and 12 Media Arts classes, students will be provided with the opportunity to engage in interactive workshops with leading global industry professionals from around the world and go on behind the scenes tours of film studios. Media Arts provides a voice and a medium through which students can tell their stories and express their thoughts on the world they live in.

Grade 10 Media Arts — ASM2O

Prerequisite: None

Lights! Camera! Action! Grade 10 Media Arts takes a look at all aspects of the film and television world. It is a fun and innovative course in which you will explore directing, documentary film-making, cinematography, editing, lighting and sound. In each of these units you will be challenged to create your own pieces that range from commercials to music videos and personalized documentaries. There will be the opportunity to study with working professionals and see how your new skills and techniques apply to the film and television industry. Media Arts provides the opportunity to work with industry specific technology, from different editing software to cameras, microphones and lights. A project-based learning course, Media Arts will have you working hands-on, creating and developing throughout the year.

Grade 11 Media Arts — ASM3M

Prerequisite: ASM2O

And we're rolling! From the page to the stage, from the script to the screen, Grade 11 Media Arts expands on your knowledge of all aspects that go into making a movie. A fun and innovative course, you will continue to perfect your skills in acting, directing, script writing, cinematography, editing, lighting and sound. In each of these units you will be challenged to

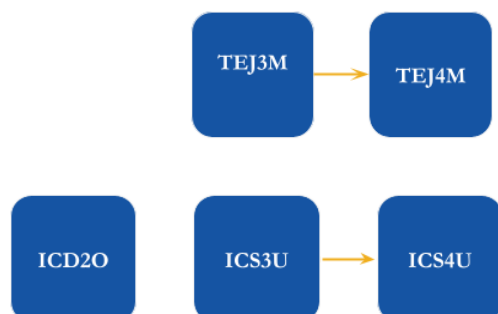
apply your skills in the creation of a variety of cinematic pieces, and learn from industry professionals how what you have learned is applied in the real world. Media Arts provides the opportunity to work with industry specific technology, from different editing software to cameras, microphones and lights. A project-based learning course, Media Arts will have you working hands-on, creating and developing throughout the year, culminating in the creation of your own short film.

Grade 12 Media Arts — ASM4M

Prerequisite: ASM3M

“That’s a wrap!” This final course in your filmmaking journey emphasizes the refinement of your filmmaking skills through the creation of a thematic cinematic work. You will create a film that expresses your views on contemporary issues, thus building a portfolio that is suitable for either post-secondary or career applications. This project-based learning class will facilitate student choice, agency and personalization to achieve your goal of creating a film project rooted in your vision and voice by the end of the year.

COMPUTER STUDIES & TECHNOLOGY EDUCATION



Overview Of The Computer Studies & Technology Education Program

The Technological Education program at HTS Online consists of computer studies courses. Computer studies courses are concerned with how computers represent concrete and abstract objects, and how they receive and process instructions to manipulate these objects.

Technological innovation influences all areas of life, from the actions of individuals to those of nations. It addresses basic human needs and provides the tools and processes for the exploration of both the known and the unknown world.

The power of technology, its pervasiveness, and its continual advances demand students understand and use it responsibly while becoming problem solvers who are self-sufficient, entrepreneurial, and technologically literate. They must become critical and innovative thinkers, able to question, understand and respond to the implications of technological innovation, as well as to find solutions and develop products.

Technological education focuses on developing students' ability to work creatively and competently with technologies that are central to their lives. Their development as technologically literate individuals throughout elementary and secondary school enhances their success in post-secondary studies and in the workplace.

Grade 10 Technological Design and the Skilled Trades — TDJ2O

Prerequisite: None

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.

Grade 10 Introduction to Computer Science: University — ICD2O

Prerequisite: None

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

Grade 11 Computer Engineering Technology — TEJ3M

Prerequisite: None

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Grade 11 Introduction to Computer Science — ICS3U

Prerequisite: None

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Grade 12 Computer Engineering Technology — TEJ4M

Prerequisite: Grade 11 Computer Engineering Technology, TEJ3M

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

Grade 12 Computer Science — ICS4U

Prerequisite: Grade 11 Introduction to Computer Science, ICS3U

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

OVERVIEW OF THE GLOBAL STUDIES DEPARTMENT

Business, Career and Civic Education, Geography, History, Social Sciences, Humanities and Interdisciplinary Studies

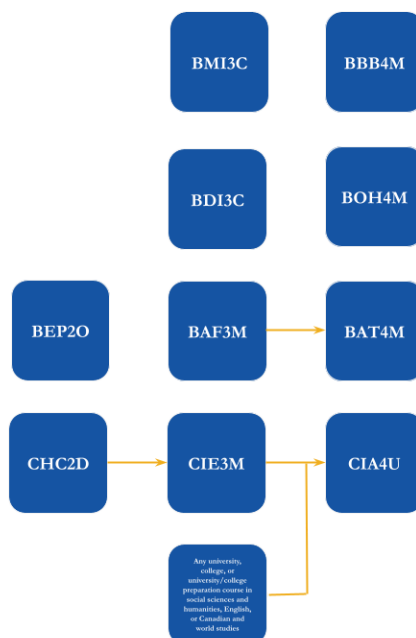
The Global Studies Department encompasses Business, Civics/Careers, Geography, History, Humanities, Social Sciences and Interdisciplinary Studies. It also includes many of the courses offered in our extended French program. The Global Studies Department is a team of committed teachers and learners exploring the connections between individuals, groups, societies, geography and time in terms of ideas, structures and methods of interaction including politics, psychology, economics and anthropology.

No matter if your future career choice is in medicine, law, engineering or arts, we are an exciting and ever changing interdisciplinary department that will give you an opportunity to explore the broad impacts of globalization on your life, to foster empathy and acceptance for others in our society, and to delve into what it means to be socially ethical, responsible citizens in our society and beyond. By studying past, current and future prospects, you will develop your skills in the areas of research, literacy, reasoning, creativity and oral communication while pondering critical thinking questions of challenges and changes in life, culture, language, law, bias, human rights, financial power, social justice, civic engagement and social responsibility.

In the Business courses, you will be taught the transferable economic and financial concepts and skills needed in today's competitive markets. You will explore the importance of global awareness of entrepreneurs, marketing and the greater financial influence they have in the global community. You will learn business concepts and financial literacy as you sharpen your skills through research and discussion on current events in the dynamic global economic environment.

In our History, Geography and Humanities courses you are encouraged to see connections between your lives and the lives of others. Global Studies courses reflect the interconnectedness of our society and guide students in understanding many questions: How can we have peace in our society? Why are we here? How do I as a consumer influence the lives of others? Where do we come from and where are we going? Why should we care? How do we survive the changes of the past and the present? What does it mean to be Canadian? Who came before us and how do they still influence our everyday lives? What is our place in the world and how do we fit? How can I be a responsible citizen of the world?

Business and Economic Stream



Grade 10 Launching and Leading a Business — BEP2O

Prerequisite: None

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

Grade 11 Financial Accounting Fundamentals — BAF3M

Prerequisite: None

It is said that money “makes the world go around.” In fact there is some truth to this as there are financial consequences to most life decisions that individuals make. This course will give you insight into the world of financial accounting where you will learn basic accounting principles along with how to prepare a set of manual and computerized financial records, and financial statements for service and merchandising businesses. In addition, you will gain useful life skills such as basic spreadsheet techniques, learning how to interpret and analyze a set of financial statements and how to reconcile a personal and business bank account. If you complete this course, you will be well prepared for the financial aspects of any future secondary or post-secondary courses.

Grade 11 Entrepreneurship: The Venture — BDI3C

Prerequisite: None

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Grade 11 Marketing: Goods, Services, Events — BMI3C

Prerequisite: None

Do you ever wonder what drives you to purchase certain products over others, or why some companies advertise using social media while others spend millions on national campaigns? If these are questions that interest you, then the Grade 11 Marketing class is a great place for you to start. In this course, you will be introduced to the fundamental and exciting concepts involved with marketing. Some of the topics you will cover are marketing of goods, services and events, and how these are connected to and influenced by trends, issues, global economic change and information technology. You will have the opportunity to explore the influences on consumer habits when you engage in creating your own marketing plan for a product, service or event of your choice!

Grade 11 The Individual and the Economy — CIE3M

Prerequisite: CHC2D

The Grade 11 Economics course clarifies the fundamental objective of economics, which is to understand how human behaviour interacts with and impacts upon society's scarce resources. The course will give you the tools you need to examine the ever-changing Canadian economy, and to appreciate your own role as an economic agent. Students learn to simulate the larger economic reality within economic models, and to use these models to understand a variety of economic phenomena. Moreover, you will learn to view economic activity as interactions between stakeholders, such as consumers, producers and governments. Finally, you will practise applying your critical-thinking and communication skills, and the methods of economic inquiry, to make and defend informed economic decisions.

Grade 12 International Business Fundamentals — BBB4M

Prerequisite: None

With technology and other factors “flattening the world” and levelling the global playing field, this course positions students well for post-secondary programs in business, including international business, marketing and management. Through the extensive use of case studies and other interactive techniques, you will gain an in-depth understanding of the complex dynamics involved in the running of an international enterprise, including marketing, distribution, operations and strategic management.

Grade 12 Business Leadership: Management Fundamentals — BOH4M

Prerequisite: None

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, the motivation of employees and strategic planning. Effective business communication skills, ethics and social responsibility are also emphasized.

Grade 12 Financial Accounting Principles — BAT4M

Prerequisite: Grade 11 Accounting, BAF3M

“Taking it to a higher level” in an accounting sense is what this course is all about. If you are serious about majoring in business in university, you should consider this course. Our successful graduates with Grade 12 accounting have reported that they had a distinct advantage over their fellow first year university accounting peers. A deeper look is taken at all the major balance sheet categories, along with a more analytical study of computer accounting, financial analysis and financial ethics. In addition, you will expand your knowledge to include accounting for different sources of financing, along with a detailed look at accounting for partnerships and corporations.

Grade 12 Analyzing Current Economic Issues — CIA4U

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

The Grade 12 Economics course investigates the nature of economics, paying particular attention to the mechanics of the market system. In addition, the methods of government intervention that tend to be applied within a modern, mixed economic system are also explored. You will have the opportunity to learn to use the tools of economic analysis to examine a number of economic theories and to perform your own original research. You will also use economic inquiry and communication skills to make informed judgments about a variety of economic issues. The course is divided between two large bodies of material under the categories of "microeconomics" and "macroeconomics." Microeconomics explores how consumers and producers interact in markets in an effort to maximize their utility and profit. Macroeconomics explores competing schools of thought regarding the best ways to measure and guide the overall economic activity within and between nations.

Civics and Career Education Stream



CHV2O

GLC2O

Grade 10 Career Studies (0.5 Credit) — GLC2O

Prerequisite: None

Are you uncertain about what you want to study at university? Do you feel like others seem to know what they want to do with the “rest of their lives” and wonder how they know? Would you like an opportunity to begin to explore university programs and career options that will bring you satisfaction and happiness? Do you hear buzz words like resume, job readiness, interview skills and wonder what it all means? Get ready - this course was designed for you! Career Studies was developed with two goals in mind — to introduce students to the world of work, the world outside of academics and to the many exciting opportunities that await them regarding post-secondary education and beyond.

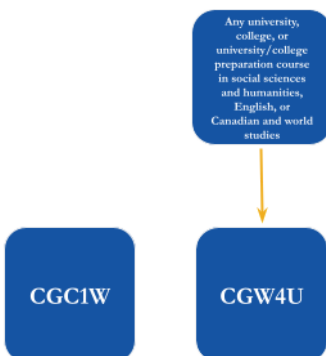
Career Studies is a very practical hands on course; it is all about you — your interests, values, goals and learning. This course will not only guide students to explore university and career options, it will also effectively prepare them to land their first or second part-time job — guaranteed! Whether you are already employed or have never been employed, have too many ideas about your future, or none, every student will gain valuable skills and information, which can be readily applied in the “real world.” Come to the course prepared to learn and have fun, all while getting a plan in place for your future.

Grade 10 Civics and Citizenship (0.5 Credit) — CHV2O

Prerequisite: None

Do you love to debate, or love to research interesting topics such as climate change, music, media and sports? Well, this is the course for you. Not only do you have to bring your courage to speak up and share what you are thinking in regards to issues in the world, in Canada and even in our school, you will also develop your research and writing skills so that you are a strong advocate for the things that matter the most to you. Citizenship is not only a privilege and right, but also a responsibility. Being a citizen is an active process where individuals co-exist and contribute to society as a whole. Participating in civic life contributes to the development of your identity, respect for others and a moral compass that not only guides you in your personal existence, but in ways you decide to participate in society at a local, national and global level.

Geography Stream



Grade 9 Exploring Canadian Geography: Destreamed — CGC1W

Prerequisite: None

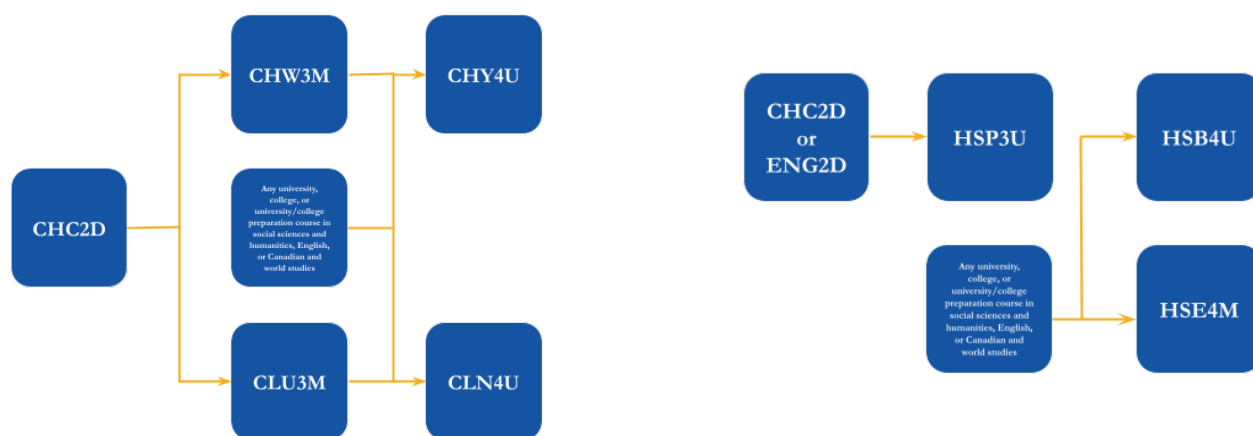
This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics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

Grade 12 World Issues: A Geographic Analysis — CGW4U

Prerequisite: Grade 9 Issues in Canadian Geography, Academic or Applied

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

History and the Humanities



History Stream

Grade 10 Canadian History Since World War I: Academic — CHC2D

Prerequisite: None

Canada today is a far different place than it was in 1914. How much has Canada changed over the last 108 years? Why did these changes take place? You will explore the impact of two World Wars, the Depression and the Cold War on Canadian domestic attitudes and

international stature. You will examine how changing demographics have altered our cultural, gender and social assumptions. By examining the key events of this period, you will appreciate the effort made by individuals and institutions to develop a society that today is recognized for being one of the top nations in the world in which to live.

Grade 11 World History to the End of the Fifteenth Century — CHW3M

Prerequisite: Grade 10 Canadian History Since World War I, Academic or Applied

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Grade 11 Understanding Canadian Law — CLU3M

Prerequisite: Grade 10 Canadian History Since World War I, Academic or Applied

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Grade 12 World History since the Fifteenth Century — CHY4U

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

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

Grade 12 Canadian and International Law — CLN4U

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

This course traces the evolution of the western legal system from its early roots in Greek and Roman antiquity, through the development of its more modern European and Western traditions. Canada's current legal system is explored through units on constitutional law, criminal law and human rights. Canada's role as a nation state within the larger global context is explored in our unit on international law. You will learn to use tools of legal analysis to dissect and interpret cases, and will develop your critical-thinking and communication skills in order to both challenge and defend a variety of legal positions. You will also have the exciting chance to conduct original research and then present and disseminate the results of your inquiries in a variety of ways.

Humanities Stream

Grade 11 Introduction to Anthropology, Psychology & Sociology — HSP3U

Prerequisite: ENG2D or CHC2D

Who are we? Why do we do what we do? What is the impact of our decisions? The study of Anthropology, Psychology and Sociology will provide insight into these and other questions that shape human nature. Much of what you hear about human behaviour is really myths and misconceptions, which are often described as common sense. Throughout this course, you will challenge these myths by exploring the theories of Social Scientists and relating them back to your experiences. You will gain a better appreciation and understanding of the citizens of the world through the examination of the disciplines of Anthropology, Psychology and Sociology.

Grade 12 Challenge and Change in Society — HSB4U

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

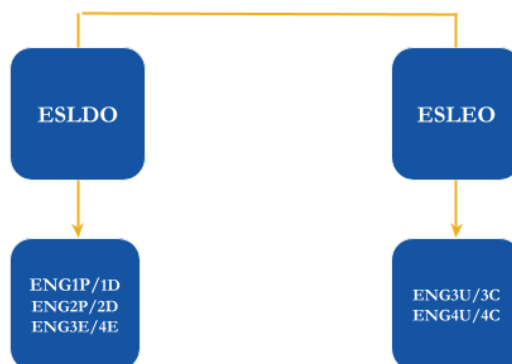
This course focuses on the use of social science theories, perspectives and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs and behaviour, and their impact on society. Students will critically analyse how and why cultural, social and behavioural patterns change over time.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

Grade 12 Equity and Social Justice: From Theory to Practice — HSE4M

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

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.

ENGLISH AS A SECOND LANGUAGE



Overview of the English as a Second Language Program

The ESL and ELD curriculum is based on the belief that broad proficiency in English is essential to students' success in both their social and academic lives, and to their ability to take their place in society as responsible and productive citizens. The curriculum is designed to provide English language learners with the knowledge and skills they need to achieve these goals. Its aim is to help students become successful English language learners who can:

- use English to communicate effectively in a variety of social settings;
- use English to achieve academically in all subject areas;
- take charge of their own learning, independently and in groups;
- select and use effective learning strategies;
- integrate confidently into mainstream courses;
- use English effectively to advocate for themselves in all areas of their lives;
- make a successful transition to their chosen postsecondary destination (work, apprenticeship, college, university);
- function effectively in a society increasingly committed to the use of information technology;
- use critical-literacy and critical-thinking skills to interpret the world around them;
- participate fully in the social, economic, political, and cultural life of their communities and of Canada.

English as a Second Language, Level 4 — ESLDO

Prerequisite: None, but a diagnostic assessment will be performed to ensure that students are placed in the appropriate level.

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in

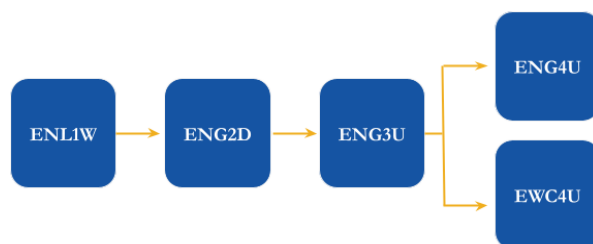
discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

English as a Second Language, Level 5 — ESLEO

Prerequisite: None, but a diagnostic assessment will be performed to ensure that students are placed in the appropriate level.

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

ENGLISH



Overview of the English Program

Literacy development is a communal project, and the teaching of literacy skills is embedded across the Ontario curriculum. However, it is the English curriculum that is dedicated to developing the knowledge and skills on which literacy is based — that is, knowledge and skills in the areas of listening and speaking, reading, writing, and viewing and representing.

Language development is central to students' intellectual, social, cultural and emotional growth, and must be seen as a key component of the curriculum. When students learn to use language, they do more than master the basic skills. They learn to value the power of language and to use it responsibly. They learn to express feelings and opinions, and to support their opinions with sound arguments and evidence from research. They become aware of the many purposes for which language is used and the diverse forms it can take to serve particular purposes and audiences. They learn to use the formal language appropriate for debates and essays, the narrative language of stories and novels, the figurative language of poetry, and the technical language of instructions and manuals. They develop an awareness of how language is used in different formal and informal situations. They come to understand that language is an important medium for communicating ideas and information, expressing worldviews, and realizing and communicating artistic vision. Students learn that language can be not only used as a tool but also appreciated and enjoyed.

Language is the basis for thinking, communicating, learning and viewing the world. Students need language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate with clarity and precision will help students to thrive in the world beyond school.

Language is a fundamental element of identity and culture. As students read and reflect on a rich variety of literary, informational and media texts, they develop a deeper understanding of themselves and others and of the world around them. If they see themselves and others in the texts they study, they will be more engaged in learning and they will also come to appreciate the nature and value of a diverse, multicultural society. They will develop the ability to understand and critically interpret a range of texts and to recognize that a text conveys one particular perspective among many.

Language skills are developed across the curriculum and, cumulatively, through the grades. Students use and develop important language skills as they read and think about topics, themes and issues in various subject areas. Language facility helps students to learn in all subject areas, and using language for a broad range of purposes increases both their ability to communicate with precision and their understanding of how language works. Students develop flexibility and proficiency in their understanding and use of language over time. As they move through the secondary school program, they are required to use language with ever-increasing accuracy and fluency in an expanding range of situations. They are also expected to assume responsibility for their own learning and to apply their language skills in more challenging and complex ways.

The English program and course offerings at HTS Online offer all students the opportunity to attain the necessary skills and knowledge required to be a literate member of the communities of the 21st century.

Grade 9 English — 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.

Grade 10 English — ENG2D

Prerequisite: Grade 9 English, Academic or Applied, ENG1D

Building on the skills developed in the Grade 9 English course, this class will encourage your creative and critical thinking abilities to blossom while providing an understanding of what it means to write and to be a writer. As well, in light of the crucial conversations our society has recently undertaken, this course will explicitly, critically and intentionally engage with questions of race, encouraging you to expand your own awareness of the roles of these questions in your own life. The central focus of this course are the questions: “How can

literature shape, challenge, or reinforce our understanding of race and identity?" and "How do our race and identity shape us as readers and inform our responses to texts?" As you read novels, poetry and plays from various periods, countries and cultures, you will specifically examine how authors employ a variety of strategies to capture your attention, inspire learning, motivate creativity and elicit emotion. Essentially, we will be exploring how an effective writer allows us to experience our own identities — racial and otherwise — alongside those of others, and to develop empathy and awareness in our approaches to issues of social justice. Lectures, group work, Harkness discussions and individual responses will help you develop your ability to speak, read and write about literature in new and meaningful ways. An Independent Reading Assignment will provide you with the opportunity to showcase your understanding of this course's essential questions, the strategies of effective writers and individualize your learning experience. Through essays and creative writing, presentations, performances and media, this course will help you develop the communication skills needed for success in the Grade 11 university or college preparation course.

Grade 11 English — ENG3U

Prerequisite: Grade 10 English, ENG2D

Building on the skills developed in the Grade 10 English course, ENG3U pushes you to apply your creative and critical thinking abilities to more challenging literary texts. The overarching questions we will explore in our course are: In what ways are texts (in the broadest sense) the lens through which we see and interact with the world around us? How are texts a study of humanity and its representation of itself? What are the cultural and aesthetic impacts of texts and how do we critically evaluate them? How can we create texts that are reflective of our learnings while being personal and meaningful to ourselves? As we critically read a variety of novels, poetry, short stories, memoirs and even “comedic” plays from various periods, countries and cultures, you will apply the lens of critical theory, focusing on specific themes, character development and writing style. As we move through the course, we will consider the fact that literacy is about more than reading and writing — it is about how we communicate in society. It is about relationships, knowledge, language and culture. When we learn how to communicate, to read, listen, view, speak, write and represent effectively, we can make meaningful connections to ourselves and the world around us. Broadly, we will be empowered to critically interpret, question, assess and evaluate language in order to reach our fullest potential as human beings and to become responsible citizens of the world.

Grade 12 English — ENG4U

Prerequisite: Grade 11 English, ENG3U

Framed within a provocative and year-long discussion about the notion of truth within storytelling, the full-year 4U course offers every HTS student the chance to hone the skills necessary for greater success in all post-secondary studies. Designed to maximize the independent efforts of each individual learner, this course puts a premium on discussion, creativity and critical thinking. Students work within broad units to make and find their own personal meaning in both teacher and student-selected texts. They are required to demonstrate and refine the reading, writing and critical thinking skills they have acquired in the first three years of high school. Students read from new narrative models, mediums and genres — including literary nonfiction, epic theatre and film — broadening the scope and range of their literary experience. A final ISP will ask students to reflect on their engagement

with the entirety of the course, and on scholarly research they find to be illuminating, in the context of a scholarly critical essay.

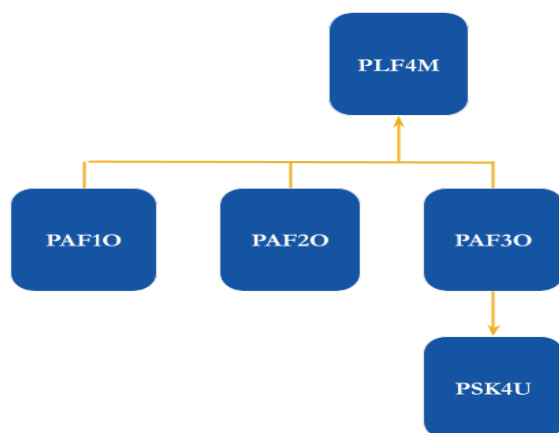
Grade 12 English - The Writer's Craft — EWC4U

Prerequisite: Grade 11 English, ENG3U

Do you love writing? If you want to spend time discovering your writing voice, Writer's Craft is the perfect course to help you do just that. Without the pressure of writing essays or analyzing longer texts, you will be able to spend your time writing creatively and confidently within multiple genres. The focus of the various units is largely driven by student choice, but could certainly include poetry, creative non-fiction, dialogue and short stories. At the heart of the course is the workshop where students share their work and provide unflinching, constructive and detailed feedback for each other, creating a cohesive and collaborative community of writers who propel each other to work better. No skill or experience is required here; a love of words and a willingness to try new things are all that is needed. This is a course for students who love to write but might also appeal to those who simply want to discover the joys of writing beyond the essay.

Note: This course cannot be used to meet the OSSD requirement of ENG4U. It is an elective course.

HEALTH AND PHYSICAL EDUCATION



Overview of the Health and Physical Education Program

Video: [Overview of the Health and Physical Education Program](#)

The Health and Physical Education program promotes healthy active living education. These courses emphasize regular participation in a variety of enjoyable physical activities that will improve students' fitness and health while promoting lifelong active living. The courses in the curriculum address relevant health issues and provide a vehicle for students to learn and apply decision-making, social and group team-building skills. Issues investigated in healthy living include healthy growth and sexuality, mental health, personal safety and injury prevention, drug abuse, nutrition and CPR.

Grade 9 Personal and Fitness Activities — PAF1O

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.

Grade 10 Personal and Fitness Activities — PAF2O

Prerequisite: None

This exciting course will provide you with the opportunity to participate in a broad range of physical activities that can be used to maintain or improve your personal fitness. Interval training, yoga, self-defence, weight training and fitness skills are developed. You will develop and revise your own fitness programs and goals throughout the year. The health units (nutrition, substance use and abuse, and sexuality) will teach students the tools necessary to lead a healthy lifestyle.

Grade 11 Personal and Fitness Activities — PAF30

Prerequisite: None

This exciting course focuses on the development of a personalized approach to health and wellness. You will study the importance of nutrition and healthy eating, anatomy and physiology of the body, the importance of a healthy body image, and different techniques to improve your fitness, health, and overall well-being. Throughout the course you will participate in a variety of fitness and conditioning activities that will inform, and inspire you to take a step towards building positive, and life-long relationships with health and fitness. You will develop and implement personal physical fitness plans in accordance with the components of fitness and work towards developing a greater understanding of the important role physical activity has on health and wellness.

Grade 12 Personal and Fitness Activities — PAF40

Prerequisite: None

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. 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.

Grade 12 Recreation and Healthy Active Living Leadership — PLF4M

Prerequisite: Any Health and Physical Education Course

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

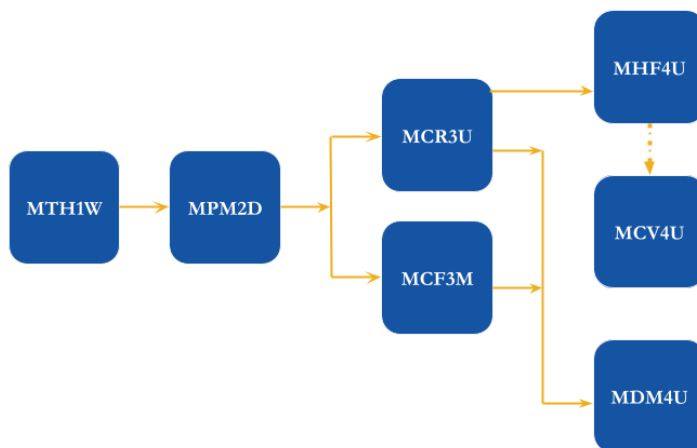
Grade 12 Introductory Kinesiology — PSK4U

Prerequisite: Grade 11 PAF30 or any Grade 11 Science

What human systems are involved with athletics and performance? You will learn about the major bones, muscles, the heart and lungs and how they are related. You will visit and examine human cadavers at Guelph University, and learn how to manage injury in taping labs. Biomechanics, factors that affect human performance and development, coaching techniques and sociological issues such as women, media and violence in sport will be explored. The course will prepare you for university programs in physical education, kinesiology, medicine, recreation and sports administration.

MATHEMATICS

Mathematics is all around us, in everything we do!



Overview of the Mathematics Program

The unprecedented changes that are taking place in today's world will profoundly affect the future of today's students. To meet the demands of the world in which they will live, students will need to adapt to changing conditions and to learn independently. They will require the ability to use technology effectively and the skills for processing large amounts of quantitative information. Today's mathematics curriculum must prepare students for their future roles in society. It must equip them with essential mathematical knowledge and skills; with skills of reasoning, problem solving and communication; and, most importantly, with the ability and the incentive to continue learning on their own. This curriculum provides a framework for accomplishing these goals.

The choice of specific concepts and skills to be taught must take into consideration new applications and new ways of doing mathematics. The development of sophisticated yet easy-to-use calculators and computers are changing the role of procedure and technique in mathematics. Operations that were an essential part of a procedures-focused curriculum for decades can now be accomplished quickly and effectively using technology, so that students can now solve problems that were previously too time-consuming to attempt, and can focus on underlying concepts. "In an effective mathematics program, students learn in the presence of technology. Technology should influence the mathematics content taught and how it is taught. Powerful assistive and enabling computer and handheld technologies should be used seamlessly in teaching, learning, and assessment."¹ This curriculum integrates appropriate technologies into the learning and doing of mathematics, while recognizing the continuing importance of students' mastering essential numeric and algebraic skills.

¹ *Expert Panel on Student Success in Ontario, Leading Math Success: Mathematical Literacy, Grades 7–12 – The Report of the Expert Panel on Student Success in Ontario, 2004 (Toronto: Ontario Ministry of Education, 2004), p. 47. (Referred to hereafter as Leading Math Success.)*

Mathematical knowledge becomes meaningful and powerful in application. This curriculum embeds the learning of mathematics in the solving of problems based on real-life situations. Other disciplines are a ready source of effective contexts for the study of mathematics. Rich problem-solving situations can be drawn from closely related disciplines, such as computer science, business, recreation, tourism, biology, physics, or technology, as well as from subjects historically thought of as distant from mathematics, such as geography or art. It is important that these links between disciplines be carefully explored, analysed, and discussed to emphasize for students the pervasiveness of mathematical knowledge and mathematical thinking in all subject areas.

The development of mathematical knowledge is a gradual process. A coherent and continuous program is necessary to help students see the “big pictures”, or underlying principles, of mathematics. The fundamentals of important skills, concepts, processes, and attitudes are initiated in the primary grades and fostered through elementary school.

CALCULATORS and TECHNOLOGY

Graphing programmable calculators and/or other graphing technology will be used in Senior courses. Students will learn how to use these tools effectively and appropriately with support from their teacher. For the Advanced Placement courses, MHF4U1 and MCV4U1, students are expected to purchase their own calculators. The TI-83+, TI-84+, TI-84+ Silver Edition are the ONLY graphing programmable calculators that will be permitted and supported by the Mathematics Department.

Grade 9 Mathematics — 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.

Grade 10 Principles of Mathematics — MPM2D

Prerequisite: Grade 9 Mathematics, MTH1W

In this course you will extend your knowledge of linear relations from Grade 9 by exploring the interaction of two lines simultaneously on a Cartesian grid. You will also explore a new relation called a quadratic that shows up as a parabolic curve when graphed. You will solve real-life applications that center around parabolas and use graphing software to help you transform these curves. Trigonometry will also be introduced which explores the relationship between the side lengths and angles of triangles. Finally, you will confirm the properties of geometric figures learned in Grade 9 by using technology and your new algebra skills. The course will be taught using a variety of methods including video instruction, group learning, graphing software, collaborative problem solving and traditional teaching. This will allow you

to develop your mathematics skills in a way that best suits your learning style and needs and will help you to communicate more effectively in mathematics.

Advisory Note: Students should be aware that they will need a thorough grasp of the concepts and content of Grade 9 Mathematics as evidenced by a MINIMUM grade of 75%, if they expect to be able to meet the requirements of this course. It is expected that students that have not met the minimum grade of 75% will complete remediation prior to attempting this course.

Grade 11 Functions and Applications — MCF3M

Prerequisite: Grade 10 Principles of Mathematics, MPM2D

Note 1: This course DOES NOT have a minimum grade requirement from your previous Grade 10 Mathematics course to select.

Note 2: Students enrolled in this course meet the prerequisite requirement for Mathematics of Data Management (MDM4U) only.

Similar to the MCR3U Functions course in content, this course distinguishes itself from MCR3U Functions with its slower pace and reduced depth of topic exploration. Both of these characteristics of the MCF3M course will offer you the opportunity to learn significant mathematics in an enjoyable manner. In the Functions and Applications course, you will extend your knowledge of quadratic relations and delve deeper into their applications in interesting and authentic ways. You will also learn about new functions including exponential and trigonometric functions and discover how they connect to the real world. Graphing software will be used to support your learning along with video instruction, both of which will further support your personal learning journey. You will not only learn how to represent these functions graphically, but also, numerically and algebraically. By the end of the course, you will have a more in-depth understanding of functions, be able to communicate more effectively in mathematics and be more comfortable solving multi-step problems.

Grade 11 Functions — MCR3U

Prerequisite: Grade 10 Principles of Mathematics, MPM2D

In this course you will learn the highly important mathematical concept of the function by extending your experiences with linear and quadratic relations through real-world applications and algebraic manipulations. You will investigate the properties, the differences, and the similarities of discrete and continuous functions, which includes key functions such as trigonometric functions and the exponential function. A keen emphasis will include students learning the different representations of functions: numerically, algebraically and graphically. You will have the opportunity to solve problems involving applications of functions, including completing projects. Investigations into inverse functions using the different representations will develop your facility in determining equivalent algebraic expressions. Finally, you will reason mathematically and communicate your thinking as you solve multi-step problems that permit you to demonstrate your understanding in multiple ways.

Advisory Note: Students should be aware that they will need a thorough grasp of the concepts and content of Grade 10 Mathematics as evidenced by a MINIMUM grade of 75%, if they expect to be able to meet the requirements of this course. It is expected that students that have not met the minimum grade of 75% will meet with their Guidance Counsellor prior to attempting this course to determine the best plan of support.

Grade 12 Mathematics of Data Management — MDM4U

Prerequisite: Grade 11 Functions and Applications, MCF3M or Grade 11 Functions, MCR3U
What is the probability of winning Lotto 649? Why are your chances of winning at the casino over the long term not nearly as great as your chances of losing? Why is it important to know the source of data and how it is collected? Can the media influence how we think about things through the use of statistics? These are the types of questions that will be explored in the Data Management course. By completing many activities and investigations, you will learn how to collect, analyse and organize large amounts of information and how to solve problems involving probability and statistics. You will also complete a culminating project where you will collect and analyse data to solve a problem of interest. If you are planning to enter university programs in business, the social sciences and the humanities, you may find this course of particular value.

Grade 12 Advanced Functions: University — MHF4U

Prerequisite: Grade 11 Functions, MCR3U
This course builds upon your knowledge of functions from Grade 11 Mathematics. Properties of polynomial, rational, trigonometric and exponential functions are broadened from previous courses. Logarithmic functions are introduced. Students also explore the combination of functions. Finally, you will begin to investigate rates of change, a building block for Calculus. You will be expected to demonstrate your understanding of all concepts graphically, algebraically, in words and using technology (using a graphing calculator and/or computer software). If you take this course, you will either use it as a prerequisite for Calculus & Vectors or to further your knowledge of functions before proceeding to one of many university programs.

Advisory Note: Students should be aware that they will need a thorough grasp of the concepts and content of Grade 11 Mathematics as evidenced by a minimum grade of 75% in MCR3U, if they expect to be able to meet the requirements of this course. It is expected that students that have not met the minimum grade of 75% will meet with their Guidance Counsellor prior to attempting this course to determine the best plan of support.

Grade 12 Calculus and Vectors: University — MCV4U

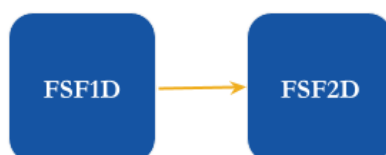
Prerequisite: Grade 12 Advanced Functions, MHF4U
This course builds on your previous experience with functions in the Advanced Functions course and further develops your understanding of rates of change. Studying rates of change in detail comes full circle for you as a mathematics learner, as the importance of straight lines from Grade 9 becomes exceedingly apparent. You will solve problems that are at the heart of human understanding of real-world relationships by broadening your understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational and radical functions. In addition, students will have the opportunity to study the mathematics of our everyday, three-space world geometrically and algebraically, through vectors and

representations of lines and planes. You will also refine your use of the mathematical processes necessary for success in senior mathematics. This course is intended for those who choose to pursue careers in fields such as science, engineering, economics and some areas of business, including those who will be required to take a university-level calculus, linear algebra or a physics course.

Advisory Note: Given that this course is often required for many post-secondary pathways of study, a certain level of knowledge and understanding is often expected by the post-secondary programs. Students should be aware that they will need a thorough grasp of the concepts and content of Grade 11 Mathematics as evidenced by a MINIMUM grade of 75% in MHF4U. It is expected that students who have not met the minimum grade of 75% will meet with their Guidance Counsellor prior to attempting this course to determine the best plan of support and to ensure they are aware of any post secondary minimum expectations.

LANGUAGES

French



Overview of the French Program

Knowledge of a second language is valuable for a number of reasons. Through learning a second language, students strengthen their first language skills, enhance their critical and creative thinking abilities, and increase their understanding of other cultures. In addition, the ability to communicate in another language provides students with a distinct advantage in a number of careers, both in Canada and internationally.

The primary goal of HTS Online secondary French courses is to increase a student's ability to use French effectively. The courses enable students to better understand themselves as language learners and the use of language learning strategies to increase their proficiency. All courses emphasize the development of listening, speaking, reading and writing skills through the use of a contextual approach and a variety of authentic resources.

Grade 9 Core French: FSF1D

Prerequisite: Minimum of 600 hours of French instruction or equivalent.

Aimez-vous le français? Then this is the course for you! If you have a strong base in French and are passionate about continuing to learn, this course will provide many opportunities for you. Through fun and challenging readings, writing assignments, projects and conversations, you will gain the skills and confidence you are looking for. You will also discover popular social trends, culture, relationships and careers. Thematic readings, which include a selection of short stories, articles and poems, will serve as stepping-stones to your oral and written activities.

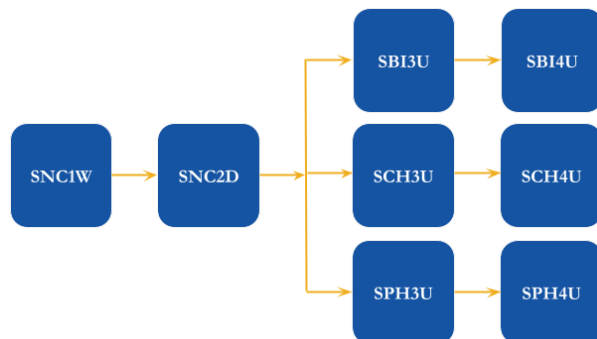
Grade 10 Core French: Academic — FSF2D

Prerequisite: Grade 9 French, FSF1D

While continuing your studies of francophone culture, you will explore a variety of themes through the study of well-known and original works of literature. These include an independent novel study and the famous play *Le fantôme de l'Opéra*. You will read, discuss, interpret and reflect on these pieces while improving both your oral and written skills.

SCIENCE

Overview of the Science Program



During the twentieth century, science played an increasingly important role in the lives of all Canadians. It underpins much of what we now take for granted, from life-saving pharmaceuticals to clean water, the places we live and work in, computers and other information technologies, and how we communicate with others. The impact of science on our lives will continue to grow as the twenty-first century unfolds. Consequently, scientific literacy for all has become a goal of science education throughout the world. Scientific literacy can be defined as possession of the scientific knowledge, skills and habits of mind required to thrive in the science-based world of the twenty-first century.

Achieving a high level of scientific literacy is not the same as becoming a scientist. The notion of thriving in a science-based world applies as much to a small-business person, a lawyer, a construction worker, a car mechanic or a travel agent as it does to a doctor, an engineer or a research scientist. While the specific knowledge and skills required for each of these occupations vary, the basic goal of thriving in a science-based world remains the same.

The overall aim of the secondary science program is to ensure scientific literacy for every secondary school graduate. To better achieve this aim, all courses in the program are designed to focus on science not only as an intellectual pursuit but also as an activity-based enterprise within a social context. The three goals of the science program are as follows:

1. To relate science to technology, society and the environment.
2. To develop the skills, strategies, and habits of mind required for scientific inquiry.
3. To understand the basic concepts of science.

Grade 9 Science: SNC1W

Prerequisite: None

This course will facilitate the enriched understanding of our role in environmental stewardship and sustainable ecosystems. You will develop important laboratory skills while learning about atomic and molecular structures and the properties of elements and compounds. As well, independent research skills are honed in the study of the universe and its properties and

components. The principles of electricity will be explored when you design and conduct scientific investigations as well as analysis of our energy consumption. Throughout the year you will make connections to current technology as well as societal and environmental issues.

Grade 10 Science: Academic — SNC2D

Prerequisite: Grade 9 Science, SNC1W

Through this course you are given a deeper look into each major strand of science (biology, chemistry and physics) in order to prepare you to make informed course selections for Grades 11 and 12, as well as heighten your interest in your favourite scientific area. Independent research skills are applied in the biology unit to learn about various types of current genetic engineering and biotechnology issues in order to understand cells and the structure of DNA. Further research is carried out in the climate change unit to determine the human impact on our planet. Laboratory skills are developed while learning about chemicals and the nature and properties of light.

Grade 11 Biology — SBI3U

Prerequisite: Grade 10 Science, SNC2D

This course will further your understanding of the amazing processes that occur in biological systems. You will study theory and conduct hands-on investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth and function of plants. The course not only focuses on the theoretical aspects of the topics under study, but also will help you refine skills related to conducting your own scientific investigation.

Advisory Note: The Grade 11 Biology program is a demanding level of curriculum. Students should have a thorough grasp of the concepts and content of Grade 10 science as evidenced by a MINIMUM grade of 70%. It is suggested that students that have not met the minimum grade of 70% will meet with their Guidance Counsellor prior to attempting this course to determine the best plan of support.

Grade 11 Chemistry — SCH3U

Prerequisite: Grade 10 Science, SNC2D

Chemistry impacts our everyday lives. We use salt and sugar to flavour the food we eat, we brush our teeth with sodium fluoride and, we use vinegar both in salad dressing and as a cleaning agent. Wouldn't you like to know the structure and properties of these chemicals? Well, Grade 11 chemistry is the place to start! You will learn how matter reacts, how to compare and measure the relationships between various types of matter (solids, liquids and gases). You will also further develop your analytical skills to determine the impact of some common chemicals on our society and in the environment.

Advisory Note: The Grade 11 Chemistry program is a demanding level of curriculum. Students should have a thorough grasp of the concepts and content of Grade 10 science and Grade 10 Mathematics as evidenced by a MINIMUM grade of 70%. It is suggested that students that have not met the minimum grade of 70% will meet with their Guidance Counsellor prior to attempting this course to determine the best plan of support.

Grade 11 Physics — SPH3U

Prerequisite: Grade 10 Science, SNC2D

This course will develop your understanding of the basic concepts of physics. Students will explore kinematics with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. You will enhance your scientific investigation skills as you test the various 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.

Advisory Note: The Grade 11 Physics program is a demanding level of curriculum. Students should have a thorough grasp of the concepts and content of Grade 10 science and grade 10 Mathematics as evidenced by a MINIMUM grade of 70%. It is suggested that students that have not met the minimum grade of 70% will meet with their Guidance Counsellor prior to attempting this course to determine the best plan of support.

Grade 12 Biology — SBI4U

Prerequisite: Grade 11 Biology, SBI3U

Do you dream of a career in medicine or biotechnology? This course will provide you with the opportunity for in-depth study of the concepts and processes that are the driving forces behind all life! You will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Advisory Note: The Grade 12 Biology program is a demanding level of curriculum. For many students, it may be a course that is required for their post-secondary programs of choice. Students should have a thorough grasp of the concepts and content of Grade 11 biology as evidenced by a MINIMUM grade of 80%. It is suggested that students who have not met the minimum grade of 80% will meet with their Guidance Counsellor prior to attempting this course to determine the best plan of support and to determine if their post-secondary options have any expectations around this course.

Grade 12 Chemistry — SCH4U

Prerequisite: Grade 11 Chemistry, SCH3U

Have you ever wondered what the atom really looks like? Are you curious about how Kevlar is manufactured? Do you wonder why baby diapers are so absorbent? Grade 12 chemistry will help you find the answers to these questions and many more! This is an exciting course that prepares students for university by allowing them to further develop their problem-solving, critical thinking and investigation skills.

Advisory Note: The Grade 12 Chemistry program is a demanding level of curriculum. For many students, it may be a course that is required for their post-secondary programs of choice. Students should have a thorough grasp of the concepts and content of Grade 11 chemistry as evidenced by a MINIMUM grade of 80% and a thorough grasp of the concepts and content of Grade 11 Mathematics (MCR3U) as evidenced by a MINIMUM grade of 75%.

It is suggested that students that have not met the minimum grades will meet with their Guidance Counsellor prior to attempting this course to determine the best plan of support and to determine if their post-secondary options have any expectations around this course.

Grade 12 Physics — SPH4U

Prerequisite: Grade 11 Physics, SPH3U

This course will enable 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. The nature of light, quantum mechanics and special relativity are just a few of the exciting topics you will learn about. You will further develop your scientific investigation skills by learning how to analyze data both qualitatively and quantitatively, and to apply this to a variety of physics concepts and principles. You will also consider the impact of technological applications of physics on society and the environment.

Advisory Note: The Grade 12 Chemistry program is a demanding level of curriculum. For many students, it may be a course that is required for their post-secondary programs of choice. Students should have a thorough grasp of the concepts and content of Grade 11 physics as evidenced by a MINIMUM grade of 80%, and a thorough grasp of the concepts and content of Grade 11 Mathematics (MCR3U) as evidenced by a MINIMUM grade of 75%. It is suggested that students that have not met the minimum grades will meet with their Guidance Counsellor prior to attempting this course to determine the best plan of support and to determine if their post-secondary options have any expectations around this course.

2025-2026 SUMMER TERM

COURSES OF STUDY

The following courses will be offered for the 2025-2026 Summer Term:

English as a Second Language

English as a Second Language, Level 4 (ESLDO)

English as a Second Language, Level 5 (ESLEO)

Grade 9 Course

Science, Grade 9 (SNC1W)

Issues in Canadian Geography, Grade 9 (CGC1D)

Grade 10 Courses

Canadian History since World War I, Grade 10 (CHC2D)

Principles of Mathematics, Grade 10 (MPM2D)

Grade 11 Courses

English, Grade 11 (ENG3U)

Functions: University, Grade 11 (MCR3U)

Grade 12 Courses

Advanced Functions: University, Grade 12 (MHF4U)

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

Course descriptions can be found above. All course outlines are available on *Edvance*. Detailed curriculum policy documents are posted on the [Ministry of Education's website](#).

STUDENT LIFE PROGRAM

Co-Curricular Program

The HTS Online co-curricular program is a vibrant part of school life. The HTS Online co-curricular program which runs mainly, but is not limited to the, after school time period. Areas of school life that students can be involved in may include the arts, athletics, leadership development, experiential education and digital and design competencies. In addition to these activities, there are academic and student run clubs that can be developed according to student interest. Students are strongly encouraged to be involved in student life activities throughout their time at HTS Online.

Advisory Program

Our Teacher Advisory Program is based on the principles of mentorship and nurturing and is guided by the components in the Student Life Framework (HTS Online Character Creed, Profile of a Graduate, and Core Competencies). Each teacher will be assigned to a small group of students, a Teacher Advisor Group (TAG). The program is designed to help advisors provide support to students, and over time will foster, develop and strengthen the attributes that meet our vision of the HTS Online Graduate. Advising is the goal of our program; it will allow for students to work collaboratively with a caring adult to guide them in their social, emotional and academic growth. Our program will provide meaningful discussions and activities that will help to foster both a relationship between the Advisor and student and also among the students in the Advisory Group. Advisors are there to support the students' growth and provide support along their school journey.

Benefits of Advisory Program:

- Builds a community of learners;
- Builds a positive and supportive community;
- Increases communication between the students, the parents and the school;
- Provides students with a supportive role model in their lives who can mentor them through critical decisions in their development
- Supports students' interpersonal development, helping them make connections in their learning between other school experiences such as community service, athletics, clubs etc.
- Allows students to find success in their lives and provides someone to celebrate these successes

Experiential Learning

Students are strongly encouraged to participate fully in the co-curricular life of the school. They are encouraged to try new opportunities and pursue their passions. As part of the HTS Online graduation requirements, students are required to complete an experiential learning component, consisting of an internship or service learning experience in their Grade 11 or Grade 12 year.

Character Development and Leadership Opportunities

All students are provided with a variety of opportunities to grow and develop as young people of character who live with a commitment to support each other and to serve the community at large. While character development is at the root of many experiences and leadership opportunities, HTS Online also works to teach character and to build it as a quantifiable value found in all of its graduates through things like our TAG advisory program, leadership opportunities and the required experiential learning component. While external trips and experiences offer exceptional opportunities to build the character traits we value as a school, there are also significant leadership opportunities available to all students that enhance a student's understanding of self and their role within a broader community.

While club involvement is encouraged, all students are advised to seek balance in their commitments and to be active but reliable members of any club they choose to join. Club commitments are not a reasonable excuse for missing academic time or responsibilities.

While being a leader often comes with a title and some significant responsibilities, HTS encourages all of its students to practice “everyday leadership” through their deportment, attitude and direct involvement in school life. The message inherent throughout our leadership and character development philosophy is that everyone can and should play a role — no matter how small — in building a better school community.

The HTS Online Character Creed

The HTS Online Character Creed is the basis from which we build programming and talk about character development at HTS Online. Consisting of our four core moral values — respect, integrity, courage and empathy — the Creed challenges all members of the community to guide their actions and behaviour for the betterment of the greater good. Student life programming and frameworks consider where all students should be in their corresponding character development as they move toward the ideals outlined in the Graduate Profile.

AWARDS

Academic Awards

Award	Description
Academic Honours	Students are awarded Academic Honours for having achieved above an 80% average in their previous school year.
Head of School Award for Academic Excellence	Students are awarded the Head of School Award for Academic Excellence for having achieved above a 90% average in their previous school year.

Students final marks will be calculated and recorded as a percentage.