

Canadian International Scholars School

School Course Calendar

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The School

The Importance and Value of Completing a Secondary Education

We believe that secondary education plays a pivotal role in the transition of young individuals into productive and contributing members of society. As such, we remain committed to reaching every student and guiding them in pursuit of their academic and career goals with confidence and integrity. To achieve this, we rely on the mutual cooperation of students, teachers, parents, guidance, and the principal. We provide our students access to:

Continuous Student - Guidance Counselling
Student - Parent - Guidance Session
Ongoing Student - Student-teacher conferencing
Student-Parent-Teacher Sessions
Flexible Year-Round Online Semesters

The Requirement to Remain in Secondary School

All students under 18 years of age are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school. Canadian International Scholars School is committed to reaching every student to help them successfully complete their secondary education.

For individuals, finishing high school is often seen as the minimum requirement for successful employment.

A person without a high school education will earn approximately \$1 million less over his or her life than someone with a post-secondary education. In addition to getting better jobs and earning more, research shows that people who complete high school generally have better health, live longer, and have a higher quality of life.

People who are better educated tend to be active citizens involved in the betterment of their communities. They also tend to rely less on social services because they are able to support themselves and their families through good-paying jobs. Higher levels of education also mean lower crime rates. Better health means less demand for our healthcare system and lower costs. And when parents are well educated, the chances are much higher that their children will be as well.

School's Overall Goals and Philosophy

Canadian International Scholars School has established objectives to ensure that each student has an optimal opportunity to:

1. Develop intellectually

We encourage and guide our students to learn beyond the basic bodies of knowledge; to learn independent and critical thinking, to be curious about the world they live in, and to be creative in expressing their thoughts.

2. Develop Social Skills

We encourage and guide our students to have a better understanding of who they are as individuals. We celebrate our students' achievements, motivate them to take the initiative, and help them develop a sense of social responsibility and respect for the beliefs of others.

3. Develop Career Skills

We encourage our students to think ahead and identify their career objectives. We

assist them in developing work habits and skills that match the ever-changing workplace.

We believe that secondary education plays a pivotal role in the transition of young individuals into productive and contributing members of society. As such, we remain committed to reaching every student. To achieve this, we rely on the mutual cooperation of students, teachers, parents, and the principal.

School's Online Terms, Reporting Periods

Term	Duration	Grades	ZOOM Classes	Reporting Period
Fall	Sep 24 – Jan 30	9 -12		Nov and Jan
Winter	Feb 02 -Jun 15	9 -12		Apr and Jun

Canadian International Scholars School Expectations

Students' Responsibilities

- Log in to Canadian International Scholars School website, <https://cissedu.com/moodle/> regularly, at least two times a week;
- follow the established rules and take responsibility for their own actions;
- exercise self-discipline;
- be courteous to fellow pupils in discussion forums and obedient and courteous of teachers;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, especially when there is disagreement;
- demonstrate honesty and integrity during the online tests and assignments;
- respect and treat others fairly and promote a positive climate in school chat rooms and school forums that is inclusive and accepting of all pupils, including those of any race, ancestry, place of origin, color, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or dis- ability;
- respect the copyrights. If referring to a document that belongs to somebody else, always mention the source very clearly.
- respect all members of the school community, especially persons in positions of authority;
- Fill out the learning log every week to report their activity status to the teacher.

Students' Achievement

At Canadian International Scholars School, student progress and achievement are reported every two and a half months, the "Midterm Report Card" and the "Final Report Card". The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for reporting on these two areas. The report card will also include teachers' comments on the student's strengths, areas in which Improvement is needed, and ways in which Improvement might be achieved. Separate sections are provided for recording attendance and

lateness in each course.

The report card provides the following skills demonstrated by the student in every course in the following categories:

- Responsibility
- Organization
- Independent work
- Collaboration
- Initiative
- Self-Regulation

The learning skills and work habits are evaluated and reported separately from achievement of the curriculum expectation using a four-point scale (E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement). The separate evaluation and reporting of achievement of the curriculum expectations will reflect their critical role in achieving the curriculum expectations. Four categories for assessments and evaluations are:

- Knowledge and understanding
- Thinking and Inquiry
- Communication
- Application

Students' Attendance

Inappropriate and undocumented absences are truancies. Students who are truant at the time of evaluations may be affected, and their true level of achievement misrepresented. At Canadian International Scholars School, we believe that the best way to report and address this issue is by relating it to the development of learning skills and work habits of students. The professional judgment of a teacher and acting within our policies and guidelines will most benefit student learning.

This policy is applied to all online students, from grades 9 to 12, at Canadian International Scholars School. We expect all students to attend all their classes to achieve the highest level of accomplishment. Also, we understand that due to particular circumstances, it might happen that students are not able to attend scheduled classes.

At Canadian International Scholars School, we hold students accountable for their significant absences.

A significant absence is defined as:

- An absence of more than two consecutive classes (or three consecutive logins for online courses) during working periods that have not been explained to and accepted by the course teacher;
- An absence of any duration if it prevents a student from attending an examination or meeting a deadline for handing in a project or an assignment.
- All teachers at Canadian International Scholars School are responsible for completing the Student Absence Form. This form and associated documents (medical notes, hospital notes, and/or notes from the police) will be kept in student files, and the results will be summarized in students' report cards.
- All students start their online classes during the day like a normal school. Each subject has a local teacher assistant who assists students with the delivery of the Ontario Curriculum-based courses. Teacher assistants do not get involved in the assessments. However, they assist us with the students' attendance.

- We have also implemented the Online Study Time Tracker (Learning Log) that the students fill out their login and log-out times on a daily basis and submit them back to the School Moodle system.

Canadian International Scholars School Code of Conduct

We believe that:

- Everyone has a responsibility to promote a safe environment.
- Everyone should be aware of their rights as active and engaged citizens. More importantly, everyone should also accept responsibility for protecting their rights and the rights of others.
- All members of the school community are to be treated with respect and dignity, especially those in positions of authority.
- Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community.
- Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to injure another person or even threaten to use an object to injure another person. This is unacceptable and puts everyone's safety at risk.
- Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.
- Everyone shows proper care and regard for school property and the property of others.
- Everyone respects and treats others fairly, regardless of race, ancestry, place of origin, color, ethnic origin, creed, sex, age, family status, or disability.
- The possession, use, or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. 'We will work cooperatively with police to promote prevention strategies.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Canadian International Scholars School's Safe Schools Policy

The mission of the Canadian International Scholars School is to provide "learning environments that are safe, nurturing, positive, and respectful." Such learning environments are peaceful and welcoming for all. They must be free of negative factors such as abuse, bullying, discrimination, intimidation, hateful words and deeds, and physical violence in any form. They must also clearly demonstrate respect for human rights and social justice and promote the values needed to develop responsible members of a democratic society.

Canadian International Scholars School:

- is committed to providing a safe learning and working environment for all students, staff, and visitors to our schools;
- expects its students, parents/guardians, and employees to actively participate as partners in maintaining a safe learning and work environment on our campuses will not tolerate:
 - the violence of any kind;

- the possession or presence of weapons;
- harmful, threatening, or actual acts of violence or other unlawful acts;
- verbal abuse in any form;
- the presence of any intruder or any activity that places the safety of students, staff, or visitors at risk;
- and the possession of, use of, or trafficking of alcohol, illegal drugs, or unauthorized prescription drugs;
- will ensure that school officials and staff respond appropriately, without delay, and in a consistent fashion when violent incidents threaten the safety and security of our schools and the well-being of our students and staff.
- will ensure that there are serious consequences for any student who commits a violent act, up to and including expulsions.

The Principal provides a leadership role in the daily operation of the school by:

- Demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- Students are to be treated with respect and dignity. In return, they must
 - attend all classes;
 - come to school prepared, on time, and ready to learn;
 - show respect for themselves, others, and those in authority;
 - refrain from bringing anything to school that may compromise the safety of others;
 - cooperates with the established rules and takes responsibility for his or her activity.
- Parents 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 fulfil this responsibility when they:
 - show an active interest in their child's school work and progress;
 - communicate regularly with the school;
 - help their child be neat, appropriately 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;
 - become familiar with the Code of Conduct and school rules;
 - assist school staff in dealing with disciplinary issues.

Plagiarism

Canadian International Scholars School requires academic honesty from all students. This requires students to always submit original work and to give credit to all research sources correctly and consistently.

Definition of Plagiarism

Plagiarism is an act of theft known by many names: cheating, borrowing, stealing or copying. Plagiarism is intentionally or unintentionally using another person's words or ideas and presenting these as one's own.

Plagiarism includes:

- Incorrectly paraphrased material
- Lack of correct citation
- Cutting and pasting from websites, articles, etc., with no intention of citing the work
- Copying another student's/ person's work and presenting it as your own work
- Having another person write your assignments, assessments, and evaluations

Any case of academic dishonesty will be reported to the administration, the student's parent/guardian will be informed, and one or more of the following consequences will

be implemented:

School Response to Academic Dishonesty

- The student will receive a zero on the assignment
- Students will be given the opportunity to demonstrate expectations on an alternate assignment
- Documentation of the incident will be placed in the student's file
- A task related to the ethics and morals of cheating and/or plagiarism will be assigned
- Academic assistance will be made available
- Students may be suspended/expelled from the course if more than one incident occurs

Policies and Procedures on Plagiarized Assignments

The teacher and student will meet to discuss the teacher's concerns. The principal may be involved.

- If the plagiarism is found to be intentional, the academic penalty may be a mark of zero.
- If the plagiarism is found to be unintentional, the student will be given the

opportunity to redo the work by an agreed-upon date.

A student may appeal a decision made by the teacher within five school days of the student/teacher meeting. The appeal must be made in writing to a member of the school administration and must outline the reasons supporting the appeal. Three staff members/teachers appointed by the principal will hear the appeal. The decision of the committee will be final

Fine prints

This is a copy of Canadian International Scholars School's Terms and Conditions. By signing Canadian International Scholars School's Registration Form, students/parents/guardians enter into a binding contract with Canadian International Scholars School for the entire course of studies at this school, including any extra courses that may be added at a later date:

- I fully understand that it is my responsibility to provide Canadian International Scholars School with a copy of my updated school transcript/ report card in a timely manner, showing that I possess the required prerequisites for all my registered subjects. Failure to provide an updated transcript or report card means my registered course(s) will not be recognized by Canadian International Scholars School as a credit-granting course but rather a learning course, and I will not be allowed to attend those affected courses. Canadian International Scholars School may change, cancel or alter my registered courses, in case I do not have the correct prerequisites.
- I acknowledge that I have fully read and understood the terms and conditions outlined on the back of the Registration Form and the Canadian International Scholars School website.
- I agree to abide by the Canadian International Scholars School Code of Conduct and any other regulations that are explained in the school's Course Calendar.
- I agree that all information provided is correct and true to the best of my knowledge.

Withdrawing from a Course

- Grades 11 and 12 students, who wish to withdraw from a course, must submit a withdrawal request to the office, in writing (or email), within 5 school days of receiving their midterm report card. In such a case, the mark will not be entered in the student's transcript. In case the student is under the 18 years of age, a letter from the student's parents/ guardian is required. Upon receiving the cancellation request, we will update the student's course load.

Diploma and Certificates

The Requirements for the OSSD:

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits
- from the 30 credits, two credits must be taken online. See page 43, Online Learning Graduation Requirement (PPM 167).
- students must meet the provincial secondary school literacy requirement.
- students must complete 40 hours of community involvement activities.

Compulsory credit requirements

(Total of 18 credits)

4 credits in English (1 credit per grade)

The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.

The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.

For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least one credit in Grade 11 or 12)

2 credits in science

1 credit in the arts

The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

3 additional credits, consisting of 1 credit from each of the following groups:

Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language,

classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education

Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the complete list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets destination requirements. A student will earn one credit for each 110-hour course successfully completed.

The Ontario Secondary School Literacy Test

Students are required to meet the provincial literacy requirement to earn an Ontario Secondary School Diploma. Successful completion of the Ontario Secondary School Literacy Test (OSSLT) will satisfy this requirement. Students who have been eligible to write the OSSLT at least twice and were unsuccessful at least once are eligible to take the Ontario Secondary School Literacy Course to fulfill the literacy requirement.

Students must complete the Ontario Secondary School Literacy Test (OSSLT) to meet this requirement and the associated provincial literacy standard. This test is scheduled and administered by the Education Quality and Accountability Office (EQAO).

Students will usually take the OSSLT in Grade 10 unless the principal grants a deferral. Students who do not successfully complete the OSSLT can retake the test in subsequent years. Once students have successfully completed the OSSLT, they may not retake it. Canadian International Scholars School can organize the test administration for students whose Ontario Student Record (OSR) is held at Canadian International Scholars School. The test will be written at Canadian International Scholars School premises, where our staff members will invigilate students. Students may also write the test at an alternative location if they make special arrangements as specified by the Ministry of Education or at another inspected school.

Exemptions:

A student must have a student support plan that clearly indicates he or she is not working towards a secondary school diploma in order to be exempted from writing the OSSLT. The principal, in consultation with the parent(s)/guardian(s) and student, will make all decisions regarding exemptions.

What students need to graduate (entering Grade 9 in 2024+)

To earn an OSSD, such students must:

1. **Earn 30 credits** total, consisting of:
 - 17 *compulsory* credits
 - 13 *optional* credits
2. **Successfully meet the provincial literacy requirement** (usually via passing the Ontario Secondary School Literacy Test, or alternate/Ontario Secondary School Literacy Course)
3. **Complete at least 2 online learning credits**
4. **Complete 40 hours of community involvement (volunteering)**
5. (Beginning **September 2026**) **A financial literacy requirement** embedded in the Grade 10 mathematics course: students will need to achieve a mark of 70% or more in that component to fulfill the requirement.

Breakdown of the 17 compulsory credits

For students entering Grade 9 in 2024 or later, the compulsory credits are distributed as follows:

Subject area	Credits required
English (1 credit per grade)	4 credits
Mathematics	3 credits (Grade 9, Grade 10, and 1 in Grade 11 or 12)
Science	2 credits
Technological Education (Grade 9 or 10)	1 credit
Canadian History (Grade 10)	1 credit
Canadian Geography (Grade 9)	1 credit
The Arts	1 credit

Subject area	Credits required
Health & Physical Education	1 credit
French as a Second Language	1 credit
Career Studies	0.5 credit
Civics and Citizenship	0.5 credit
One credit from a STEM-related course group	1 credit from business studies, computer studies, cooperative education, additional mathematics, additional science, or additional technological education

- The “STEM-related course group” is a new addition under the 2024+ requirements.
- The technological education credit requirement (Grade 9 or 10) is also new under the 2024+ rules.

Some flexibility and substitutions are allowed under certain conditions (for example, for students in special education).

The Ontario Secondary School Literacy Course

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12*. Students who pass the course are considered to have met the literacy graduation requirement.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. The principal has the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition (PLAR) policy.

For students with special education needs, accommodations specified in the student’s support plan will be made available to the student throughout the course. However, because the achievement of the expectations in this course represents the fulfillment of the literacy requirement for graduation, no modifications of the expectations will be permitted.

Students who were receiving special education programs and/or involvements and had a student support plan documenting accommodations required during the taking of the OSSLT might be eligible to enroll directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered.

Accommodations:

The necessary accommodations will be made to ensure that students who are receiving special education programs and/ or students who have a student support plan have a fair and equal opportunity to successfully complete the secondary school literacy test.

Students needing such accommodations may or may not have been formally identified as exceptional but rather by teachers in consultation with the principal.

The accommodations made will be the same as those that are set out in the student’s

support plan and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation, while accommodations such as alternative forms of print and extra time will be allowed, the actual content of the secondary school literacy test cannot be altered.

Deferrals of the Ontario Secondary School Literacy Test

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

- students who have been identified as exceptional by an Identification or Placement
- students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;
- students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9.

Deferrals may also be granted to students who are unable to write the test at the scheduled time due to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time.

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

- A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school as long as both parties have been consulted. Such requests are made in writing to the principal.
- The principal may grant the deferral. To clarify, if, for example, students have long-term illnesses and are not registered to write the test, they can be granted a deferral. Where students are registered to write the test but experience illness or injury that keeps them from writing it at the scheduled time, they will be deemed to be absent.
- A principal may also initiate consideration of a deferral with the parent or adult student.
- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.
- The writing of the test may be deferred only to the time of the next scheduled test.

Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.

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

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

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

The Community Involvement Requirements and Procedures

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute

to society beyond the minimum number of hours required, as well as to continue to make a selfless

Upon enrolment, we ensure that our students are informed about the mandatory requirement to earn the Ontario Secondary School Diploma (OSSD) and the essential community involvement component. Detailed information regarding these requirements can be found in our comprehensive School Course Calendar available on Moodle, accessible to enrolled students.

For students, whether inside or outside of Ontario/Canada, Principals will ensure that students receive the school's information regarding graduation requirements. Students will share this information with their parents/guardians and individuals or organizations who will be supervising their community involvement activities.

Note: Students can accumulate hours during the summer before Grade 9

Other approved community involvement activities:

- Fundraising for non-profit organizations
- Coaching or assisting sports at the community level
- Church activities such as helping teach Sunday school, bazaars, etc.
- Involvement in community committees, food banks, fairs, etc.
- Participation in environmental projects such as recycling projects, etc.
- Picking up trash

Community Involvement Activities not approved:

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

The Requirements for the Ontario Secondary School Certificate:

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)	Optional credits (total of 7)
2 credits in English 1 credit in Canadian geography or Canadian history 1 credit in mathematics 1 credit in science 1 credit in health and physical education 1 credit in the arts or technological education	7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (Substitutions for Compulsory Credit) also apply to the Ontario Secondary School Certificate.

Substitution Policy for the Compulsory Credit Requirements

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 principal 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 will 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 will be made only if the student's educational interests are best served by such a substitution.

If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. The principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff.

The following are limitations on substitutions for compulsory credits:

English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits.);

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 and in the Ontario Student Record.

Course Substitution Request Form

For: Ontario Secondary School Diploma (OSSD)

Student Information

Student Name: _____

Date of Birth: _____

Age: _____

Grade: _____

Date: _____

Request for Course Substitution

Original Required Course: Substituted Course:

Reason for Substitution:

Policy Reference

According to Ontario Ministry of Education policy, one compulsory course (from Groups 1, 2, or 3) may be substituted with another course that better supports the student's strengths and educational goals. This request is made in accordance with that policy.

Authorization

Principal Signature

The Certificate of Accomplishment

Students who leave secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training or who plan to find employment directly after leaving school.

The Ontario Scholar Program

The Ontario Scholar Program recognizes students who have earned an Ontario Secondary School Diploma in the current or previous school year and who have attained an aggregate of at least 480 marks in any combination of ministry-approved courses that provide a total of 6 credits. Upon the recommendation of their principal, these graduating students receive a certificate from the Minister of Education.

The list of ministry-approved courses and the conditions for the granting of this award are given in the following ministry document:

www.edu.gov.on.ca/extra/eng/ppm/ppm53.pdf

The Definition of a Credit

A credit will be awarded upon successful completion of the prescribed curriculum. Each grade 9 -12 course is scheduled for a minimum of 110 hours with the exception of the half credits in Career Studies and Civics and Citizenship, which are scheduled for a minimum of 55 hours and carry the value of 0.5 credit. The courses leading to the Ontario Secondary School Diploma (OSSD) are developed in compliance with the requirements set out in the curriculum documents provided by the Ontario Ministry of Education.

What is De-Streaming?

De-streaming is an educational approach that supports the achievement of equitable outcomes for every learner. This means that students will not select from the Academic or Applied streams when choosing their courses in Grade 9. Most students entering Grade 9 will be taking courses designed for all learners.

Why De-stream?

Research shows that de-streaming results in better outcomes for all students, particularly for those who are from marginalized communities.

Students and families have indicated that they consider pathway selection in Grade 8 to be too early. By de-streaming, students and their families have additional time to understand pathways and to keep options open when choosing workplace, apprenticeship, college or university courses in Grades 11 and 12.

Currently, grade 9 math (MTH 1W), science (SNC 1W), Geography (CGC1W) and English (ENL 1W) are de-streamed.

The following three types of courses are offered in Grade 10:

- Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to

experience hands-on applications of the concepts and theories they study.

- Open courses comprise a set of expectations that are appropriate for all students and are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of the university, college, or workplace in mind.
- In Grade 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grade 10, students should try to ensure that they have the prerequisites required for future courses they plan to take.

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

- College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeships or other training programs.
- University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers if they plan to enter the workforce directly after graduation or the requirements for admission to certain apprenticeships or other training programs.
- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of a university, college, or the workplace in mind.
- In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their post-secondary pathways. In these grades, there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs.

An Explanation of the Course Coding System

The Ministry of Education has developed common course codes for use in all Ontario Secondary Schools. The use of these codes will greatly assist the identification of courses studied and credits earned by students when moving from school to school, seeking employment or when submitting applications to post-secondary institutions. All courses are identified by three letters followed by a number and a letter. The first character indicates the subject area:

A Arts	B Business	C Canadian and World Studies	E English
F French	G Guidance and Career Education	H Social Sciences and the Humanities	I Computer Studies, Interdisciplinary Studies
L Classical and International Languages	M Mathematics	N First Nations, Métis, and Inuit Studies	P Health and Physical Education
S Science	T Technological Studies		

The first number indicates the grade level of the course:

1 means Grade 9

2 means Grade 10

3 means Grade 11

4 means Grade 12

The letter following the first number indicates the nature of the course:

C	College
D	Academic
M	College / University Preparation
O	Open
P	Applied
U	University
W	De-Stream

Thus: "ENG2P" means English for Grade 10 students, an applied course.

Description of All the Course/s Offered by Canadian International Scholars School

Please note that due to a lack of enrollments, not all the courses reported to the Ministry are currently offered. We may offer them in the future if the existing limitation is improved. In such a case, the Ministry will be informed in advance.

MCR3U

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

Access to Outlines of the Courses of Study and School Course Calendar

Parents and students who want to review the outlines of courses or the School Course Calendar can contact the school's office. A copy is available on Moodle and at the school office.

MHF4U

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

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

Access to Ontario Curriculum Policy Documents

Parents and/or students who require access to Ontario Curriculum policy documents may do so by contacting the principal or visiting:

<https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

Experiential Learning Programs: Cooperative Education and Job Shadowing

Job shadowing allows students the opportunity to spend one day shadowing an employee in a workplace in a field that they are interested in pursuing. The information and experience gathered through job shadowing are then used as part of the career planning and course selection process. Job shadowing is a one-day program and is treated like a field trip. For the time being, job shadowing is only available to students

taking Career Studies (GLC2O) courses at Canadian International Scholars School. Cooperative education allows students to earn secondary school credits while completing a work placement in the community. The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) will be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor. All cooperative education programs will be developed and implemented in accordance with ministry policy as outlined in Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools. Cooperative Education is currently not offered at Canadian International Scholars School.

Policy Regarding Student Withdrawal from Courses in Grades 11 and 12

If students in Grade 11 or 12 courses withdraw within five business days following receipt of their midterm report card, the withdrawal is not recorded on the Ontario Student Transcript (OST). If a student withdraws after five business days following the receipt of the midterm report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The percentage grade at the time of the withdrawal is recorded in the "Grade" column. A withdrawal for Grade 9 or 10 courses is not recorded on the OST. All students must submit a Course Withdrawal Form to the Guidance Counsellor. If a student is under the age of 18, the signature of parents or guardians is required.

Full Disclosure

The Ontario Ministry of Education instructed that schools in Ontario implement a policy of full disclosure in September 1999. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts unless the student withdraws from the course not later than 5 days after receiving the midterm report card. This means that any course completed, dropped, or failed after 5 days have passed the midterm will appear on a student's transcript along with the marks earned in the program.

Procedures Related to Changing Course Types

Students sometimes change their post-secondary goals mid-way through high school and, as a result, need to change the type of course that they are taking. Knowing this is the case for many students, Canadian International Scholars School provides ways to accommodate students who want to change courses or program type.

- The principal may waive course prerequisites if he believes that the student has the necessary skills to be successful and that it is in the student's best educational interest. The school uses forms and procedures to document these course-type changes. A signed request by the student (parents/guardian if the student is under 18) stating the reasons why he/ she wishes to waive a prerequisite. The student will be assessed by taking the final exam of the course that the student wishes to waive. Based on the outcome of the test, the principal may waive the prerequisite.

- All forms and assessments will be filed in the student's OSR.

Prerequisite Waiver

Date: _____

Student Name: _____ OEN: _____

The above student has been admitted to the following course:

Start Date: _____ End Date: _____

The student is aware of the school prerequisite waiver policy, and in accordance with the school policy, the following prerequisite for the above course has been waived based on the justification provided below:

Prerequisite(s) Waived:

Justification:

Teacher Signature

Date

Principal Signature

Date

Course Prerequisites Procedure

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

Request for Prerequisite Waiver Policy

All information about prerequisites for courses is available to students and parents as indicated in the course description section of the school course calendar.

The principal or vice principal will determine whether a prerequisite should be waived and will make the following considerations in the decision to waive a prerequisite:

1. At Canadian International Scholars School, the student/parents must request the waiver in writing using the appropriate form provided by the school. The form is then filed in the student's OSR.
2. The student understands that the prerequisite course in question prepares the student for the course, which requires the prerequisite course.
3. Some students may request to do a prerequisite waiver exam or test.
4. The principal or vice principal must be satisfied that the waiver of the prerequisite will not hinder the chance of success in the course for which the prerequisite is a requirement.

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The student understands that the prerequisite course in question prepares the student for the course which requires the prerequisite course.

Some students may request to do a prerequisite waiver exam or test.

The principal or vice principal must be satisfied that the waiver of the prerequisite will not hinder the chance of success in the course for which the prerequisite is a requirement.

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

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

Students Transferring from Home Schooling, a Non-Inspected Private School, or a School outside Ontario

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For secondary students who are transferring from homeschooling, a non-inspected private school, or a school outside Ontario, the principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned. The credit equivalency total and the number of compulsory credits included will be entered on the student's Ontario Student Transcript. Students will have to meet the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities the student will have to complete. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision and the rationale for the placement to the student and parents. The principal should note the results of his or her assessment and the reasons for the decision in the student's Ontario Student Record.

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Requirements to qualify for the OSSD, where the student has normally completed:

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

a- The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.

b- The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

The prior learning assessment and recognition (PLAR) for mature students

Prior Learning Assessment and Recognition (PLAR) for mature students is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in the provincial curriculum in order to earn credits toward the OSSD.

All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.

After a review of the student's existing documentation and evidence of prior learning, principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma requirements and determine how the PLAR process can best be applied.

The PLAR process for mature students involves two components: "equivalency" and "challenge".

Grade 9 and 10 credits

For Grade 9 or 10 credits the equivalency process is as follows:

- students participate in individual assessments consisting of four subject-based assessments, as needed, for the purpose of granting Grade 9 or 10 credits
- up to 16 Grade 9 and 10 credits may be granted through the Grade 9 or 10 equivalency process at the discretion of the principal following individual assessment

There is no challenge process for Grade 9 and 10 credits.

Grade 11 and 12 credits

For Grade 11 or 12 credits both the equivalency process and the challenge process are as follows:

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- through the equivalency process, students participate in an evaluation of their credentials, other appropriate documentation, and evidence from jurisdictions within and outside Ontario for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum
- through the challenge process, students' prior learning is evaluated using assessments for the purpose of granting credit for Grade 11 or 12 courses developed from the most recent Ontario curriculum
- up to 10 of 14 Grade 11 and 12 credits may be granted through either the equivalency or challenge process.
- a minimum of four Grade 11 and 12 credits must be earned by taking the necessary courses, with the following exception:
 - at the discretion of the principal, mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian post-secondary institution, as well as those with an Ontario Certificate of Apprenticeship and/or Qualification may be granted up to 30 credits for the OSSD under Ontario Schools.

Following the equivalency or challenge process, any remaining required credits may be earned by taking the required courses.

Mature students who have previously accumulated 26 or more credits towards the diploma (excluding those with postsecondary credentials as noted above) must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

Alternative Ways to Earn a Credit

Students may want to change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Sometimes, they need to switch from applied to academic courses; or take additional courses to meet the requirements.

The following are other ways to get alternative credit:

1. Secondary school credit courses are available through the Independent Learning Centre
2. Students can also obtain credits through an inspected private school. In such a case, the principal of the publicly funded school will record the credit with the notation "P" in the "Notes" column on the Ontario Student Transcript (OST).

Evaluation and Examination Policy

Assessment and evaluation are ongoing, and a variety of methods are used to provide students with multiple and varied opportunities to demonstrate their learning. Each course will incorporate overall and specific expectations from the provincial curriculum guidelines to measure students' knowledge and understanding, thinking and inquiry, communication, and application skills as they relate to the learning of essential concepts. Evidence of student achievement for assessment and evaluation will be collected over time from three different sources – observations, conversations, and student products. Throughout the semester, students will receive clear and detailed feedback on their progress against clearly outlined criteria, aimed at supporting improved learning and achievement.

Assessment is the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations.

Evaluation is the process of judging the quality of student work on the basis of established criteria and assigning a value (i.e., level, letter grade, or numerical mark) to represent that quality.

Assessment and Evaluation Policy

Information relating to the assessment and evaluation of individual student achievement will be provided to students and parents at the commencement of each term in the form of a Course of Study. The Course of Study will contain a course description, units of study breakdown, teaching strategies used, and how students will be evaluated and assessed. The school's cheating and plagiarism, late and missed assignments, and missed tests and exams policies are also included.

Reporting Procedure

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. Teachers will consider evidence collected through observations, conversations, and student products. Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

All credit courses will deliver a final evaluation in the form of an examination, performance assessment, essay assessment, culminating project, and/or other method approved by the principal and suitable to the evaluation of course expectations. All final examinations in credit courses will occur during designated examination periods at the end of each term.

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The development of learning skills and work habits is an integral part of each student's learning. The key Learning Skills and Work Habits evaluated and reported on include responsibility, organization, independent work, collaboration, initiative, and self-regulation. At Canadian International Scholars School, we assess, evaluate, and report on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately, which allows teachers to provide information to the parents and students that is specific to each of the two areas of achievement.

At Canadian International Scholars School, the mechanism for formal reporting on student achievement is the Ontario Report Card. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for reporting on these two areas. The report card will also include teachers' comments on the student's strengths, areas in which Improvement is needed, and ways in which Improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course

Registration and Course Selection

Course selections and registration forms are available in the school office. Students are encouraged to consult with one of our staff to select the required courses.

The Role of Parents in the Course Selection Process

The introductory section of this guide has been designed to give students and parents an understanding of the courses offered and the choices to be made. This information should have a significant influence on the choices made by students and approved by their parents. Students and parents are also advised of the importance of certain priorities in education, including physical fitness, an understanding and appreciation of both the English and French languages, an awareness of Canada's heritage, and an appreciation of the Arts.

Remedial Programs

One of our school staff or teachers is available for extra help and will inform students of the days and times each week when this assistance is available.

In-School Peer Tutoring Although extra help is readily available from our teachers, individual tutoring may be recommended for students who are having difficulty in a

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particular subject area. For further inquiries, please contact the Guidance department.

Student Success

The focus of the Student Success program is to improve student learning one student at a time. The main purpose is to help students considered at risk due to low levels of achievement, poor attendance, disengagement, or lack of credit accumulation. The Student Success program works to open doors to viable options, pathways, and opportunities for success.

Supports for English language learners

English language learners are students whose first language is a language other than English. They come from diverse backgrounds and school experiences and have a wide variety of strengths and needs. Following written and verbal tests, we place them in one of ESLAO, ESLBO, ESLCO, ESLDO, or ESLEO. Canadian International Scholars School ensures that programs and supports are in place for these students as they develop proficiency in English. All teachers share the responsibility for the English language development of these students. Teachers adapt the instructional program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

Online Requirements

Online School Philosophy

We believe that secondary education plays a pivotal role in the transition of young individuals into productive and contributing members of society. As such, we remain committed to reaching every student and guiding them in pursuit of their academic and career goals with confidence and integrity.

Our E-Learning is an alternative to regular courses. Facilitated by technology, E-learning provides an excellent opportunity to students who are unable to pursue their educational goals within the traditional system.

Online Course Schedule

Canadian International Scholars School's E-learning program is a structured,

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asynchronous system. However, we do our best to also provide live sessions between students and their teachers via ZOOM or Skype. The live sessions allow students to ask questions from their teachers and consult with their peers' students. Also, the teachers get the opportunity to observe and communicate with his/ her students. Observation and conversation are essential parts of the students' assessments. All online courses have a start and an end date. Students can log into the Moodle platform at a time and location of their convenience.

Hardware and Software Requirements

Students should have the following minimum requirements to access the Canadian International Scholars School Online program called Moodle:

Hardware:

A PC running Windows 7 or higher

A Mac running OS X

High-speed internet connection

Speakers or headphones

Microphone

A webcam for face-to-face discussions or monitoring their tests using ZOOM, Skype, Google Plus or similar programs

Software:

Adobe Reader

Adobe Flash Player

A typical Office Suite, including a word processor, PowerPoint, and equation editor or the equivalent of this software for a Mac user.

ZOOM, Microsoft Teams, Google Meet, WeChat, ...

Browsers :

Mozilla Firefox4 or higher

Internet Explorer 7 or higher

Safari 5 or higher

Google Chrome 11 or higher

In some cases, a scanner or camera may be used to submit handwritten assignments or to take an image.

Attendance Policy and Procedures for Students Enrolled in Online Courses

Regular attendance is as essential for online students as in a traditional classroom.

Regular

attendance will enhance the student's learning experience and maintain the continuity

of the course. To maximize success, students are expected to log in to the Canadian International Scholars School website regularly, at least three times a week, during an eight-week program and two times per week for longer terms. Teachers will take the attendance record of each student enrolled in the course by monitoring their login history on a regular basis. For every week that the student fails to log in, he/she will be marked absent from the course. If a student fails to log in for two consecutive weeks, the teacher will initiate a conversation with the school guidance, who in turn will follow up with the student and inform parents (if the student is under 18). This is called the first notification. A second notification will be issued if the student continues to be absent from the course. A guidance-parent-student-teacher session (virtually using Skype or Google Plus if students/ parents reside in a different country) will be held at school to discuss required support and help for the successful completion of the course. The school reserves the right to discontinue a student's enrollment in an online course when there is chronic absenteeism or non-attendance.

Student's Achievement and Reporting

All online courses have the equivalent of 110 hours of instruction and incorporate overall and specific expectations from the Ontario curriculum guidelines to measure students' knowledge and understanding, thinking and inquiry, communication, and application skills as they relate to the learning of essential concepts. Evidence of student achievement for assessment and evaluation will be collected over time from three different sources – observations, conversations and student products.

Throughout the semester, students will receive clear and detailed feedback on their progress against clearly outlined criteria aimed at supporting improved learning and achievement.

Student progress and achievement for online courses are reported two times within each semester through two formal written reports. The mechanism for formal reporting on student achievement is the Ontario Report Card. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for reporting these two areas. The report card will also include teachers' comments on the student's strengths, areas in which Improvement is needed, and ways in which Improvement might be achieved. Separate sections are provided for recording attendance in each course.

The report card provides the following skills demonstrated by the student in every course in the following categories:

Responsibility

Canadian International Scholars School

Organization

Independent work

Collaboration

Initiative

Self-Regulation

The learning skills and work habits are evaluated and reported separately from the achievement of the curriculum expectation using a four-point scale (E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement).

The Ontario Student Record (OSR) for Online Students

An Ontario Student Record (OSR) is established for each full-time student who enrolls at Canadian International Scholars School.

For students who are not full-time at Canadian International Scholars School, an Ontario Report Card will be sent to their home school upon completion of a course.

Ontario Secondary School Literacy Test (OSSLT)

Canadian International Scholars School offers the Literacy Test for its full-time students at its premises or in an EQAO-approved location in case the student does not reside in Ontario.

Ontario Secondary School Literacy Course

Canadian International Scholars School offers the Literacy Course to its qualified students. Students may enroll in the Literacy Course after at least one unsuccessful attempt at the Literacy Test and at the discretion of the principal.

Community Involvement Requirements and Procedures

The Community Involvement Requirements and Procedures

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society beyond the minimum number of hours required, as well as to continue to make a selfless

Upon enrolment, we ensure that our students are informed about the mandatory requirement to earn the Ontario Secondary School Diploma (OSSD) and the essential community involvement component. Detailed information regarding these requirements can be found in our comprehensive School Course Calendar available

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on Moodle, accessible to enrolled students.

For students, whether inside or outside of Ontario/Canada, Principals will ensure that students receive the school's information regarding graduation requirements.

Students will share this information with their parents/guardians and individuals or organizations who will be supervising their community involvement activities.

Note: Students can accumulate hours during the summer before Grade 9

Other approved community involvement activities:

- Fundraising for non-profit organizations
- Coaching or assisting sports at the community level
- Church activities such as helping teach Sunday school, bazaars, etc.
- Involvement in community committees, food banks, fairs, etc.
- Participation in environmental projects such as recycling projects, etc.
- Picking up trash

Community Involvement Activities not approved:

- Any paid activity (i.e. babysitting);
- Cooperative education;
- Any activities or programs organized by the school (i.e. cadets);
- Playing on sports teams;
- Any involving the operation of a motor vehicle or power tools, or scaffolding;
- Any involvement in the administration of medications or medical procedures to another person;
- Any occurring in an unsafe or unsupervised environment;
- Any displacing a paid worker;
- Any in a logging or mining environment if the student is under 16 years old;
- Any in a factory if the student is under 15 years of age;
- Any taking place in a workplace other than a factory if the student is under fourteen years of age and is not accompanied by an adult;
- Any involving the handling of substances classed as "designated substances" under the Occupational Health and Safety Act;

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- Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Any involving banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
- Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

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Community Involvement Activity Notification and Completion Form

Students are encouraged to begin their community hours in the summer preceding entry into Grade 9.

Date submitted: _____ Last Name: _____ First Name: _____
(yyyy-mm-dd)

Date	Hours Completed	Organization	Description of Activity	Supervisor's Name and Phone Number	Supervisor's Signature	Principal's/Designate's Signature (*if required)

Total Hours

I acknowledge that I am responsible for the monitoring and safety of my son/daughter during the completion of these hours.

Parent/Guardian Signature

Personal information on this form is collected under the authority of the Education Act and Municipal Freedom of Information and Protection of Privacy Act and will only be used to document completion of community involvement hours.

For Office Use Only	<input type="checkbox"/> Completion has been noted on the student's OST.	_____	_____
		Signature of School Official	Date

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Acceptable Use Policy

The Acceptable Use Policy defines the ways in which a user may behave in the Canadian International Scholars School online platform. The online course instructor has access to all material placed online by individual students, and the teacher reserves the right to remove inappropriate content. All participants are required to conduct themselves in a respectful manner and to avoid unethical or illegal activities. Any attempt to access unauthorized content, impersonate another user, or destroy or delete data of another user may result in expulsion from the course.

Canadian International Scholars School's online platform is intended for educational purposes only. Commercial, illegal, obscene, and other inappropriate activities are prohibited. Participants who do not follow these guidelines will have their registration and access withdrawn.

Final Exam Procedure

Final exams are conducted at Canadian International Scholars School premises if students live in the GTA area.

Students who live outside the GTA area may choose to attend an approved location, with an approved proctor for the final exam.

The students must present proof of identification, such as a passport or a driver's license, when enrolling in the course and at the final exam.

Late / Missing Assignments Policy

Assignment Submission deadlines are noted on the course schedule, which is created by the Classroom Teacher at the start of the course. Moodle, the online platform, will not accept submissions after the due date.

There is no late submission penalty for online students due to the nature of delivery and time allocation. However, any work that is not submitted by the last day of the course will automatically earn a mark of 0.

Online course instructors will continuously follow up with students to make sure students are learning and are able to attempt the assessment and evaluation tasks. Students are continuously given support to complete the required work.

The lateness in the submission of the required materials will, however, be reflected in students' learning skills and work habits, as reported in the Ontario Report Card for both midterm and final marks

Grace Period for Marking and Answering students' messages

All online instructors mark evaluation tasks submitted on time within one week of

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receipt. The Grade Book is thus updated in a timely manner for students as well as parents/guardians to monitor the course progress. All messages received within the online platform will be responded to within a 48-hour time frame.

Guidance and Career Counselling

Students enrolled in the online program have access to the school guidance by email or by appointment for education planning and the course selection process in person or online using Skype or Google Plus.

Policy on Course Withdrawal from Online Courses

If students in Grade 11 or 12 courses withdraw within five business days following receipt of their midterm report card, the withdrawal is not recorded on the Ontario Student Transcript (OST). If a student withdraws after five business days following the receipt of the midterm report card, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The percentage grade at the time of the withdrawal is recorded in the “Grade” column. A withdrawal for Grade 9 or 10 courses is not recorded on the OST. All students must submit a Course Withdrawal Form to the Guidance Counsellor by email. If the student is under the age of 18, the signature of a parent or guardian is required.

ONTARIO STUDENT RECORD (OSR) POLICIES & PROCEDURES

INTRODUCTION

Canadian International Scholars School uses this OSR operating manual in compliance with policies set out in the Ministry of Education’s OSR Guideline 2000.

Canadian International Scholars School Policy:

Ontario Student Records are to be maintained for all students in compliance with the *Education Act*, *Ontario Student Record Guideline, 2000* and all applicable regulations and guidelines of the Government of Ontario.

The fundamental principles underlying the establishment, maintenance, use, retention, transfer, and disposal of the OSR are as follows:

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A careful and regular review of the OSR should be made to ensure that the information is accurate, up-to-date, and pertinent to the Improvement of the student's instruction.

The information is accessible to the principal and teachers of the school for the purpose of improving the instruction of the student. Those specified to maintain the OSR have access for clerical purposes only. All students and parents/guardians of students under the age of 18 also have access without written consent.

Written permission from the parents/guardians or the adult student is required to permit access to the OSR for those in non-teaching roles; for example, educational assistant, psychologist, social worker, police officer, etc.

An adult student or the parent/guardian of a student under the age of 18 may request that the principal correct or remove any information not conducive to the Improvement of instruction of the student.

ESTABLISHMENT OF THE OSR

An OSR shall be established for each local full-time student enrolled and for each part-time or full-time student taking courses online, residing outside of Ontario / overseas.

RESPONSIBILITY OF THE OSR

Establishment and Maintenance:

The school specifies the following persons to be responsible for performing clerical functions with respect to the establishment and maintenance of the OSR: Farah / Kierra.

Regular Review:

The OSR will be reviewed:

- upon providing an educational or academic assessment of the student
- at the end of each school year
- when a student transfers into the school
- when a student transfers out of the school
- when a student retires from school

Security and Storage:

The principal will ensure that the OSR is stored in a secure area, that is, in a room that provides confidentiality, security, and accessibility of the record. A record will not be left unattended, left out of storage overnight, or taken out of the school building.

When a parent/guardian, student, or individual with written consent is examining an OSR, this person shall be supervised by an appropriate staff member designated by the principal.

Destruction of OSR Materials:

All materials purged from the OSR must be destroyed so that no identifiable information can be discerned. The principal will ensure that designated staff destroy the contents of the OSR by shredding hard copies and/or deleting appropriate electronic files in accordance with section 8 of the OSR Guideline.

The Ontario Student Transcript (OST)

The OST shall be produced in accordance with the *Ontario Student Transcript (OST) Manual, 2013*. It will be produced in electronic format and complies with the full disclosure policy outlined in the OST Manual, 2013.

- a) Current updated common course codes will be used from the current list on the website <https://www.dcp.edu.gov.on.ca/en/>
- b) Courses will be entered chronologically by date on the OST.
- c) "X" will be used for compulsory courses and compulsory course substitutions.
- d) Full disclosure of grade 11 and 12 courses will result in percentage grades being recorded for courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn. For students who have withdrawn from a course after five (5) instructional days following the issuance of the first report card, enter the student's percentage grade at the time of the withdrawal and place a "W" in the credit column.
- e) Indicate completion of the forty hours of community service for OSS students. f)

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Indicate the successful completion of the Literacy Test for OSS students.

An official copy of the OST will be filed in the OSR upon –

- Graduation
- Transfer
- Retirement

At all other times, the OST will be maintained as an electronic file.

Students may request a copy of their Ontario Student Transcript (OST) upon –

- Transferring to another secondary school
- Applying to a private post-secondary training program, college or university
- Transferring to a school outside of Ontario
- Graduating
- Leaving school
- Applying for a scholarship or bursary, or
- Applying for a job

OSTs will be provided to retired students on request.

School OSR Access Policy:

- 1) Access to an OSR is restricted to the student, the parent/guardian of a student under the age of 18, supervisory officers, and the principal and the teachers of the school for the purpose of improving the instruction of the student.
- 2) Every other person who wishes access to examine the OSR must provide written authorization from the parent, guardian, or adult student (if the student is 18 years of age and older).
- 3) Any authorized person requesting access to an OSR record will request an appointment with the principal. To guarantee the security of the OSR and to interpret the material appropriately, the principal or designate shall be present in all cases to explain the record. In some cases, the principal may invite school or professional staff (psychologist, speech, consultant, etc.) to explain specific reports in the OSR file.

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Procedures for Transferring OSRs

I. Students Transferring Out of the School:

- a) The principal or designate must receive a written request (transfer form) for the OSR record signed by the receiving principal and the parent of the non-adult student or the adult student.
- b) Upon the receipt of the written request, the principal or designate will review OSR and remove information no longer conducive to the Improvement of instruction of the student. The Office Index Card will be completed electronically to include the required information. The required information will be noted in section B of the OSR folder before transferring the record folder.
- c) The OSR will be mailed by Courier to the requesting school. The transfer request form will be filed electronically and retained for one year.

II. Students Transferring into the School

- a) The principal or designate will forward a written request to the sending school signed by the principal, parent of the non-adult student or adult student requesting the OSR record.
- b) Once the OSR arrives, it will be reviewed by the principal or designate, and a new electronic Office Index Card will be set up and filed school's student database.

III. Students Transferring Outside Ontario

Only an exact copy (photocopy) of the OSR may be transferred to a school outside the province upon receiving a written request from the principal and written consent from the parent of the non-adult student or the adult student. The original OSR will be retired and stored at the sending school. The transfer request form will be filed in the binder and stored for a period of one year.

IV. Transfer of the OSR shall be done by Registered Mail.

- V. All letters requesting the transfer of OSR records will be filed in a binder and retained for one full school year beyond the year the OSR was transferred.

VI. Before the principal transfers an original OSR to an inspected private school, a non-inspected private school, or a federal or First Nation school in Ontario, the principal must have received:

- a) a written request for the information from the receiving school, in which the school
- b) agrees to accept responsibility for the OSR and to maintain, retain, transfer, and
- c) dispose of the OSR in accordance with this guideline (see appendix I); and
- d) a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

RETIREMENT OF A STUDENT

Retirement Procedures:

An OSR is considered retired when the student ceases to be enrolled in the school and is removed from their electronic course.

Secondary schools must print and file the final transcript in the OSR folder to ensure the record is retained for 55 years as mandated by section 8 of the OSR Guideline.

A report card will be completed for a retired student who has been enrolled for more than 5 days past the date of receiving their midterm report card.

Five years after the retirement date, certain OSR records may be destroyed, refer to section 8.

The principal (or designate) is responsible for purging records from the OSR.

RETENTION, STORAGE, AND DESTRUCTION OF INFORMATION IN THE OSR

The OSR Guideline states that personal information placed in an OSR should be retained by the school for at least one year after use. A parent/guardian of a non-adult student or an adult student may provide consent to remove information prior to one year.

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OSRs will be stored as inactive files at the school upon the retirement of a student. After five years following the student's retirement the principal (or designate) is responsible for purging the OSR. Certain OSR records may be destroyed in accordance with section 8 of the OSR Guideline. All OSR material is purged except:

- the OSR folder
- the OST
- Office Index Card

These components of the OSR shall be retained at the last school attended for 55 years after the student retires.

School Closure Record Storage Policy:

If the school closes the governing official of the private school will determine where the OSR Records will be stored to ensure access and confidentiality. The Ministry of Education will be notified in writing of such a decision.

Destruction of OSR Materials:

All materials purged from the OSR must be destroyed so that no identifiable information can be discerned. The principal will ensure that designated staff destroy the contents of the OSR by shredding hard copies,

In-School Peer Tutoring

Although extra help is readily available from our teachers, individual tutoring may be recommended for students who are having difficulty in a particular subject area. For further inquiries, please contact the Guidance department.

Policy/Program Memorandum 167

The purpose of this memorandum is to provide direction to Ontario schools on the implementation of the online learning graduation requirement and opt-out process.

This requirement is designed to support students to enroll in online learning courses as part of their secondary school program in order to support the development of digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives. It is guided by a vision of an Ontario where every student has equitable access to high-quality online learning

within a modernized education system that prepares them to succeed in a digital and ever-changing world. Refer to the “Eligible credits” section for a detailed definition of “online learning”.

Online learning graduation requirement

Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the requirements for an Ontario Secondary School Diploma unless they have been opted out or exempted in accordance with the processes described in this memorandum. Adult learners entering the Ontario secondary school system in 2023-24 or later will also be required to meet this graduation requirement unless they opt themselves out of the requirement in accordance with the processes described in this memorandum.

Students working towards other certificates (for example, the certificate of accomplishment or an Ontario Secondary School Certificate) are not required to complete the online learning graduation requirement, yet may be encouraged to enroll in online learning courses to support the development of digital literacy and other important transferable skills that help prepare them for success after graduation and in all aspects of their lives.

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

Each student’s progress toward the graduation requirement will be tracked by the school, including which credits were completed through online learning. Progress towards the completion will be communicated to parents/guardians or the student if they are 18 years of age or older or 16 or 17 years of age and have withdrawn from parental control. This may be communicated, for example, through the student’s report card.

Opting out from the online graduation requirement

Parents who wish to opt-out or exempt their child from the online graduation requirement must complete the opt-out form available at our office.

To process of opting out from online learning graduation requirements may be

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requested by:

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

Eligible credits

For the purposes of this Policy/Program Memorandum 167, *online learning courses* or *online learning credits*, also known as “e-learning” courses or credits, are Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may be needed for:

- examinations and other final evaluations
- access to internet connectivity or learning devices

Students must successfully complete the equivalent of at least two full online credits to fulfill the graduation requirement. Online learning credits towards the graduation requirement may be earned at any time during the student’s secondary school program courses.

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